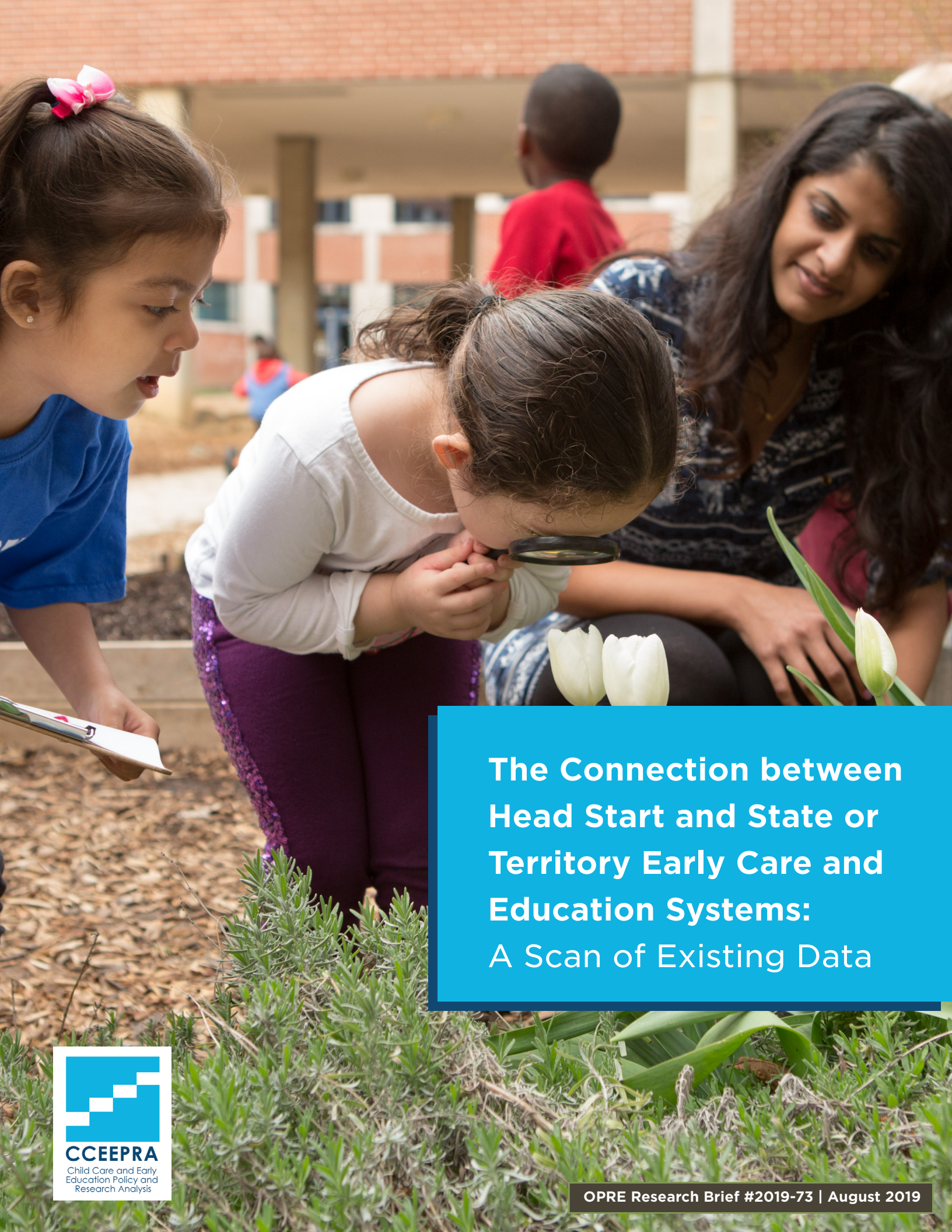




The Connection between Head Start and State or Territory Early Care and Education Systems: A Scan of Existing Data

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Executive Summary

Introduction

States and territories have increasingly worked to strengthen their early care and education (ECE) systems to more efficiently and effectively serve young children. It can still be challenging, however, to coordinate ECE systems' multifaceted funding streams, services, standards, and regulations. State and federal ECE systems provide a variety of direct services, including ECE in centers and family child care homes; state-funded pre-kindergarten (state pre-K); early intervention and early childhood special education; and Head Start, Early Head Start, Migrant and Seasonal Head Start, and Tribal Head Start. This report focuses on Head Start and Early Head Start, and their relationship to state and territory ECE systems.

Purpose

This report summarizes publicly available information about the coordination or inclusion of Head Start across various aspects of state and territory ECE systems. The findings are organized by nine topics: the agency housing Head Start Collaboration Offices, Head Start grants and enrollment, state Head Start spending, Quality Rating and Improvement Systems (QRIS), state pre-K, child care subsidy policies, Early Head Start-Child Care Partnerships, Head Start grant-level partnerships, and integrated data systems. The report also addresses ways in which future research could help the field better understand these connections between Head Start and state or territory ECE systems.

Key findings and highlights

- The relationship between Head Start and other facets of ECE systems varies widely across states and territories. Child Trend's analysis indicates that the ways in which Head Start connects with

other ECE programs or policies vary by state or territory and that different forms of collaboration or coordination are more prevalent in some states and territories than in others. Head Start participation in QRIS and coordination with the Child Care and Development Fund (CCDF) are two of the most common forms of collaboration in states and territories. Indeed, Head Start programs participate in QRIS in 93 percent of states and territories that report data to the Quality Compendium (a national database of QRIS policies). Formal partnerships between state pre-K and Head Start were less common, with half of states or territories reporting these partnerships. In addition, only eight states report linking child-level Head Start data to their ECE data system.

- Collaboration is a long-term effort. There is increased national interest in strengthening alignment, coordination, and collaboration across the various components of the ECE system, including Head Start. Collaboration across agencies, services, and funding streams is complex and will take time. Future data can inform collaboration efforts among Head Start and the various aspects of state and territory ECE systems.
- Further research is needed to understand how and why Head Start is connected with state and territory ECE systems. This report provides an important initial picture of the connections between Head Start and many facets of state and territory ECE systems. It does not, however, explain why certain policies or practices are in place or how Head Start and other aspects of the ECE system connect or coordinate with one another. Similarly, we are not able to draw conclusions from these data about how well Head Start is integrated into state and territory ECE systems. Because available data used in this report tell part, but not all, of the story, further research in these areas would benefit states and territories as well as federal agencies.

Glossary

ACF: Administration for Children and Families

CCDF: Child Care and Development Fund

ECE: early care and education

ECIDS: early childhood integrated data systems

EHS-CCP: Early Head Start-Child Care Partnerships

ELDS: early learning and development standards

HSCO: Head Start Collaboration Office

HSPPS: Head Start Program Performance Standards

KEA: kindergarten entrance assessment

LEA: local education agencies

PIR: Head Start Program Information Report

QRIS: quality rating and improvement systems

SLDS: statewide longitudinal data systems

Introduction

States and territories have increasingly worked to strengthen their early care and education (ECE) systems to more efficiently and effectively serve young children. It can still be challenging, however, to coordinate ECE systems' multifaceted funding streams, services, standards, and regulations. Unlike the K-12 education system, which has a single state or territory agency that provides oversight and leadership, the ECE system includes multiple state and federal agencies that oversee funding and activities. These agencies, including state Departments of Education and state Departments of Health and Human Services, administer various federal and state funds to provide a range of ECE services and supports to children and families.

State and federal ECE systems provide a variety of direct services, including ECE in centers and family child care homes; state-funded pre-kindergarten; early intervention and early childhood special education; and Head Start, Early Head Start, Migrant and Seasonal Head Start, and Tribal Head Start. This report focuses on Head Start and Early Head Start, and their relationship to state and territory ECE systems.

Head Start¹ is uniquely situated in the ECE landscape within states and territories due to the way funding and oversight are structured. The federal Office of Head Start in the Administration for Children and Families distributes Head Start grants directly to local entities that oversee programs in their area. The states or territories in which Head Start programs operate do not have a direct role in overseeing these programs. While this link between the federal government and local grantees has many benefits, it may also have implications for Head Start's involvement in state and territory ECE systems.

This report summarizes publicly available information about the coordination or inclusion of Head Start across various aspects of state and territory ECE systems. We hope that, by presenting the information in one place, leaders will be able to more easily use it to help shape future federal and state or territory efforts to strengthen ECE systems.

The publicly available data included in this report cover multiple topics and are organized as shown below.

¹ For the purpose of this report, Head Start will refer to Head Start and Early Head Start but will not include Head Start Region 11–American Indian/Alaska Native Head Start or Region 12–Migrant & Seasonal Head Start.

Information Presented in this Report

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About Head Start

Since 1965, Head Start has served young children from low-income families across the United States to improve academic, social, and health outcomes. Head Start delivers services to children from birth to age 5 and their families in the core areas of early learning, health, and family well-being, with an emphasis on family engagement (birth to age 3 in Early Head Start²; ages 3 to 5 in Head Start). Funding for Head Start comes from the federal ACF and is awarded through grants to local Head Start entities. A Head Start grantee is legally responsible for the Head Start programs—the set of services provided to children and families. A Head Start grantee may contract with another entity, referred to as the delegate agency, to operate all or part of a Head Start program. In 2016–2017, ACF provided more than \$8 billion to 1,764 grantees across 50 states, the District of Columbia, the Republic of Palau, and five U.S. territories.³ Head Start served just over 1 million children in 2017–2018 (Office of Head Start, 2018).

² Early Head Start also serves pregnant women. Throughout the report, we discuss funding amounts and enrollment in Early Head Start. These figures include pregnant women served through the program, although headings will refer to “children served,” as children are the primary beneficiaries of Early Head Start services.

³ The five U.S. territories are: American Samoa, Guam, Northern Mariana Islands, Puerto Rico, and the U.S. Virgin Islands. Palau is an independent country that in 1994 agreed to free association with the United States.

Through Head Start and other federal initiatives, the government has supported efforts to build connections among various aspects of state and territory ECE systems (Government Accountability Office, 2017). Specifically, the Improving Head Start for School Readiness Act (Office of Head Start, 2007; codified into law 42 U.S.C. § 9837b) called for State Advisory Councils that, among other things, are charged with promoting collaboration and coordination across ECE programs. The Act specified members to represent a broad range of stakeholders in state ECE systems, including representatives from state agencies responsible for child care licensing, providers of early childhood education and development services, Head Start agencies, and a state director of Head Start Collaboration.

The Race to the Top-Early Learning Challenge grants also supported system-building efforts in ECE, such as the development of a data system that integrates data across multiple programs and agencies. Most recently, the Preschool Development Birth through Five grants encourage grantees to align and strengthen their mixed delivery system of ECE services for children from birth to age 5 in their state through the development of a statewide needs assessment and strategic plan.

In 2016, the revised Head Start Program Performance Standards (HSPPS) included several provisions to encourage collaboration between local Head Start programs and other facets of state or territory ECE systems. For example, the revised performance standards require collaboration with local education agencies (LEAs) to implement the McKinney-Vento Homeless Assistance Act, which supports children experiencing homelessness. Head Start programs are also encouraged to partner with LEAs to create a smooth transition for children moving from Head Start to kindergarten. In addition, the HSPPS includes measures related to participation in state quality rating and improvement system (QRIS) and state education data systems (Office of Head Start, 2016).

Methods and Data Sources

For this report, the research team compiled statistics from publicly available databases and reports that contained information about Head Start's relationship to other aspects of the ECE system. All 50 states, the District of Columbia, the five U.S. territories, and Palau are included in this report. We excluded data sources that provided information for only a few states or territories, rather than all. Although most of the data sources provided information at the state or territory level, data from the Head Start Program Information Report (PIR) were available at the grant level.⁴ We aggregated the PIR data by state to gather state- or territory-level information on Head Start. Some reports from the PIR provided narrative information about collaboration, which the research team coded and summarized. Table 1 provides a description of each data source included in the review.

⁴ A single state or grantee entity may have more than one Head Start grant.

Table 1. Data sources

Source and Description	Source Dates
Child Care & Development Fund Policies Database This database houses state- and territory-level policies related to the implementation of the Child Care & Development Fund. Link: http://ccdf.urban.org/	2010, 2016
Early Child Care and Education: State and Territory Governance Structures This report compiles information from each state and territory on the agencies that administer various federal programs to support children and families. Link: https://childcareta.acf.hhs.gov/resource/early-child-care-and-education-state-and-territory-governance-structures	2015
Early Childhood Data Collaborative State of the States EC Data Systems This report summarizes the findings from a 50-state and District of Columbia survey about the ways in which states are building and maintaining early childhood system databases to link child-level data. Link: https://www.ecedata.org/2018-state-of-early-childhood-data-systems/	2018
Early Head Start – Child Care Partnerships (EHS-CCPs) EHS-CCPs bring together the strengths of Early Head Start and child care through layering of funds to provide high-quality, comprehensive, and continuous services to low-income infants, toddlers, and their families. This website describes EHS-CCP, including the goals and intended outcomes, lists EHS-CCP grantees, and provides links to relevant resources. Link: https://www.acf.hhs.gov/ecd/early-learning/ehs-cc-partnerships	2018
Head Start Program Information Report (PIR) aggregate data The PIR dataset contains information on each Head Start program that grantees and delegate agencies submitted annually to the Office of Head Start. The PIR includes data on the services, staff, children, and families served by Head Start and Early Head Start programs. Link: https://eclkc.ohs.acf.hhs.gov/data-ongoing-monitoring/article/program-information-report-pir	2017
National Institute for Early Education Research’s State of Head Start This report summarizes information about Head Start enrollment, funding, quality, and duration in 50 states, the District of Columbia, Palau, and five territories collected from surveys of Head Start and Early Head Start administrators, the Program Information Report (PIR), and other data provided by the Office of Head Start. Link: http://nieer.org/headstart	2016

Source and Description	Source Dates
National Institute for Early Education Research's State of Preschool 2017 This report provides annual information on the enrollment, funding, and quality of state funded preschool programs. Data are from a survey of state preschool administrators. Link: http://nieer.org/state-preschool-yearbooks/yearbook2017	2017
Quality Compendium The compendium is an online database of QRIS policies. Data are collected annually through a survey of QRIS administrators. Link: https://qualitycompendium.org/	2017

Data limitations

The data included in this report are limited to what is publicly available across states and territories; it is not a comprehensive picture of the relationship between Head Start and state or territory ECE systems. In addition, beyond basic information about Head Start (e.g., number of children enrolled), it does not include specific information about Head Start services; it instead focuses on data regarding the connections between Head Start and other ECE programs. Additionally, the publicly available information was collected at various points in time, as noted in Table 1. Therefore, the information described in this report may not reflect current relationships between Head Start and state or territory ECE systems. Wherever possible, data reported in publicly available reports were verified using the original source of information, though in some instances detailed methods or documentation were not available in published reports. Finally, most data sources included territories, though some did not. Tables and figures in the report note where information on territories is missing. The sources of all data are provided throughout the report.

Findings

This section of the report includes tables of available state and territory data, as well as text that summarizes the information. Findings are organized by the nine topics identified in the table of contents. As appropriate within each topic, we have organized the information into subheadings framed as questions. The data source is listed in parenthesis after each question. The tables allow readers to view variation across states or territories for each topic.



I. Administrative Home of the Head Start Collaboration Office

The Head Start Collaboration Offices (HSCOs) were created to facilitate collaboration and partnerships between Head Start and state and local agencies providing ECE services (Office of Head Start, 2017a). The goal of these partnerships is to create and improve policy and practice related to ECE systems, provide comprehensive services for low-income children, and encourage collaboration between Head Start and other early childhood programs and services. In each state, the HSCO also assesses Head Start's needs related to alignment and collaboration with the goal of supporting Head Start's capacity for these partnerships. Additionally, the HSCO develops a strategic plan to enhance collaboration and coordination of Head Start services and other entities providing early childhood supports in the state, including other early care and education programs or services, health, and child welfare.⁵

⁵ Sec. 642B Head Start Collaboration; State Early Education and Care [42 U.S.C. 9837b]

The Office of Head Start has specified six priorities for HSCOs:

1. Partnering with state child care systems emphasizing the Early Head Start-Child Care Partnerships (EHS-CCP)⁶ initiative
2. Working with state efforts to collect data regarding early childhood programs and child outcomes
3. Supporting the expansion and access of high-quality workforce and career development opportunities for staff
4. Collaborating with state Quality Rating and Improvement Systems (QRIS)⁷
5. Working with state school systems to ensure continuity between Head Start and Kindergarten Entrance Assessment (KEA)
6. Any additional regional priorities (Office of Head Start, 2017a).

The location of the HSCO in a given state may influence how Head Start collaborates with other facets of the ECE system and addresses the tasks and priorities identified above. If, for example, the HSCO is housed in the same agency as pre-K or child care licensing, then it may be easier to build connections across those programs. This section includes information about the administrative home of the HSCO. The source for this information is the January 2015 *Early Child Care and Education: State and Territory Governance Structures* report by the Administration for Children and Families.

What agency houses the Head Start Collaboration Office?

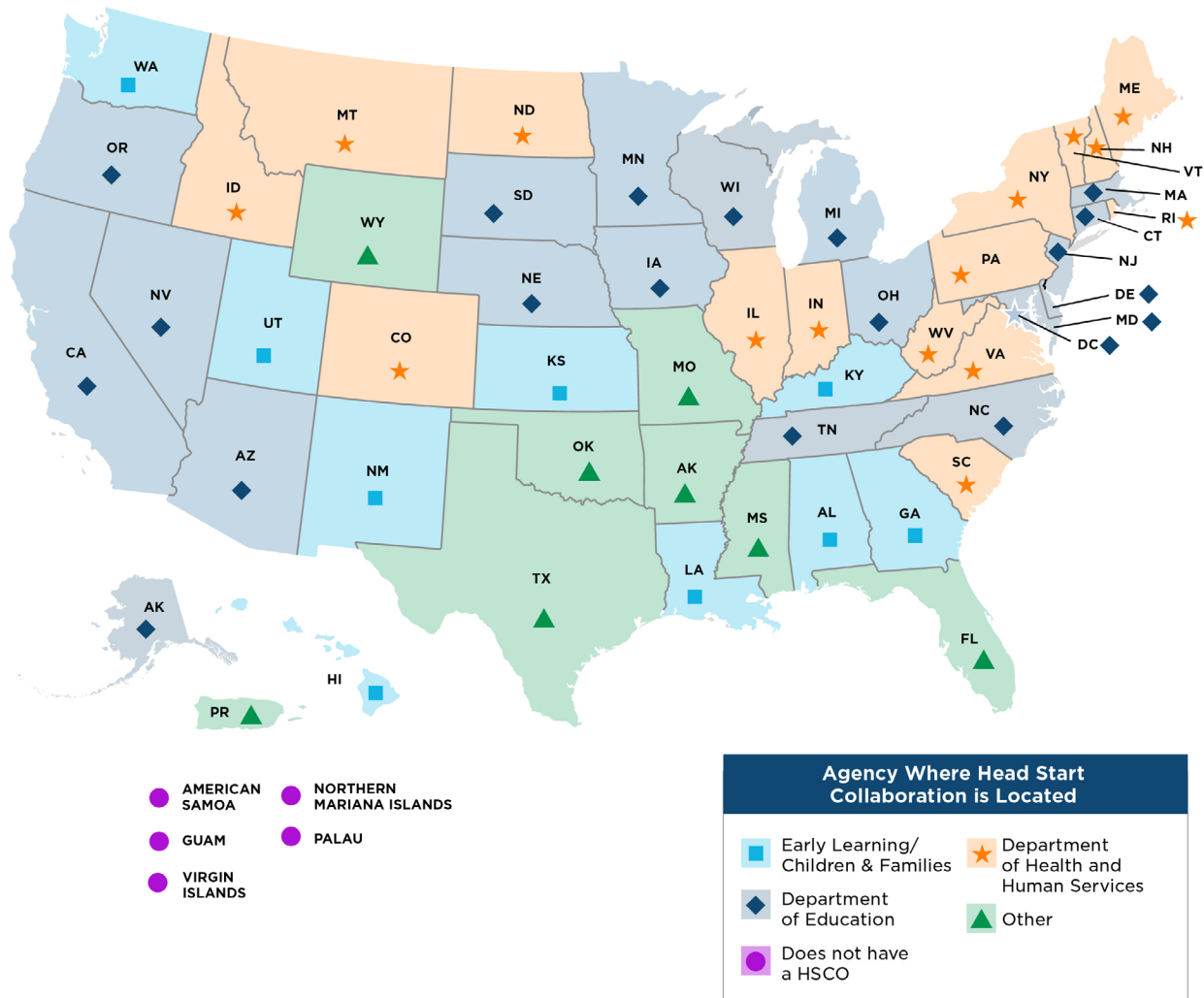
(State and Territory Governance Structures Report)

Departments of Education house HSCOs in 38 percent of states and territories. In several other states and territories, the HSCO is part of the Department of Health and/or Human Services (28 percent). The remaining states and territories house their HSCO in a Department of Children and Families or Early Learning (17 percent), or in another location such as a university, governor's office, community organization, workforce services agency, or stand-alone office (15 percent). One territory does not have an HSCO. See Figure 1 for state- and territory-specific information.

⁶ For more information on EHS-CCP, see Section VII.

⁷ For more information on QRIS, see Section III.

Figure 1. Head Start Collaboration Office locations



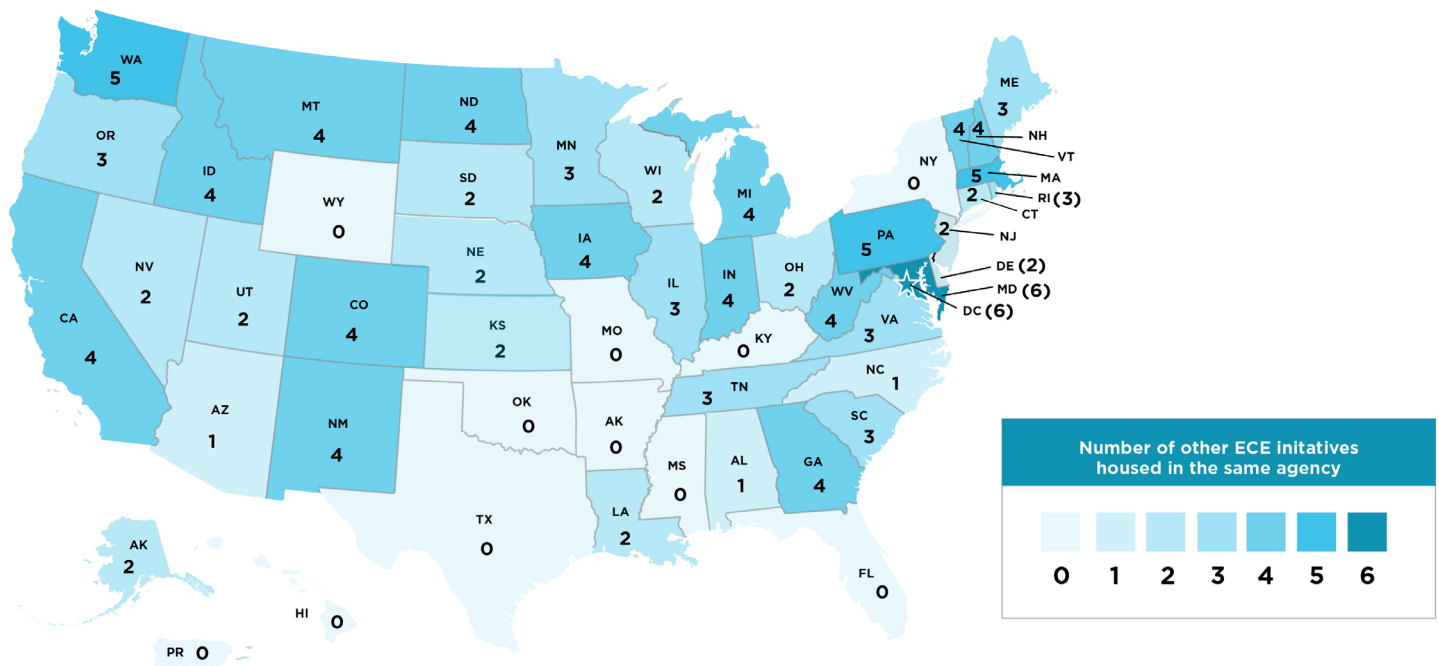
Data source: *Early Child Care and Education: State and Territory Governance Structures Report, 2015.*

What other ECE initiatives are housed in the same agency as the HSCO?

(*State and Territory Governance Structures Report*)

Agencies hosting HSCOs co-housed between two and three other ECE initiatives, on average (e.g., state pre-K, child care licensing, QRIS, subsidy, IDEA Part B Section 619, IDEA Part C). Those housed specifically in Departments of Education or Health and/or Human Services had three other ECE initiatives housed in the same agency, on average. See Figure 2 for state- and territory-specific information.

Figure 2. Number of other ECE initiatives located in the same agency as the HSCO



Data source: *Early Child Care and Education: State and Territory Governance Structures Report, 2015*

Departments of Education housing HSCOs often also house state pre-K programs and IDEA Part B Section 619.⁸ Departments of Health and/or Human Services, on the other hand, often house ECE subsidy programs, quality rating and improvement systems, and child care licensing. The first row in Table 2 indicates the total number and percentage of states and territories with HSCOs housed in different agencies. For instance, the first row indicates that 17 percent of states and territories house the HSCO in their Department of Early Learning or Children and Families. Subsequent rows indicate the percentage of states and territories that also housed other initiatives—such as subsidies, licensing, and quality initiatives—in the same agencies that house the HSCO. For example, 67 percent of Departments of Early Learning or Children and Families with HSCOs also house the child care subsidy program (as noted in the third row).

Table 2. States and territories with HSCO in each agency, and other ECE initiatives in the same agency

	Early Learning/ Children and Families		Education		Health and/ or Human Services		Other	
Number/percent of states/territories with HSCO in each agency	9	17%	20	38%	15	28%	8	15%
Number/percent of states/territories with other initiatives housed in the same agency as the HSCO*								
Subsidy	6	67%	4	20%	14	93%	0	0%
Licensing	3	33%	3	15%	12	80%	0	0%

⁸ IDEA Part B Section 619 is the section of the Individuals with Disabilities Education Act that includes educational guidelines for schools to educate preschool children with disabilities ages 3–5 (Office of Special Education, n.d.).

	Early Learning/ Children and Families		Education		Health and/ or Human Services		Other	
Quality Rating and Improvement System	5	56%	5	25%	14	93%	0	0%
Number/percent of states/territories with other initiatives housed in the same agency as the HSCO*								
Pre-K	4	44%	17	85%	0	0%	0	0%
Part B Section 619	0	0%	20	100%	1	7%	0	0%
Part C	1	11%	8	40%	11	73%	0	0%
None	2	22%	0	0%	1	7%	8	100%

Data source: *Early Child Care and Education: State and Territory Governance Structures Report, 2015*

*Note: Percentages calculated as a portion of the total reported in row 1.



II. Head Start Grants and Enrollment

The information included in this section provides descriptive data about the size of Head Start in each state or territory. The information regarding the number of grants per state comes from the 2017 Head Start Program Information Report (PIR). The data on Head Start enrollment in this section is from NIEER's State of Preschool 2017. Data are summarized in Table 3.

How many grants are in each state or territory?

(PIR Data)

States and territories vary widely in the number of Head Start grants received by local organizations in their state or territory, ranging from 1 to 132. All states and territories have at least one Head Start grant operated by a local organization in their state or territory.⁹ On average, states and territories have 23 grants received by local organizations funding Head Start services.¹⁰

How many 3- and 4-year-olds are served by Head Start through state and federal funds?

(State of Preschool 2017)

All states and territories have slots for 3- and 4-year-olds in Head Start, with the number of slots ranging from 350 (Palau) to 75,149 (California). The median number of slots in 2017 was 8,861. Not all slots in every state are funded using only federal Head Start funds. States may use other funds to provide additional enrollment slots (see the following section, State Head Start Spending, for more information). The number of slots presented in this section represent slots funded from both state and federal funds.

⁹ American Samoa, Guam, and Palau do not have any entities offering Early Head Start grants.

¹⁰ In March 2017, 74 Early Head Start Expansion and Early Head Start-Child Care Partnership Grants were awarded, but these grantees were not required to submit a 2016--2017 PIR for these grants. Therefore, these grants are not included in the tables in this report.

Table 3. Data on Head Start grants and enrollment

State/territory	How many grants are in each state/territory? ^a			How many 3- and 4-year-olds are served using federal and state HS and EHS funds? ^b
	Early Head Start	Head Start	Total	
Alabama	17	26	31	13,396
Alaska	4	5	5	2,500
American Samoa	0	1	1	1,332
Arizona	16	9	17	14,713
Arkansas	17	22	27	7,506
California	120	71	130	75,149
Colorado	20	31	41	8,861
Connecticut	16	16	22	5,045
Delaware	4	3	5	1,725
District of Columbia	5	4	7	2,309
Florida	39	38	52	33,048
Georgia	26	29	39	20,221
Guam	0	1	1	534
Hawaii	5	4	7	2,341
Idaho	6	7	9	2,971
Illinois	40	41	55	31,277
Indiana	29	35	44	11,754
Iowa	18	18	21	5,850
Kansas	18	25	27	5,416
Kentucky	20	31	36	13,465
Louisiana	20	45	52	18,235
Maine	13	11	13	2,334
Maryland	16	18	27	8,393
Massachusetts	23	27	34	10,063
Michigan	45	41	52	24,375
Minnesota	25	27	33	10,942
Mississippi	19	17	24	21,333
Missouri	25	21	29	11,379
Montana	8	13	18	3,894
Nebraska	15	13	17	3,552
Nevada	6	3	7	2,588
New Hampshire	5	5	7	1,178
New Jersey	27	25	34	12,519
New Mexico	15	13	19	7,300
New York	81	98	132	41,649
North Carolina	35	46	63	17,329

State/territory	How many grants are in each state/territory? ^a			How many 3- and 4-year-olds are served using federal and state HS and EHS funds? ^b
	Early Head Start	Head Start	Total	
North Dakota	8	10	11	2,360
Northern Mariana Islands	1	1	2	462
Ohio	48	52	65	29,888
Oklahoma	19	20	28	14,059
Oregon	20	21	26	14,830
Palau	0	1	1	350
Pennsylvania	52	53	74	29,955
Puerto Rico	30	20	34	26,965
Rhode Island	8	7	9	2,086
South Carolina	21	15	26	10,600
South Dakota	6	8	9	3,664
Tennessee	22	20	30	15,126
Texas	74	84	117	63,668
Utah	13	8	15	4,959
Vermont	6	7	9	991
Virgin Islands	1	1	2	894
Virginia	26	47	60	11,833
Washington	32	29	41	10,411
West Virginia	12	20	24	6,887
Wisconsin	21	26	33	12,336
Wyoming	6	8	10	1,424

*Some grants provide funds for both Early Head Start and Head Start; therefore, the total number of grants in a given state may be less than the sum of Early Head Start and Head Start grants. Seven grants are administered across multiple states and counted in each state.

^a Data Source: PIR data, 2017

^b Data Source: NIEER State of Preschool 2017



III. State Head Start Spending

The total federal funding for Head Start in 2017–2018 was more than \$9 billion.¹¹ Comparatively, the total federal funding for CCDF in 2017–18 was about \$5.2 billion.¹² In the case of Head Start, a portion of state funds are used as the required non-federal share match for some grants (NIEER, 2016). Head Start requires a 20 percent match from grantees, which can come from various sources (e.g., in-kind services, donations).¹³

Data about state spending on Head Start provide some information about the extent to which leaders use their own state or territory funds to support Head Start. These additional funds can be used to provide additional slots or other supports such as expanding services for children already enrolled in Head Start through federal funds. The data on state Head Start spending that is part of the grantee

¹¹ Total funding includes Head Start, Early Head Start, and Early Head Start-Child Care Partnerships, as well as funds for technical assistance, program monitoring and evaluation. Funding for American Indian/Alaska Natives and Migrant and Seasonal Head Start and Early Head Start programs are included in the total.

¹² Data from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/hs-program-fact-sheet-2017_0.pdf

¹³ Definition of matching funds can be found here: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/nonfederal-share-at-a-glance.pdf>

required match in this section comes from two NIEER reports: State of Preschool 2017 and State of Head Start 2016. It is important to note that additional funds may be provided by states or territories outside of what is required for the non-federal match. Data in this section may not reflect all funds that states or territories use to support Head Start.

How much does each state or territory spend toward the required Head Start match?

(State of Preschool 2017)

Head Start grantees can use state or territory funds to meet the non-federal share match requirement for Head Start. In 74 percent of states and territories, grantees do not report state funds for Head Start non-federal share match. Of the 23 percent of states and territories that do report state funds for the match, the annual state spending in the 2016 fiscal year ranged from \$800,000 to \$48.5 million, with median annual state spending of \$5,748,062.

Table 4. Data on state Head Start spending reported as part of the non-federal match

State/territory	State Head Start match*
Alabama	\$ 5,232,025
Alaska	\$ 6,852,991
Connecticut	\$ 5,186,978
Maine	\$ 3,123,000
Maryland	\$ 1,800,000
Massachusetts	\$ 9,100,000
Minnesota	\$ 11,682,528
Oklahoma	\$ 1,818,051
Oregon	\$ 72,646,488
Pennsylvania	\$ 48,551,327
Rhode Island	\$ 800,000
Wisconsin	\$ 6,264,098

*Data Source: NIEER State of Head Start, 2016



IV. Quality Rating and Improvement Systems

A QRIS is “a method to assess, improve and communicate the level of quality in early care and education settings” (Mitchell, 2005, p. 4). States and territories have increasingly required or encouraged a wide range of programs to participate in QRIS, in part because of the emphasis in Race to The Top—Early Learning Challenge grants on increasing the number of programs and types of programs participating in QRIS. Consequently, many different types of programs may participate in QRIS, including community-based child care centers, family child care providers, school-based preschools, and Head Start programs. Participating programs are assigned a rating based on a set of quality standards that varies across states and territories. In some instances, Head Start programs have an alternative or streamlined pathway to receive a rating that recognizes Head Start grantees as already meeting certain standards of quality. For example, in Oklahoma’s QRIS (Reaching for the Stars), Head Start programs automatically receive a two-star rating (out of four stars) as long as they comply with the HSPPS. In other states or territories, such as Rhode Island, Head Start programs that demonstrate meeting the HSPPS receive credit for certain standards within the QRIS.

Head Start programs participate in QRIS in 39 of the 42 states and territories that report data in the Quality Compendium (93 percent). Of those, 19 QRIS (49 percent) have alternative pathways for Head Start programs to earn a rating. Table 5 provides state- and territory-specific information about Head Start in QRIS based on the Quality Compendium data from 2017. For all states and territories for which the Quality Compendium did not mention Head Start participation, the research team reviewed QRIS websites to confirm the information and, if necessary, made updates according to the information on the state and territory websites.¹⁴

Table 5. Head Start participation in QRIS

State/territory	Do Head Start programs participate in QRIS?	Does the QRIS have an alternative pathway for Head Start?
Alabama	Data unavailable - QRIS is in the pilot stage or newly implemented.	Data unavailable - QRIS is in the pilot stage or newly implemented.
Alaska	Yes	Yes
American Samoa	Data unavailable - QRIS is in the pilot stage or newly implemented.	Data unavailable - QRIS is in the pilot stage or newly implemented.
Arizona	Yes	No
Arkansas	Yes	Yes
California	Yes	No
Colorado	Yes	Yes
Connecticut	Data unavailable - QRIS is in the pilot stage or newly implemented.	Data unavailable - QRIS is in the pilot stage or newly implemented.
Delaware	Yes	Yes
District of Columbia	No	No
Florida	Yes	No
Georgia	Yes	No
Guam	Data unavailable - QRIS is in the pilot stage or newly implemented.	Data unavailable - QRIS is in the pilot stage or newly implemented.
Hawaii	State does not have QRIS.	State does not have QRIS.

¹⁴ Reviews of QRIS websites for Arizona, Michigan, Nevada, Kentucky, New York, North Carolina, Texas, and Utah indicated that Head Start programs participate in their state QRIS. Review of QRIS websites for the District of Columbia, North Dakota, and Tennessee confirmed that Head Start programs do not participate in their state QRIS.

State/territory	Do Head Start programs participate in QRIS?	Does the QRIS have an alternative pathway for Head Start?
Idaho	Yes	Yes
Illinois	Yes	Yes
Indiana	Yes	No
Iowa	Yes	No
Kansas	Data unavailable - QRIS is in the pilot stage or newly implemented.	Data unavailable - QRIS is in the pilot stage or newly implemented.
Kentucky	Yes	No
Louisiana	Yes	No
Maine	Yes	Yes
Maryland	Yes	No
Massachusetts	Yes	No
Michigan	Yes	Yes
Minnesota	Yes	Yes
Mississippi	State does not have QRIS.	State does not have QRIS.
Missouri	State does not have QRIS.	State does not have QRIS.
Montana	Yes	No
Nebraska	Yes	Yes
Nevada	Yes	Yes
New Hampshire	Yes	No
New Jersey	Yes	Yes
New Mexico	Yes	No
New York	Yes	Yes
North Carolina	Yes	No
North Dakota	No	No
Northern Mariana Islands	Data unavailable - QRIS is in the pilot stage or newly implemented.	Data unavailable - QRIS is in the pilot stage or newly implemented.
Ohio	Yes	No
Oklahoma	Yes	Yes
Oregon	Yes	No
Palau	No data available in the Quality Compendium.	No data available in the Quality Compendium.
Pennsylvania	Yes	Yes
Puerto Rico	Data unavailable - QRIS is in the pilot stage or newly implemented.	Data unavailable - QRIS is in the pilot stage or newly implemented.
Rhode Island	Yes	No
South Carolina	Yes	No
South Dakota	State does not have QRIS.	State does not have QRIS.
Tennessee	No	No
Texas	Yes	No

State/territory	Do Head Start programs participate in QRIS?	Does the QRIS have an alternative pathway for Head Start?
Utah	Yes	No
Vermont	Yes	Yes
Virgin Islands	Data unavailable - QRIS is in the pilot stage or newly implemented.	Data unavailable - QRIS is in the pilot stage or newly implemented.
Virginia	Yes	Yes
Washington	Yes	Yes
West Virginia	State does not have QRIS.	State does not have QRIS.
Wisconsin	Yes	Yes
Wyoming	State does not have QRIS.	State does not have QRIS.

Data Source: qualitycompedium.org; state QRIS websites



V. Formal Partnerships between Head Start and State Pre-K

According to the State of Preschool 2017's definition of state pre-K programs,¹⁵ 79 percent of states and territories have state pre-K. Head Start and pre-K programs serve children of similar ages so examining coordination of services may be useful. The State of Preschool 2017 summarizes states' and territories' activities around pre-K, often including details about Head Start's coordination with the state pre-K system. Examples of coordination include allowing state pre-K classrooms to be housed within Head Start programs, allowing school districts to contract with Head Start programs to provide state pre-K services, permitting dual enrollment of children in both Head Start and state pre-K, or creating alignment between state or territory [Early Learning and Development](#) Standards (ELDS) and the Head Start Early Learning Outcomes Framework. These activities are examples of how state and territory leaders may coordinate with Head Start to more effectively or efficiently serve young children and to build a comprehensive system that meets the needs of children and families.

Data in this section are from the State of Preschool 2017. Eleven states have multiple programs that meet the State of Preschool 2017 definition of state-funded preschool. For this report, these states have a "Yes" in Table 6 if at least one of their state pre-K programs met the criteria included in the question.

Based on 2017 state-reported figures on dual enrollment, just over 62,000 children are enrolled in both Head Start and state pre-K. NIEER asked states and territories about their participation in three types of dual enrollment (see Table 6). In 27 states and territories, funds are braided together to support children's attendance in both programs. In 12 states and territories, children are enrolled part-day in Head Start and part-day in state pre-K, which can allow them to receive high-quality services for more hours of the day. In another type of dual enrollment, found in 10 states and territories, children are enrolled in state-funded pre-K with Head Start funds used to provide wraparound services. Among the states and territories that have state pre-K, 12 do not use any of these three mechanisms to support dual enrollment between Head Start and state pre-K.

¹⁵ For the purposes of this report, we refer to programs as "state pre-K" rather than "state preschool." NIEER defines state preschool based on a set of seven criteria: 1) state-level governance, 2) focusing on children ages 3-4, 3) primarily focused on early childhood education, 4) offered at least two days per week, 5) distinct from child care subsidy program, 6) distinct from programs exclusively serving children with disabilities, and 7) inclusive of state-administered Head Start programs funded with state funds.

Table 6. Enrollment in Head Start and state pre-K

State/territory	Are children enrolled in both Head Start and state-funded pre-K?			Number of children dually enrolled in Head Start and state-funded preschool
	Children are enrolled in both state-funded pre-K and Head Start in one program using braided funds ^a	Children are enrolled in part-day state-funded pre-K and part-day Head Start ^b	Children attend state-funded pre-K with wraparound services funded by Head Start ^c	
Alabama	Yes	No	No	2,018
Alaska	Yes	No	No	80
American Samoa	N/A	N/A	N/A	N/A
Arizona	Unknown	Unknown	Unknown	Unknown
Arkansas	No	No	No	None
California	Yes	Yes	Yes	Unknown
Colorado	Yes	Yes	Yes	Unknown
Connecticut	Yes	Yes	No	696
Delaware	Unknown	Unknown	Unknown	Unknown
District of Columbia	Yes	No	No	5,477
Florida	Unknown	Unknown	Unknown	Unknown
Georgia	Yes	No	No	5,228
Guam	No	No	No	None
Hawaii	No	No	No	None
Idaho	N/A	N/A	N/A	N/A
Illinois	Yes	Yes	Yes	2,115
Indiana	No	No	No	None
Iowa	Yes	Yes	No	1,719
Kansas	Yes	Yes	Yes	Unknown
Kentucky	Yes	No	No	1,756
Louisiana	No	No	Yes	None
Maine	Yes	No	No	856
Maryland	Yes	No	Yes	Unknown
Massachusetts	Yes	Yes	Yes	4,628
Michigan	Yes	No	No	6,162
Minnesota	Yes	Yes	Yes	1,443
Mississippi	Yes	No	No	837
Missouri	Unknown	Unknown	Unknown	Unknown
Montana	N/A	N/A	N/A	N/A
Nebraska	Yes	No	No	1,640
Nevada	No	No	No	None

State/territory	Are children enrolled in both Head Start and state-funded pre-K?			Number of children dually enrolled in Head Start and state-funded preschool
	Children are enrolled in both state-funded pre-K and Head Start in one program using braided funds ^a	Children are enrolled in part-day state-funded pre-K and part-day Head Start ^b	Children attend state-funded pre-K with wraparound services funded by Head Start ^c	
New Hampshire	N/A	N/A	N/A	N/A
New Jersey	Yes	No	No	6,038
New Mexico	Unknown	Unknown	Unknown	Unknown
New York	Yes	No	No	12,028
North Carolina	Yes	Yes	No	4,242
North Dakota	N/A	N/A	N/A	N/A
Northern Mariana Islands	N/A	N/A	N/A	N/A
Ohio	No	No	No	None
Oklahoma	Yes	Yes	No	Unknown
Oregon	No	No	No	None
Palau	N/A	N/A	N/A	N/A
Pennsylvania	Unknown	Unknown	Unknown	Unknown
Puerto Rico	N/A	N/A	N/A	N/A
Rhode Island	No	No	No	None
South Carolina	No	No	No	None
South Dakota	N/A	N/A	N/A	N/A
Tennessee	Yes	No	No	Unknown
Texas	Yes	Yes	Yes	Unknown
Utah	N/A	N/A	N/A	N/A
Vermont	Yes	No	No	Unknown
Virgin Islands	N/A	N/A	N/A	N/A
Virginia	No	No	No	None
Washington	No	No	No	None
West Virginia	Yes	No	No	4,634
Wisconsin	Yes	Yes	Yes	681
Wyoming	N/A	N/A	N/A	N/A

Data Source: NIEER State of Preschool 2017, Appendix A. Guam is the only territory with the equivalent of a state pre-K program.

^a Example: A child is in the same classroom for a part-day or full-day program that uses funds from state pre-K and Head Start.

^b Example: A child attends pre-K in the morning and Head Start in the afternoon, either in the same or different settings.

^c Example: A child is in a state pre-K funded classroom for the academic day and remains at the setting for aftercare with funds from Head Start.

The State of Preschool 2017 also reports on other forms of state pre-K and Head Start collaboration (see Table 7). For example, in 33 states and territories, state pre-K rules permit subcontracting to Head Start and 29 states and territories allow Head Start to receive pre-K funding directly. In 14 states and territories, there are formal partnerships with Head Start to extend the program day. Finally, in four states with multiple state pre-K programs (Minnesota, Oregon, Pennsylvania, and Wisconsin), state administered Head Start meet the criteria to be considered a state pre-K program.

Many states and territories have developed early learning and development guidelines that describe the skills children tend to have at various ages (National Center on Early Childhood Quality Assurance, 2017). Head Start has also developed a research-based continuum of learning for infants through preschoolers that guides Head Start programs: The [Head Start Early Learning Outcomes Framework](#). Aligning state early learning standards with Head Start standards may help states and territories communicate a more unified set of expectations for children’s development that can inform practice across multiple ECE settings. Alignment between the state’s Early Learning and Development Standards (ELDS) and Head Start Early Learning Outcomes Framework has occurred in 17 states and territories, with two additional states undergoing this alignment process.

Table 7. Other collaboration between state pre-K and Head Start

State/territory	State pre-K program (or one of the State Pre-K programs) is also Head Start	Formal state-level partnership with Head Start to extend the program day	Head Start is eligible to receive funding directly	Subcontracting with Head Start is permitted	The state ELDS is aligned with the Head Start Early Learning Outcomes Framework
Alabama	No	No	Yes	No	Yes
Alaska	No	No	Yes	Yes	No
American Samoa	N/A	N/A	N/A	N/A	N/A
Arizona	No	Yes	Yes	No	Yes
Arkansas	No	No	Yes	No	No
California	No	Yes	Yes	Yes	Yes
Colorado	No	No	No	Yes	Yes
Connecticut	No	No	Yes	Yes	Alignment in progress
Delaware	No	No	Yes	No	No
District of Columbia	No	Yes	Yes	No	No
Florida	No	Unknown	No	Yes	Yes
Georgia	No	Yes	Yes	No	Yes
Guam	No	No	No	No	No
Hawaii	No	No	No	No	No
Idaho	N/A	N/A	N/A	N/A	N/A
Illinois	No	No	Yes	Yes	Yes
Indiana	No	No	Yes	No	No
Iowa	No	No	Yes	Yes	Yes
Kansas	No	Yes	Yes	No	No

State/territory	State pre-K program (or one of the State Pre-K programs) is also Head Start	Formal state-level partnership with Head Start to extend the program day	Head Start is eligible to receive funding directly	Subcontracting with Head Start is permitted	The state ELDS is aligned with the Head Start Early Learning Outcomes Framework
Kentucky	No	No	No	Yes	Yes
Louisiana	No	No	No	Yes	No
Maine	No	No	No	Yes	No
Maryland	No	Yes	Yes	Yes	No
Massachusetts	No	Yes	Yes	Yes	No
Michigan	No	Yes	No	Yes	Yes
Minnesota	Yes	Yes	Yes	Yes	Yes
Mississippi	No	No	Yes	Yes	Yes
Missouri	No	No	Yes	Yes	No
Montana	N/A	N/A	N/A	N/A	N/A
Nebraska	No	No	No	Yes	Yes
Nevada	No	No	Yes	No	No
New Hampshire	N/A	N/A	N/A	N/A	N/A
New Jersey	No	Yes	Yes	Yes	No
New Mexico	No	No	Yes	No	No
New York	No	No	No	Yes	No
North Carolina	No	No	Yes	Yes	No
North Dakota	N/A	N/A	N/A	N/A	N/A
Northern Mariana Islands	N/A	N/A	N/A	N/A	N/A
Ohio	No	Yes	Yes	Yes	No
Oklahoma	No	No	No	Yes	No
Oregon	Yes	Yes	Yes	Yes	No
Palau	N/A	N/A	N/A	N/A	N/A
Pennsylvania	Yes	No	Yes	Yes	No
Puerto Rico	N/A	N/A	N/A	N/A	N/A
Rhode Island	No	No	Yes	Yes	Yes
South Carolina	No	No	No	Yes	Alignment in progress
South Dakota	N/A	N/A	N/A	N/A	N/A
Tennessee	No	No	No	Yes	No
Texas	No	No	No	Yes	No
Utah	N/A	N/A	N/A	N/A	N/A
Vermont	No	No	Yes	Yes	Yes
Virgin Islands	N/A	N/A	N/A	N/A	N/A
Virginia	No	No	No	Yes	No

State/territory	State pre-K program (or one of the State Pre-K programs) is also Head Start	Formal state-level partnership with Head Start to extend the program day	Head Start is eligible to receive funding directly	Subcontracting with Head Start is permitted	The state ELDS is aligned with the Head Start Early Learning Outcomes Framework
Washington	No	No	Yes	Yes	No
West Virginia	No	Yes	No	Yes	Yes
Wisconsin	Yes	Yes	Yes	Yes	Yes
Wyoming	N/A	N/A	N/A	N/A	N/A

Data Source: *NIEER State of Preschool 2017, Appendix A*. Guam is the only territory with the equivalent of a state pre-K program.



VI. Links to Child Care Subsidy Programs and Policies

The Child Care and Development Fund (CCDF) aims to increase access to ECE for low-income families. CCDF is authorized through the Child Care and Development Block Grant and administered by states and territories. While policies vary, states and territories typically use some of the funds to support parents' ability to work or attend school or training by providing subsidies to low-income families to help pay for child care, and to support child development through improving the quality of ECE (Office of Child Care, 2014). States and territories also use CCDF to support other activities such as licensing regulation and quality initiatives. Each state and territory must develop a plan for how they intend to use the funds, and they must describe the involvement of partners, such as Head Start, in the development and implementation of the plan.

Data in this section are from the CCDF Policies Database (2016) and the Head Start PIR data (2017). See Table 8 for state- and territory-specific information.

If there are more children who meet all criteria for subsidy eligibility than the state can serve, are children in Head Start programs given priority over others?

(CCDF Policies Database)

In most states and territories (75 percent), children in Head Start are given the same priority for child care subsidies as other CCDF-eligible children. Two states—Washington and South Carolina—give priority to Head Start children; however, the subsidy is not guaranteed. In Oregon, priority is also given to Head Start children and the subsidy *is* guaranteed. In Alabama, counties have local control over how to prioritize Head Start families when subsidy eligibility exceeds availability.

How many Head Start grants serve at least one child who receives child care subsidy?¹⁶

(PIR data)

Almost all states and territories (93 percent) have at least one Head Start grant received by an entity within that state or territory that serves children who receive a subsidy. However, the percent of grants serving children receiving a subsidy varies across states and territories, ranging from 12 percent of grants in Puerto Rico to 100 percent of grants in Delaware. On average, the portion of Early Head Start grants serving children ages birth to 3 receiving a subsidy is greater (35 percent) than the portion of Head Start grants serving children ages 3–5 receiving a subsidy (25 percent).

¹⁶ This number includes all enrolled children for whom the program received a child care subsidy and who receive services that meet the Head Start Program Performance Standards, regardless of funding source.

Table 8. CCDF policies data

State/territory	If there are more children eligible for subsidies (meeting all eligibility requirements) than can be served, are children in Head Start programs given priority over others? ^a	What percent of Head Start grants serve at least one child who receives child care subsidy? ^b		
		Early Head Start	Head Start	Total ^c
Alabama	Same priority as other CCDF-eligible children	13%	3%	16%
Alaska	Same priority as other CCDF-eligible children	60%	40%	60%
American Samoa	Same priority as other CCDF-eligible children	0%	0%	0%
Arizona	Same priority as other CCDF-eligible children	47%	18%	47%
Arkansas	Same priority as other CCDF-eligible children	19%	11%	22%
California	Same priority as other CCDF-eligible children	42%	22%	47%
Colorado	Same priority as other CCDF-eligible children	32%	20%	44%
Connecticut	Same priority as other CCDF-eligible children	41%	55%	77%
Delaware	Same priority as other CCDF-eligible children	60%	40%	100%
District of Columbia	Same priority as other CCDF-eligible children	57%	29%	57%
Florida	Same priority as other CCDF-eligible children	35%	23%	44%
Georgia	Same priority as other CCDF-eligible children	21%	10%	28%
Guam	Same priority as other CCDF-eligible children	0%	0%	0%
Hawaii	Same priority as other CCDF-eligible children	29%	29%	43%
Idaho	No data available	22%	11%	22%
Illinois	Same priority as other CCDF-eligible children	51%	38%	62%
Indiana	Same priority as other CCDF-eligible children	25%	23%	39%
Iowa	Same priority as other CCDF-eligible children	14%	10%	19%

State/territory	If there are more children eligible for subsidies (meeting all eligibility requirements) than can be served, are children in Head Start programs given priority over others? ^a	What percent of Head Start grants serve at least one child who receives child care subsidy? ^b		
		Early Head Start	Head Start	Total ^c
Kansas	Same priority as other CCDF-eligible children	41%	15%	44%
Kentucky	Same priority as other CCDF-eligible children	25%	22%	36%
Louisiana	Same priority as other CCDF-eligible children	8%	10%	17%
Maine	Same priority as other CCDF-eligible children	69%	54%	69%
Maryland	Same priority as other CCDF-eligible children	22%	15%	30%
Massachusetts	Same priority as other CCDF-eligible children	47%	71%	85%
Michigan	No data available	21%	17%	33%
Minnesota	Same priority as other CCDF-eligible children	39%	15%	42%
Mississippi	Same priority as other CCDF-eligible children	13%	8%	21%
Missouri	Same priority as other CCDF-eligible children	66%	45%	69%
Montana	Same priority as other CCDF-eligible children	44%	22%	61%
Nebraska	No data available	41%	24%	47%
Nevada	Same priority as other CCDF-eligible children	71%	29%	86%
New Hampshire	Same priority as other CCDF-eligible children	43%	29%	43%
New Jersey	Same priority as other CCDF-eligible children	41%	41%	59%
New Mexico	Same priority as other CCDF-eligible children	26%	16%	32%
New York	Same priority as other CCDF-eligible children	18%	11%	25%
North Carolina	Same priority as other CCDF-eligible children	37%	21%	44%
North Dakota	No data available	27%	18%	27%
Northern Mariana Islands	Same priority as other CCDF-eligible children	50%	0%	50%

State/territory	If there are more children eligible for subsidies (meeting all eligibility requirements) than can be served, are children in Head Start programs given priority over others? ^a	What percent of Head Start grants serve at least one child who receives child care subsidy? ^b		
		Early Head Start	Head Start	Total ^c
Ohio	Same priority as other CCDF-eligible children	46%	31%	52%
Oklahoma	No data available	39%	11%	43%
Oregon	Priority over other children, subsidy guaranteed	42%	38%	58%
Palau	No data available	0%	0%	0%
Pennsylvania	Same priority as other CCDF-eligible children	20%	16%	32%
Puerto Rico	Same priority as other CCDF-eligible children	12%	0%	12%
Rhode Island	No data available	56%	56%	67%
South Carolina	Priority over other children, subsidy not guaranteed	27%	15%	42%
South Dakota	Same priority as other CCDF-eligible children	33%	33%	56%
Tennessee	Same priority as other CCDF-eligible children	27%	17%	40%
Texas	Same priority as other CCDF-eligible children	20%	8%	26%
Utah	No data available	33%	13%	40%
Vermont	No data available	56%	67%	89%
Virgin Islands	Same priority as other CCDF-eligible children	0%	0%	0%
Virginia	Same priority as other CCDF-eligible children	23%	28%	47%
Washington	Priority over other children, subsidy not guaranteed	41%	29%	51%
West Virginia	No data available	13%	13%	25%
Wisconsin	No data available	27%	18%	36%
Wyoming	Same priority as other CCDF-eligible children	30%	10%	40%

^a Data Source: CCDF Policies Database, 2016

^b Data Source: PIR data, 2017

^c Some Head Start grants are awarded to fund both Head Start and Early Head Start, therefore the total percent of grants serving at least one child who receives a child care subsidy will not always equal the sum of the Early Head Start and Head Start columns.



VII. Early Head Start-Child Care Partnerships

EHS-CCP began in 2015 with the intent of improving access to high-quality care environments for infants and toddlers as well as improving the qualifications of the ECE workforce. EHS-CCPs have several goals, including one focused on alignment of ECE policies, resources, and support at the national, state, and local levels (National Center on Early Head Start-Child Care Partnerships, 2017). EHS-CCPs are located across the country, and while some EHS-CCP grants were awarded to state agencies, most were awarded to organizations outside of state government (e.g., municipalities, existing Head Start grantees, community organizations, non-profits such as United Way and the YMCA).

Does the state agency have an EHS-CCP grant?

Eight state or territory agencies (14 percent) received EHS-CCP grants: Alabama, Arkansas, California, Delaware, Georgia, Pennsylvania, the District of Columbia, and Northern Mariana Islands.¹⁷ A few other states (i.e., Pennsylvania) also serve as an EHS grantee outside of the EHS-CCP grants.



VIII. Head Start Grant-Level Agreements and Partnerships

The Head Start PIR data provide information on formal agreements and partnerships that individual Head Start or Early Head Start grants have with child care partners, LEAs, public school pre-K programs, Part C agencies, and child welfare agencies. The findings in this section highlight the level of collaboration between Head Start and other facets of the ECE system at the state or territory and local levels. This section uses PIR data from 2017 to summarize the prevalence of grant-level Head Start and ECE partnerships across state and territories. Data are summarized in Table 9.

How many grants have at least one grantee that has partnered to serve children in child care centers or family child care homes?

(PIR data)

States and territories partner to serve children in child care centers or family child care homes through funded enrollment, a formal contractual agreement between a Head Start program and an individual child care center, an organization operating multiple child care centers, or a Child Care Resource and Referral network to provide Head Start services through center-based or family child care. Most states and territories (89 percent) have at least one grant received by an entity within their state or territory that has funded enrollment with child care partners. However, the portion of grants with funded enrollment varies across states and territories, from 8 percent in Maine to 67 percent in Vermont. On average, 34 percent of the Head Start and Early Head Start grants received by entities in each state and territory have funded enrollment with child care partners. This data comes from 2016–2017 PIRs, which EHS-CCPs were not required to submit; consequently, any partnerships included in this section likely exist separate from and/or prior to EHS-CCPs.

How many grants have at least one formal agreement with Local Educational Agencies?

(PIR data)

Many Head Start programs work closely with LEAs to serve children, including establishing a formal agreement between the entities. The majority of grants received by entities in all states and territories have a formal agreement with an LEA to coordinate services for children with disabilities. On average, 94 percent of grants received by entities in each state or territory have formal agreements with LEAs to coordinate services for children with disabilities, with a range of 71 percent to 100 percent.

¹⁷ Arkansas was awarded an EHS-CCP grant in early 2018 (Office of Head Start, personal communication, May 22, 2018).

Additionally, every state and territory has at least one Head Start grant received by an entity within their state or territory that has an agreement with an LEA to coordinate kindergarten transition services (57 percent to 100 percent of grants across states and territories). On average, 89 percent of grants received by entities in each state or territory have formal agreements with LEAs to coordinate transition services.

How many Head Start grants have at least one formal collaboration and resource-sharing agreement with public school pre-K programs?

(PIR data)

Nearly all states and territories (95 percent) have at least one grant received by an entity in the state that has formal collaboration and resource-sharing agreements¹⁸ with a public pre-K program. For example, in Tulsa, Okla., the Head Start grantee (Community Action Project of Tulsa County) collaborated with area school districts to co-locate ECE centers next to elementary schools to improve continuity of care, support parent engagement, and share resources (Office of Head Start, 2017b). The portion of grants with these types of formal agreements varies from 14 percent to 100 percent across the states and territories that have them in place. On average, 67 percent of grants have a formal collaboration and resource-sharing agreement with public school pre-K programs.

How many Head Start programs have at least one formal agreement with IDEA Part C agencies to coordinate services for children with disabilities?¹⁹

(PIR data)

Head Start programs are required to provide services for children with disabilities.²⁰ Every state and territory except for Guam (which does not have any Early Head Start grantees and therefore does not serve any children under the age of 3) has at least one grant received by an entity in the state that has a formal agreement with IDEA Part C agencies to coordinate services for children with disabilities from birth to age 2. IDEA Part C is the section of the Individuals with Disabilities Education Act that focuses on early intervention services for children from birth to age 2 (Office of Special Education Programs, n.d.). The portion of grants with such an agreement is high across states and territories, ranging from 78 percent to 100 percent. On average, 92 percent of grants received by entities in each state or territory has a formal agreement with IDEA Part C agencies to coordinate services for children with disabilities.

¹⁸ PIR does not provide a definition of formal agreements or partnerships, therefore these data reflect the grantees' understanding of these terms.

¹⁹ PIR does not ask about formal agreements with Part B, Section 619.

²⁰ Head Start Policy & Regulations, 1302 Subpart F—Additional Services for Children with Disabilities

Table 9. Percent of Head Start programs with formal agreements/partnerships

State/ territory	What percent of Head Start grants have funded enrollment with child care partners to provide services to Head Start-eligible children through center-based or family child care?	What percent of Head Start grants have at least one formal agreement with local education agencies ...		What percent of Head Start grants have formal collaboration and resource-sharing agreements with public school pre-K programs?	What percent of Head Start grants have at least one formal agreement with IDEA Part C agencies to coordinate services for children with disabilities?
		To coordinate services for children with disabilities?	To coordinate transition services?		
Alabama	13%	97%	90%	71%	84%
Alaska	20%	100%	100%	80%	100%
American Samoa	0%	100%	100%	100%	100%
Arizona	47%	82%	82%	41%	59%
Arkansas	30%	100%	93%	81%	96%
California	48%	88%	79%	43%	90%
Colorado	44%	98%	93%	66%	90%
Connecticut	41%	91%	91%	73%	91%
Delaware	60%	60%	60%	40%	100%
District of Columbia	29%	86%	57%	43%	100%
Florida	38%	90%	81%	75%	98%
Georgia	44%	90%	85%	64%	90%
Guam	0%	100%	100%	0%	0%
Hawaii	14%	100%	71%	0%	100%
Idaho	0%	100%	100%	22%	78%
Illinois	33%	98%	98%	89%	96%
Indiana	16%	98%	95%	52%	100%
Iowa	29%	100%	100%	76%	100%
Kansas	41%	93%	93%	70%	85%
Kentucky	28%	94%	94%	78%	94%
Louisiana	38%	96%	92%	81%	92%
Maine	8%	100%	100%	92%	92%
Maryland	22%	85%	85%	78%	96%
Massachusetts	21%	94%	94%	71%	91%
Michigan	25%	94%	88%	75%	94%
Minnesota	30%	100%	97%	82%	97%
Mississippi	50%	100%	96%	67%	96%
Missouri	69%	93%	90%	76%	90%
Montana	11%	100%	94%	44%	89%

State/ territory	What percent of Head Start grants have funded enrollment with child care partners to provide services to Head Start-eligible children through center-based or family child care?	What percent of Head Start grants have at least one formal agreement with local education agencies ...		What percent of Head Start grants have formal collaboration and resource-sharing agreements with public school pre-K programs?	What percent of Head Start grants have at least one formal agreement with IDEA Part C agencies to coordinate services for children with disabilities?
		To coordinate services for children with disabilities?	To coordinate transition services?		
Nebraska	29%	100%	100%	76%	94%
Nevada	43%	100%	86%	14%	100%
New Hampshire	14%	86%	86%	14%	100%
New Jersey	50%	71%	65%	71%	62%
New Mexico	16%	84%	79%	32%	89%
New York	30%	85%	75%	67%	79%
North Carolina	32%	90%	89%	71%	83%
North Dakota	27%	100%	91%	36%	91%
Northern Mariana Islands	50%	100%	100%	0%	100%
Ohio	42%	94%	94%	78%	97%
Oklahoma	32%	96%	86%	71%	93%
Oregon	27%	100%	96%	69%	96%
Palau	0%	100%	100%	100%	100%
Pennsylvania	28%	86%	80%	57%	95%
Puerto Rico	29%	100%	100%	65%	97%
Rhode Island	33%	100%	100%	56%	100%
South Carolina	50%	85%	77%	62%	81%
South Dakota	0%	100%	89%	67%	89%
Tennessee	33%	100%	93%	87%	93%
Texas	40%	93%	85%	77%	91%
Utah	53%	73%	80%	47%	93%
Vermont	67%	100%	89%	78%	78%
Virgin Islands	0%	100%	100%	100%	100%
Virginia	25%	97%	92%	88%	87%
Washington	15%	85%	90%	63%	88%
West Virginia	38%	100%	100%	96%	92%
Wisconsin	30%	94%	88%	76%	94%
Wyoming	30%	90%	90%	70%	90%

Data source: PIR data, 2017



IX. Integrated Data Systems

Beginning in 2005, the federal government awarded various grants (e.g., State Longitudinal Data Systems Grants, Race to the Top - Early Learning Challenge) to states and territories to support the development and maintenance of data systems across ECE (Early Childhood Data Collaborative, 2011). The revised HSPPS include language to encourage Head Start grantees to share relevant data, as appropriate, with state education data systems to support children and families—specifically with Statewide Longitudinal Data Systems (SLDS) and with early childhood integrated data systems (ECIDS). ECIDS link data from multiple ECE agencies to track program or child outcomes and improve services for children.

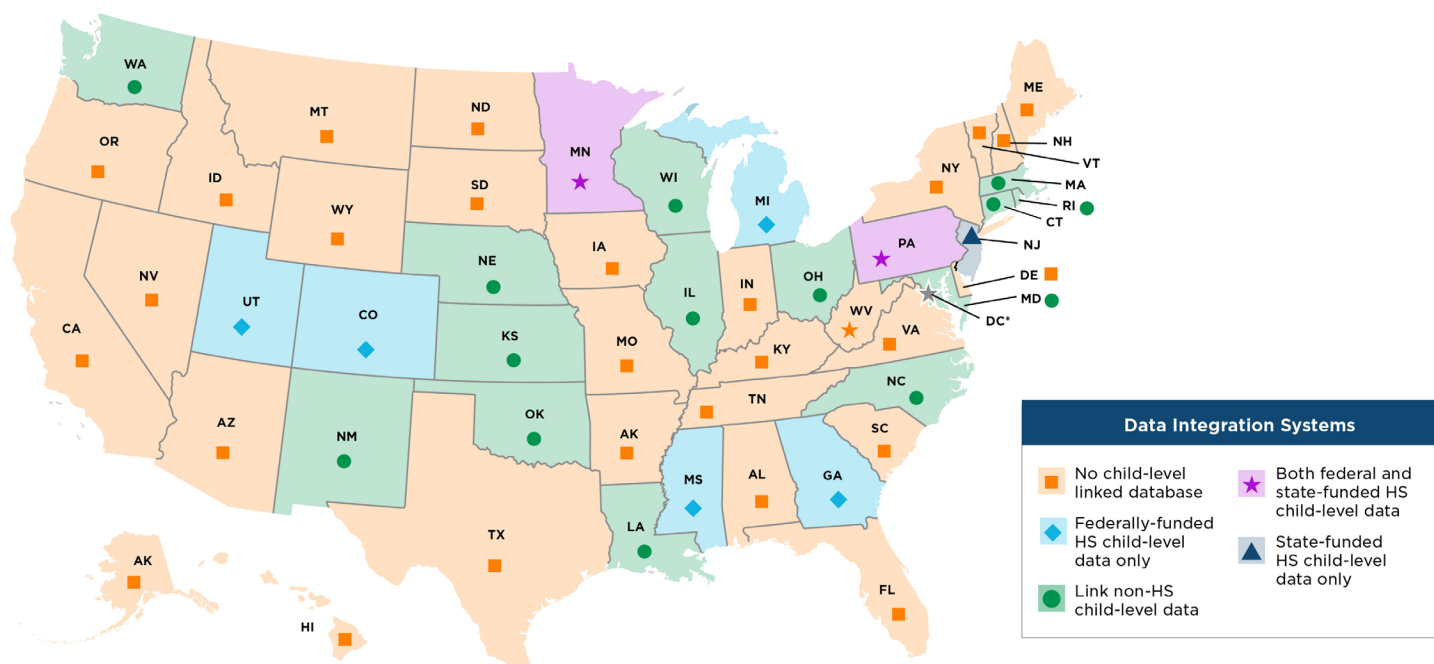
Data in this section come from the Early Childhood Data Collaborative's 2018 State of the States' Early Childhood Data Systems report and were only available for the 50 states.

Does the state link child-level Head Start data to early childhood data systems?

(State of States' Early Childhood Data Systems)

Twenty-two out of 50 states surveyed report linking child-level data in their early childhood databases. The remaining 28 states either have plans to link data in the future or have no plans to link data. As shown in Figure 3, eight of the 22 states link child-level Head Start data to their ECE data systems. Seven states (Colorado, Georgia, Michigan, Minnesota, Mississippi, Pennsylvania, and Utah) link federally funded Head Start child-level data. Three of these states (Minnesota, New Jersey, and Pennsylvania) link state-funded Head Start child-level data. States differ in the specific data elements they include in the ECE database at the child-level. Of the 22 states with child-level data, 20 states have linked child demographic data and 13 states have linked data from developmental assessments (Early Childhood Data Collaborative, 2018).

Figure 3. States integrating child-level Head Start data into their early childhood integrated data system



Data source: Early Childhood Data Collaborative State of the States' Early Childhood Data Systems, 2017

* District of Columbia did not report data linking information

Discussion

This report presents data about various connections between Head Start and other facets of state or territory ECE systems. Though previous reports have examined one or more aspects of these connections, this report provides a first look at connections using multiple reports and data sources. We hope that information in the report helps state and territory ECE leaders as they think broadly about strengthening their ECE systems. We also hope this data will help the federal Office of Head Start and other federal agencies better understand the various ways in which state ECE systems interact with the federal Head Start program and inform future efforts to support state and territory ECE system-building.

Because this report relies on public information only and does not address all aspects of the possible relationship between Head Start and other facets of state or territory ECE systems, we cannot draw any conclusions about the strength of these relationships nor describe some forms of coordination or collaboration as more effective than others.

The relationship between Head Start and other facets of ECE systems varies widely across states and territories.

Analysis indicates that the ways in which Head Start connects with other ECE programs or policies varies by state or territory and that different forms of collaboration or coordination are more prevalent in some states and territories than in others. Head Start participation in QRIS and coordination with CCDF are two of the most common forms of collaboration in states and territories: Head Start programs participate in QRIS in 93 percent of states and territories that report data to the Quality Compendium. Formal partnerships between state pre-K and Head Start were less common, with half of states or territories reporting these partnerships. In addition, only eight states report linking child-level Head Start data to their ECE data system.

Collaboration is a long-term effort.

As noted earlier in the report, there is increased interest in strengthening alignment, coordination, and collaboration across the various components of the ECE system, including Head Start. Collaboration across agencies, services, and funding streams is complex and will take time. Future PIR and other data can inform collaborative efforts among Head Start and the various aspects of state and territory ECE systems.

Further research is needed to understand how and why Head Start is connected with state and territory ECE systems.

This report provides an important initial picture of the connections between Head Start and other facets of state and territory ECE systems. However, it does not explain why certain policies or practices are in place or how Head Start and other facets of the ECE system connect or coordinate with one another. Similarly, we are not able to draw conclusions from these data about how well Head Start is integrated into state and territory ECE systems. Because available data used in this report tell part, but not all, of the story, further research into these areas would benefit states and territories as well as federal agencies.

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