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Maggie McIntosh (Chair)
Appropriations
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Madam Chair,

The attached document, “Effective Partnerships Between Head Start and State Prekindergarten in 2020” was mentioned in the Maryland Head Start Associations written testimony for HB1300.

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Universal & Comprehensive: Effective Partnerships Between Head Start and State Prekindergarten in 2020

Head Start and state prekindergarten partnerships are critical to serve more children, reach those most at-risk and provide comprehensive services to promote success in school and in life. Interested in learning about the similarities, differences and continuum of partnership between Head Start and state prekindergarten? Read on for an overview and 50-state data.

Head Start in 2020

Head Start launched in 1965 with an evergreen mission that holds today. Dr. Robert Cooke and a panel of experts wrote: “There is considerable evidence that the early years of childhood are the most critical point in the poverty cycle. It is clear that successful programs of this type must be comprehensive, involving activities generally associated with the fields of health, social services, and education. Similarly, it is clear that the program must focus on the problems of child and parent and that these activities need to be carefully integrated with programs for the school years.” (Cooke, 1965)

Over 55 years, Head Start has maintained its focus on comprehensive, parent-child services, while sharpening its focus on school readiness, expanding to serve infants, toddlers, and pregnant women through Early Head Start and supporting millions of parents to meet their own goals around education, employment, health and family strengthening.

Last year, 1,600 Head Start programs in all 50 states served greater than **1 million children and families**, including 364,000 three-year-olds and 404,000 four-year-olds. A majority of children lived below the poverty line and nearly 28% spoke another language than English as their primary language. (US DHHS, 2018)

Each local Head Start program **identifies and serves the most at-risk children**, such as children in foster care, children with disabilities, children experiencing homelessness and children who have experienced trauma, including the effects of substance abuse in the home.

Head Start Partnerships with State Prekindergarten

In the past 20 years, 43 states and the District of Columbia have made significant investments to serve more four-year old children and many Governors are now looking toward universal prekindergarten (pre-K) access.

States now allocate greater than \$8 billion each funding cycle for state pre-K. (Friedman-Krauss, 2019)

The majority of state pre-K programs now partner with Head State programs including:

- 27 states and territories where funds are braided together to support children’s attendance in both programs;
- 12 where children are enrolled part-day in Head Start and part-day in state pre-K; and
- 10 where children are enrolled in state-funded pre-K with Head Start funds used to provide wraparound services.

The Continuum of Head Start-State Pre-Kindergarten Partnership

Partnerships between states and Head Start programs exist on a broad continuum:



Partnership Model	Description	State Example(s)
<i>State Pre-K is Head Start</i>	Some state pre-K programs are based explicitly on Head Start . Programs follow Head Start Program Performance Standards.	Oregon
<i>Braided Programs</i>	In 27 states or territories, Head Start and state pre-K funding are used to serve children in common classrooms .	Illinois
<i>Parallel Programs</i>	Providers receive both Head Start and pre-K funding and serve children in separate classrooms .	Washington and Virginia
<i>Expanded Services</i>	In 12 states or territories, partnerships allow programs to expand the school day to meet the needs of working families for full-day programs beyond the hours Head Start or state pre-K funding alone can support. In 10 states or territories, children are enrolled in state pre-K with Head Start funds used to provide wraparound services , such as deeper family supports or mental health consultation.	California and Washington D.C.
<i>Parent Choice</i>	Head Start programs participate in Quality Rating and Improvement Systems in 39 of the 42 states and territories that report data in the Quality Compendium . Pre-K vouchers enable families to choose a highly-rated Head Start program participating in a QRIS .	Indiana and Minnesota
<i>Standards Alignment</i>	Many states have modeled their state pre-K programs on Head Start . This reduces repetitive and conflicting expectations at the state and federal level and avoids duplication in monitoring.	Alabama, Colorado, Delaware, Minnesota, Rhode Island, South Carolina, Vermont, Wisconsin
<i>Collaborative Memorandum of Understanding (MOU)</i>	Head Start programs and school systems are required to create collaborative MOUs that help Head Start children transition into public schools as they prepare for kindergarten. Some states also have MOUs.	Minnesota
<i>Joint Professional Development</i>	Joint professional development helps align curricula, assessment tools and teaching practices.	All states

Another Option for States: 14 States Directly Fund Head Start

In 14 states, lawmakers directly invest over \$400 million in general funds each budget cycle to expand Head Start and Early Head Start access or improve program quality for greater than 25,000 additional children not supported by federal funds. While not technically a form of pre-K partnership, it allows state funding to directly benefit at-risk children and families and fill gaps in service delivery.

For example, in Pennsylvania, \$64.18 million is dedicated each year to serve over 7,000 additional children, greatly expanding Head Start's reach in the state. Maryland dedicates \$3 million to significantly expand the number of hours and days that 2,300 children in the state access Head Start.

These states provide supplemental funding: AL, AK, CT, IA, MA, MD, ME, MN, MO, OK, OR, PA, RI, WI.

Other Formal Partnerships

According to a recent analysis, "[The Connection Between Head Start and State or Territory Early Care and Education Systems: A Scan of Existing Data](#)," (Maxwell, et. al, 2019) there are other notable formal partnerships between Head Start and state pre-K:

- In 21 states, Head Start State Collaboration Offices are co-located in the same state agency that oversees the state prekindergarten program.
- Head Start programs participate in Quality Rating and Improvement Systems (QRIS) in 93% of states and territories that report data to the Quality Compendium (a database of QRIS policies).
- In 17 states or territories, state Early Learning and Development Standards and the Head Start Early Learning Outcomes Framework have been aligned.

Preschool Development Grants: Partnership Highlights

Federal Preschool Development Grants (PDG) have offered the opportunity for new partnerships.

According to a 2018 [progress report on 18 states from the federal Department of Education](#):

- 274 Head Start programs were involved in PDG efforts.
- 4,543 new slots were funded with a combination of PDG and Head Start funding.
- 63% of states used PDG funding to expand comprehensive services to 39,873 children.

New PDG grants were awarded to states in 2020 that offer more opportunities for partnership, including:

- Coordinated application, eligibility and enrollment systems that cut across programs and settings.
- Collaborative, transition and alignment from birth to the early grades, including partnerships between community-based early childhood programs—such as Head Start—and public schools.

50-State Table: State Pre-K and Head Start in Partnership

Stat	State Pre-K Enrollment	Head Start Enrollment	Braid Funds	Extended Day	Wraparound Services	Possible Direct Funds	Subcontract Available to HS	Aligned Framework
AL	16,051	12,794	Yes	No	No	Yes	No	Yes
AK	315	2,563	Yes	No	No	Yes	Yes	No
AZ	5,256	14,307	?	?	?	Yes	No	Yes
AR	20,618	6,774	No	No	No	Yes	No	No
CA	242,297	75,797	Yes	Yes	Yes	Yes	Yes	Yes
CO	21,446	8,226	Yes	Yes	Yes	No	Yes	Yes
CT	14,585	3,793	Yes	Yes	No	Yes	Yes	In process
DE	845	1,519	?	?	?	Yes	No	No
DC	13,492	2,309	Yes	No	No	Yes	No	No
FL	174,574	34,189	?	?	?	No	Yes	Yes
GA	80,536	20,282	Yes	No	No	Yes	No	Yes
HI	373	2,326	No	No	No	No	No	No
ID	N/A	3,181	N/A	N/A	N/A	N/A	N/A	N/A
IL	75,139	27,050	Yes	Yes	Yes	Yes	Yes	Yes
IN	2,423	11,695	No	No	No	Yes	No	No
IA	27,451	5,656	Yes	Yes	No	Yes	Yes	Yes
KS	14,022	5,254	Yes	Yes	Yes	Yes	No	No
KY	21,270	12,010	Yes	No	No	No	Yes	Yes
LA	18,911	18,102	No	No	Yes	No	Yes	No
ME	5,648	2,308	Yes	No	No	No	Yes	No
MD	31,474	7,797	Yes	No	Yes	Yes	Yes	No
MA	37,788	9,390	Yes	Yes	Yes	Yes	Yes	No
MI	37,325	24,578	Yes	No	No	No	Yes	Yes
MN	7,672	9,798	Yes	Yes	Yes	Yes	Yes	Yes
MS	1,840	20,712	Yes	No	No	Yes	Yes	Yes
MO	2,378	11,330	?	?	?	Yes	Yes	No
MT	306	3,982	N/A	N/A	N/A	N/A	N/A	N/A
NE	13,938	3,554	Yes	No	No	No	Yes	Yes
NV	2,171	2,446	No	No	No	Yes	No	No
NH	N/A	1,178	N/A	N/A	N/A	N/A	N/A	N/A
NJ	50,684	11,957	Yes	No	No	Yes	Yes	No
NM	9,119	7,243	Yes	No	No	Yes	No	No
NY	121,572	41,320	Yes	No	No	No	Yes	No
NC	28,385	17,211	Yes	Yes	No	Yes	Yes	No
ND	965	2,352	N/A	N/A	N/A	N/A	N/A	N/A
OH	17,913	28,217	No	No	No	Yes	Yes	No
OK	39,807	13,717	Yes	Yes	No	No	Yes	No
OR	9,477	9,239	No	No	No	Yes	Yes	No
PA	30,527	25,129	?	?	?	Yes	Yes	No
RI	1,080	1,891	No	No	No	Yes	Yes	Yes
SC	27,519	10,544	No	No	No	No	Yes	In process
SD	N/A	3,600	N/A	N/A	N/A	N/A	N/A	N/A
TN	18,354	14,805	Yes	No	No	No	Yes	No
TX	231,485	67,804	Yes	Yes	Yes	No	Yes	No
UT	N/A	5,189	N/A	N/A	N/A	N/A	N/A	N/A
VT	8,815	965	Yes	No	No	Yes	Yes	Yes
VA	17,959	11,539	No	No	No	No	Yes	No
WA	12,491	12,062	No	No	No	Yes	Yes	No
WV	15,101	6,885	Yes	No	No	No	Yes	Yes
WI	48,787	11,355	Yes	Yes	Yes	Yes	Yes	Yes
WY	N/A	1,412	N/A	N/A	N/A	N/A	N/A	N/A

Source:
All data from “The Connection Between Head Start and State or Territory Early Care and Education Systems: A Scan of the Existing Systems.” The data has not been confirmed by NHSA.

Notes:
“Head Start” enrollment refers to the number of federally funded seats for 3- and 4-year olds.

“State Pre-K” enrollment refers to the number of seats for 4-year olds.

The Early Childhood Workforce: A Shared Asset and a Shared Crisis

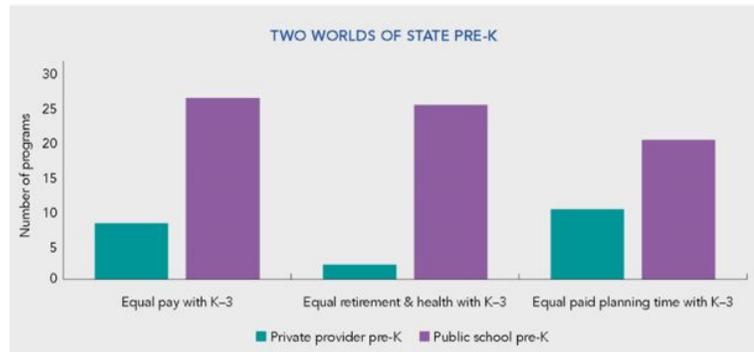
Teachers, administrators and support staff are the lifeblood of Head Start and state pre-K.

Head Start is a major employer in many smaller communities. In program year 2018, Head Start programs employed or contracted with 265,000 staff, including 127,000 who provided child development services. Some unique strengths of the Head Start workforce include: **22%** of Head Start staff are parents of current or former Head Start children; **57%** identify as non-White; **29%** are proficient in a language other than English. (OHS, 12/4/18)

Head Start and state pre-K have a shared commitment to teacher credentialing and professional development:

- The Head Start Act requires that at least half of Head Start teachers have a Bachelor’s degree (BA). As of 2017, 73% of all Head Start center-based preschool teachers had a BA degree or higher in early childhood education, or in a related field with experience, while 96% had an AA degree or higher. (OHS, 12/4/18) The Head Start Program Performance Standards require all staff to have 15 hours per year of research-based professional development, as well as intensive coaching for targeted staff. (US DHHS, 2016)
- Thirty-six (36) state pre-K programs require all teachers to have at least a BA and 17 require assistant teachers to have a Child Development Associate (CDA) credential. Nine (9) states require that teachers have at least “15 hours/year of professional development, annual individualized plans professional development plans, and coaching for lead and assistant teachers.” (Friedman-Krauss, 2019)

One of the largest challenges facing Head Start is losing teachers to settings, including many public schools, where compensation and benefits are often more robust. In 2017, Head Start programs reported lead teacher turnover of 22.3%. (Bernstein, S. et. al, 2019) Lead teacher turnover in Head Start programs within school systems was significantly lower, at 16.9% (ibid.). Mean compensation in school system-based Head Start programs was \$43,029, but was under \$30,000 in all other settings (ibid.).



Public schools are also facing workforce challenges. According to a large workforce study in Illinois, lead teacher turnover in school-based early childhood settings was 21% in 2017. (Illinois Governor’s Office, 2018) Compensation was the number one cited reason for turnover. Meanwhile, only four states, Hawaii, New Jersey, Oklahoma, and Rhode Island, require all preschool teachers to have a bachelor’s degree and teaching certification, while *also* requiring salary parity between preschool and K–3 teachers. (Friedman-Krauss, 2019)

One Benefit of Head Start and State Pre-K Partnership: Greater Equity

A new study by the Education Trust, “Young Learners, Missed Opportunities, Ensuring that Black and Latino Children Have Access to High-Quality State-Funded Preschool,” shines a welcome spotlight on **an urgent challenge facing state pre-K systems: the lack of equity in access and quality for Black and Latinx children.** According to their analysis of 26 states, only 1% of Latinx children and 4% of Black children in the 26 states analyzed are enrolled in what they define as “high-quality” state-funded preschool programs. (Gillispie, 2019)

Head Start has a strong track record of supporting children and families of color on their paths to success. Strong partnerships with Head Start can support state prekindergarten programs as they sharpen their focus on equity. In fact, the Education Trust report holds up as bright spots for equity a number of state pre-K systems that have a strong alignment with Head Start, including, Georgia, Oklahoma and West Virginia.

Evidence of Head Start’s focus on equity includes:

- Head Start’s model of whole-child, whole-family care is reaching over half-a-million Black and Latinx children in poverty or otherwise at-risk. In the 2017-2018 program year, Black/African-American children represented 30 percent of children enrolled in Head Start. Also, 37 percent of children were of Hispanic or Latinx origin. Thousands of bi/multi-racial children were served.
- Head Start is a leader in recognizing the linguistic and cultural diversity of families as an asset in opening up opportunities for learning and engagement. More than 1 in 5 Head Start children speak Spanish as a primary language, and an additional 1 in 10 speak another language other than English or Spanish at home.
- Early Head Start helps to close the gap in prenatal and infant and toddler care for at-risk mothers, children and families. Currently, today, Latinx infants and toddlers are only half as likely to be in licensed care. (Malik, 2019) Through Early Head Start, over 164,000 pregnant women and children ages birth to age 3 were served in 2017-2018.
- 57% of Head Start child development staff identify as non-White and 29% are proficient in a language other than English.

See OHS publications in endnotes for sourcing.

Snapshot: Head Start’s Generational Impact on Families

The multi-generational impacts of Head Start and Early Head Start are well-documented, long-lasting and differentiate the program’s outcomes from those of many state-funded pre-K programs:

- **Stronger families:** Families in Early Head Start have more positive parent-child relationships, more stable and healthy homes, and less child welfare involvement.
- **Improved health:** Head Start children are more likely to have hearing and vision screening, be covered by health insurance, receive dental care and be immunized.
- **Economic self-sufficiency:** In the most recent program year, more than 128,000 Head Start parents advanced an educational level and over 67,000 received job training.

To view this and other research on the benefits of Head Start, please visit NHTA’s Resources website: go.nhsa.org/HSA.

Five Key Takeaways on Head Start and State Pre-K Partnerships

Head Start and state pre-K partnerships are critical to serve more children, reach those most at-risk and provide comprehensive services to promote success in school and in life and, strengthen families. When the Head Start community and states partner, children and families benefit.

Now 55 years into Head Start’s history and decades into state pre-K investments, we have key takeaways:

- 1. There is a continuum of ways that Head Start and state prekindergarten programs can work together to ensure each child and family are in the program that best meets their needs**, including braiding funding to extend or expand services, coordinating enrollment, aligning standards and more.
- 2. Building coordinated systems helps to ensure Head Start serves the most vulnerable children and allows state prekindergarten programs to focus on providing less intensive, more universal early education experiences.** Through coordination, both systems are focused on what they do best.
- 3. The best state pre-k programs offer children similar experiences as children in Head Start, including with respect to teacher preparation, professional development, curriculum and classroom quality.** The most highly-rated state prekindergarten programs are explicitly linked to or modeled on Head Start.
- 4. For children most in need of health, nutrition, and other specialized support, Head Start’s comprehensive services go beyond what most pre-k programs offer.** Head Start’s focus on health includes attention to essential screenings, food assistance, ensuring families have a medical home and staff and community partnerships to address trauma and the toxic stress of living in poverty.
- 5. Head Start strengthens state early childhood systems by focusing on equity for children of color and responding to community data about what at-risk children and families need.** The eligibility criteria and needs assessments conducted by Head Start means programs are able to target children and families based on persistent, rising or new risk factors, such as increases in substance abuse, foster care rates or other factors.

Additional Resources

For more information about partnering with Head Start in your state, we encourage you to contact:

- Your nonprofit state Head Start association—a member agency that represents Head Start programs in your state. You can [find your State Head Start Association here](#).
- Your state Head Start State Collaboration Director—a public or nonprofit official that promotes collaboration with Head Start programs across state and local systems. You can [find your Collaboration Director here](#).
- To connect with the National Head Start Association, please contact Kent Mitchell, Director of State Affairs at kmitchell@nhsa.org.

To locate a Head Start program in your state, please refer to the [Head Start Center Locator](#).

Detailed Side-by-Side of State PreKindergarten and Head Start

This chart illustrates some of the similarities and differences between state pre-K programs and Head Start.

	State PreKindergarten	Head Start
	<i>Data on state programs are drawn from the 2018 State of Preschool Yearbook out of a total of 61 programs in 44 states and Washington, DC.</i>	<i>Information below is drawn from the Head Start Act, the Head Start Program Performance Standards, and the annual Head Start Program Information Report.</i>
Eligibility	32 state programs have an income requirement, often 100%, 200%, or 300% of the federal poverty line (Friedman-Krauss et al. 2019). Other states have no restrictions on who can enroll.	Children are eligible for Head Start: <ul style="list-style-type: none"> • if their family income is below 100% of the federal poverty line (\$25,100/year for a family of 4) • if the child is in foster care • if the family is homeless • if the family receives certain government subsidies Beyond these criteria, each Head Start program prioritizes enrollment for children who, based on community data, are among the most vulnerable in their service area. These criteria may include histories of trauma, family drug use, child welfare involvement, etc.
Spending Per Child and Return on Investment	In 2018, “average state funding per child was \$5,172” ranging from less than \$2,000 per child in Kansas and Nebraska to over \$17,500 in DC (Friedman-Krauss et al. 2019). The programs with the highest spending, among them DC and New Jersey’s Abbott Preschool Program, include a significant portion of classrooms with blended state and Head Start funds. The return on investment for state pre-K programs varies widely, given wide program variation.	While calculating the costs of enhanced Performance Standards in 2015, the federal Office of Head Start calculated an average cost per child for Head Start at \$8,035 (US DHHS 2016). Cost per child varies locally based on program models (part-day and/or full-day), historical grant funding, regional prices for goods and services, and staff salaries.

	<p>In one 2017 RAND study (Karoly, 2017) “A state-funded one-year voluntary preschool program for children in families with income up to three times the federal poverty level would produce a return of \$2 for every dollar invested and nearly \$4 for every dollar of cost if the program targets children living in families in poverty.”</p> <p>An analysis of the Tulsa, Oklahoma Universal Pre-K program found returns of up to \$3.10. (Karoyl, 2018)</p>	<p>Since 2015, additional federal investments have been made to extend the hours of services and meet other requirements.</p> <p>Given the comprehensive nature of Head Start programming, the return on investment for Head Start programs has been estimated by a recent study (Bailey, et. al., 2018) to be 7.7%.</p> <p>Early Head Start is a newer and less studied program, but the positive outcomes for children and families also indicate a high return on investment.</p>
<p>Class Sizes</p>	<p>46 state programs have class sizes of 20 or lower; 49 programs require staff-child ratios of 1:10 or better (Friedman-Krauss et al. 2019).</p>	<p>The Head Start Program Performance Standards require a class that serves a majority of children who are three years old must have no more than 17 children with a teacher and teaching assistant or two teachers. A class that serves a majority of children who are four and five years old must have no more than 20 children with a teacher and a teaching assistant or two teachers. Slightly lower restrictions are in place for “double session” teachers leading morning and afternoon classes (US DHHS 2016).</p>

<p>Teacher Qualifications & Professional Development</p>	<p>36 state programs require all teachers to have at least a BA and 17 require assistant teachers to have a CDA. 9 states require that teachers have at least “15 hours/year of professional development, annual individualized plans professional development plans, and coaching for lead and assistant teachers” (Friedman-Krauss et al. 2019).</p>	<p>The Head Start Act requires that at least half of Head Start teachers have a BA; as of 2017, 73% of all Head Start center-based preschool teachers had a BA degree or higher in a related field with experience. 96% had an AA degree or higher (OHS 12/4/18).</p> <p>The Head Start Program Performance Standards require all staff to have 15 hours/year of research-based professional development, as well as intensive coaching for targeted staff (US DHHS 2016).</p>
<p>Hours of Classroom Time</p>	<p>State pre-k programs range widely in the hours of services that they offer, generally tied to funding. Across the country, 30 programs offer part-day services, 11 school-day services, 6 extended day, and 14 vary locally (Friedman-Krauss et al. 2019).</p>	<p>Based on community assessments and families’ needs and desires, Head Start programs may offer part-day, full-day, or home visiting options. In 2017-2018, 39% of enrolled children attended half-day programs and 56% full-day (US DHHS 2018). The Performance Standards call for programs to move toward offering 1,020 annual hours (effectively full-day programming) for all center-based Head Start by 2021, though progress toward this requirement has been delayed due to lack of funds.</p>
<p>Curriculum</p>	<p>55 state pre-k programs have “curriculum supports” in place (Friedman-Krauss et al. 2019).</p>	<p>All Head Start programs are required to implement “developmentally appropriate research-based early childhood curricula...aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five and, as appropriate, state early learning and development standards.”</p>

<p>Classroom Quality</p> <p>One measure of classroom quality is the observation-based Classroom Assessment Scoring System (CLASS). The tool measures three domains of classroom function on 7-point scales: Emotional Support, Classroom Organization, and Instructional Support.</p>	<p>Some CLASS scores are available from recent evaluations of state pre-k systems or from state Quality Rating and Improvement Systems.</p> <table border="1" data-bbox="370 436 943 821"> <thead> <tr> <th></th> <th>DC</th> <th>GA</th> <th>CA</th> </tr> </thead> <tbody> <tr> <td>Emotional Support</td> <td>5.90</td> <td>5.5</td> <td>6.0</td> </tr> <tr> <td>Classroom Organization</td> <td>5.59</td> <td>5.2</td> <td>5.6</td> </tr> <tr> <td>Instructional Support</td> <td>2.54</td> <td>2.8</td> <td>3.0</td> </tr> </tbody> </table> <p>Because of the origins of the data, the state scores above do include blended Head Start/pre-k classrooms or Head Start programs participating in QRIS.</p> <p>(DC scores from Kahn et al. 2018; GA scores from Peisner-Feinberg et al. 2013; CA QRIS tier 4 scores from Quick et al. 2016.)</p>		DC	GA	CA	Emotional Support	5.90	5.5	6.0	Classroom Organization	5.59	5.2	5.6	Instructional Support	2.54	2.8	3.0	<p>As part of the Head Start monitoring system, each grantee is assessed with the CLASS tool at least every 5 years. In 2017-2018, the mean CLASS scores from Head Start program were:</p> <table border="1" data-bbox="963 436 1450 638"> <tbody> <tr> <td>Emotional Support</td> <td>6.08</td> </tr> <tr> <td>Classroom Organization</td> <td>5.80</td> </tr> <tr> <td>Instructional Support</td> <td>2.96</td> </tr> </tbody> </table> <p>While efforts are underway to change the application of this tool for monitoring purposes, currently programs scoring in the lowest 10% of Head Start monitoring each year are required to compete with other agencies to keep their grants; programs are also required to compete if they score below 5 for Emotional Support, 4 for Classroom Organization, or 3 for Instructional Support (OHS 4/17/19).</p>	Emotional Support	6.08	Classroom Organization	5.80	Instructional Support	2.96
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<p>Dual Language Learners</p>	<p>As of 2017, only 26 programs and Guam gather data and children’s home languages. 35 state programs have policies in place about Dual Language Learners, and a mere 20 provide “communication with the family about the program or child in the family’s home language” (Friedman-Krauss et al. 2018).</p>	<p>The Head Start Program Performance Standards require programs to “recognize bilingualism and biliteracy as strengths and implement research-based teaching practices.” This includes teaching practices that focus on both English language acquisition and the continued development of the home language, having culturally and linguistically appropriate materials available, and ensuring teachers or trained classroom volunteers speak children’s home language/s. In 2017-2018, more than 225,000 Head Start children were Dual Language Learners, including 182,500 who spoke Spanish; about 15% of Head Start staff were proficient in a language other than English (US DHHS 2018).</p>																						

<p>Health Services</p>	<p>42 state programs offer vision, hearing, and health screenings and referrals (Friedman-Krauss et al. 2019).</p>	<p>In partnership with parents, Head Start programs must complete or obtain screenings of children’s vision, hearing, and developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program and then pursue follow up care as necessary. Head Start must also help each family establish a medical and dental home for their child (US DHHS 2016).</p>
<p>Disability Services</p>	<p>Teachers may identify children in need of screening or testing to establish disabilities (Friedman-Krauss et al. 2019).</p>	<p>Based on screenings, Head Start programs are required to begin the process of getting children assessed to determine whether they need Individualized Education Plans (IEPs). Head Start programs must ensure that at least 10% of their enrollment goes to children with diagnosed disabilities and IEPs; in 2017 12.6% of children enrolled in Head Start nationally had IEPs (US DHHS 2018).</p>
<p>Meals & Nutrition</p>	<p>In 2018, 29 state programs served at least one meal; the Preschool Yearbook no longer tracks this item (Friedman-Krauss et al. 2017).</p>	<p>Part-day programs must provide meals and snacks with 1/3 to 1/2 of a child’s daily nutritional needs--typically a meal and a snack--and full-day programs must provide 1/2 to 2/3 of the child’s daily nutritional needs--typically breakfast, lunch, and a snack. Meals must conform to USDA requirements and be culturally and developmentally appropriate. Programs are encouraged to serve meals family-style (US DHHS 2016).</p>
<p>Family Engagement in Classrooms</p>	<p>Pre-K classrooms generally hold optional parent-teacher conferences.</p>	<p>A core tenet of Head Start is that parents are their children’s first teachers and key partners in what happens in the classroom. Head Start teachers conduct home visits at least twice a year, as well as parent-teacher conferences at least twice a year (US DHHS 2016).</p>

<p>Family Engagement in School Leadership</p>	<p>For pre-k programs located in schools, parents may be eligible to participate in Parent Teacher Associations.</p>	<p>Head Start Programs hold monthly parent meetings at each center, and centers elect parents to represent them on the agency-wide Policy Councils. These Councils, comprised at least half by parents as well as community members, make decisions about program curricula, service models, enrollment, policies, and more (US DHHS 2016).</p>
<p>Family Stability</p>	<p>n/a</p>	<p>Head Start families partner with a family service worker or family advocate, to conduct a strengths-based assessment of family needs and to set formal goals that may include parental education, employment, food or housing assistance, drug abuse treatment or health access.</p> <p>In 2017, about 163,000 families received services related to job training and adult education; 71,000 families received housing assistance; and of the 49,000 families experiencing homelessness, 34% found housing (OHS 12/4/18).</p>
<p>Special Populations</p>	<p>n/a</p>	<p>Dedicated Head Start funding is set aside for American Indian and Alaska Native communities and for programs working with the children of migrant and seasonal workers. American Indian and Alaska Native Head Start programs are customized to support children’s cultural and linguistic heritage. Migrant and Seasonal Head Start programs customize the hours and days of service to meet the needs of farmworker families.</p>

<p>Community Partnerships</p>	<p>Depending on established school and school system practices, prekindergarten programs may have access to a range of partnerships.</p>	<p>Head Start programs are required to establish and implement community partnerships. Those partners may include:</p> <ul style="list-style-type: none"> ● Health care providers (such as child and adult mental health professionals, Medicaid managed care networks, dentists, nutritional service providers, providers of prenatal and postnatal support, and substance abuse treatment providers) ● Individuals and agencies that provide services to children with disabilities and their families ● Family preservation and support services and child protective services ● Educational and cultural institutions, such as libraries ● Temporary Assistance for Needy Families and nutrition assistance agencies ● Workforce development and training programs, adult or family literacy, adult education, and post-secondary education institutions ● Agencies or financial institutions that provide asset-building education, products and services to enhance family financial stability and savings ● Housing assistance agencies and providers of support for children and families experiencing homelessness ● Domestic violence prevention and support providers <p>(US DHHS 2016)</p>
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