

State(s) of **Head Start**



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State(s) of **Head Start**

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STATE(S) OF HEAD START

EXECUTIVE SUMMARY



The National Institute for Early Education Research's (NIEER) *State(s) of Head Start* report is the first report to describe and analyze in detail Head Start enrollment, funding, quality, and duration, state-by-state. The report focuses on the 2014-2015 program year but also provides longitudinal data beginning with the 2006-2007 program year. Despite the fact that Head Start is a federally funded, national program, the report reveals that access to Head Start programs, funding per child, teacher education, quality of teaching, and duration of services all vary widely by state. Although in some states Head Start meets evidence-based quality standards and serves a high percentage of low-income children statewide, in other states Head Start reaches fewer of those in need, often with low-quality instruction, and insufficient hours. Despite bipartisan support, Head Start suffers from federal funding that restricts

the number of vulnerable children who can benefit from Head Start. As a result, some vulnerable children benefit less than others from Head Start participation. Yet we can think of no reason children living in poverty in one state are less deserving of a high-quality education in Head Start than those in another.

Revised and streamlined Head Start standards, released in September 2016¹, address several of the concerns spotlighted in the report, and demonstrate the Administration for Children and Families' (ACF) commitment to continuous quality improvement and supporting poor children. But without Congress allocating adequate funding, Head Start programs will continue to be forced to choose between providing high-quality or school-day programs; hiring quality teachers (and paying them adequately); or enrolling more children. To be effective, Head Start

must be funded sufficiently so that it can provide high-quality learning experiences to more children for longer periods of time per day and per year.

This report's findings underscore the need for greater coordination between Head Start and state and local government agencies to build high-quality early learning programs with widespread reach and adequate funding. The authors call for an independent bipartisan national commission to study the issues raised in this report and develop an action plan to ensure every eligible child in every state has an equal opportunity to benefit from Head Start.

HIGHLIGHTS

ACCESS

Nationwide, the number of 3- and 4-year-olds enrolled in Head Start (supported by federal funding) decreased between 2007 and 2015. Enrollment of children under 3 more than doubled between 2007 and 2015. Head Start eligibility is based on the federal poverty level (FPL) with certain exceptions. As family incomes change during program enrollment, this is necessarily imperfect. Serving low-income children above the FPL should not be viewed as a program flaw. For this reason, coverage cannot be simply measured by the number of children served as a fraction of those in poverty. Enrollment in Head Start varies widely from one state to another whether this is assessed relative to the number of children in poverty or in low-income families.²

- Head Start programs currently serve less than 40 percent of the number of 3- and 4-year-olds in poverty and less than 5 percent of the number in poverty under age 3. Programs serve less than 20 percent of low-income 3- and 4-year-olds and less than 3 percent of low-income children under the age of 3.
- At age 4, enrollment by state varies from just 7 percent (Nevada) to 52 percent (Mississippi) of low-income children, and from 17 percent (Nevada) to 100 percent (North Dakota) of the number of children in poverty.
- At age 3, enrollment by state varies from 6 percent (Idaho) to 45 percent (Mississippi) of low-income children, and from 15 percent (Idaho) to near 100 percent (North Dakota) of the number of children in poverty.
- Enrollment under age 3 varies from 1 percent (Nevada) to nearly 8 percent (District of Columbia) of low-income children, and almost 3 percent (Nevada) to 13 percent (District of Columbia) of the

number of children in poverty.

- In five states more than 30 percent of low-income 3- and 4-year-olds were enrolled in Head Start. In 11 states less than 15 percent of low-income 3- and 4-year-olds attended Head Start.
- Children's access to Head Start should be considered within the broader early childhood education context. However, even when taking state-funded preschool into account, most states only serve a small percentage of preschool-age children, especially 3-year-olds.

QUALITY

Head Start classrooms vary in quality. Quality observations reveal that they typically provide much stronger support for social and emotional development than for instruction related to language and cognitive development. Teacher qualifications vary dramatically from one state to another, as does teacher pay and the lack of parity with public school teachers with similar credentials. Since the 2007 Head Start Reauthorization that improved teacher qualifications³, substantially more Head Start teachers have a bachelor's degree or higher in ECE.

Observed Quality:

- For the Emotional Support domain of the Classroom Assessment Scoring System (CLASS)⁴, the average score on a 1 to 7 scale was 6, above the research-based threshold for an effective program of 5.5. The average score for every state significantly exceeded this threshold.
- For CLASS Classroom Organization the average score on a 7 point scale was 5.7, again significantly above the research-based threshold of 5.5. For only 1 state (South Carolina) do we have confidence that its average was significantly below the threshold, but for half the states we have statistical confidence their average scores exceeded 5.5.
- The average CLASS Instructional Support score was 2.9 on a 7 point scale. Scores averaged less than 3 in the majority of states. Scores were statistically significantly below the research-based threshold of 3 in 18 states and the territories, and across American Indian and Alaska Native (AIAN) and Migrant and Seasonal (MSHS) Head Start programs. Fourteen states averaged a 3 or above. In only two states (Kentucky and Vermont) were scores statistically significantly above 3 such that we can be confident the state average exceeds the threshold.



Head Start Staff:

- Almost 30 percent of Early Head Start teachers had a bachelor's degree (BA) or higher in ECE or a related field, a 6 percentage point increase from 24 percent in 2007. However, the percentage varied from a low of less than 12 percent in New Mexico, to a high of 64 percent in the District of Columbia.
- Seventy-three percent of Head Start teachers had a BA or higher in ECE or a related field, compared to only 44 percent in 2007. This 29 percentage point increase followed the Improving Head Start Act for School Readiness of 2007 which increased teacher qualifications.⁴ Again, states varied in increasing teacher qualifications: more than 90 percent of Head Start teachers in West Virginia and the District of Columbia had a BA or higher, while only 36 percent in New Mexico did.
- On average, Head Start teachers earned almost \$24,000 less than public elementary school teachers with the same credentials. This discrepancy is even larger for Early Head Start teachers, who earned over \$27,000 less than public elementary school teachers.
- The lack of parity can lead to high turnover and an inexperienced workforce. In some states the salary gaps were less than half the average, below \$10,000, but in others they were about twice the average with gaps exceeding \$40,000 in Massachusetts and New York, as well as in New Jersey for Early Head Start only.

DURATION

The number of hours per year of Head Start children receive varies widely across states. Nationally, 42 percent of children already receive 1,020 hours of Head Start services per year, a new standard that all programs must meet by 2021.⁵ Substantial progress is needed in most states to meet this new requirement.

- Forty-two percent of Early Head Start children were served in school-day (greater than 6 hours per day), 5-day per week programs, a decrease of 5 percentage points from 47 percent in 2007.
- Forty-four percent of Head Start children were served in school-day, 5-day per week programs. Nationally, this number has remained relatively unchanged since 2007 (45 percent) despite some small year-to-year fluctuations.
- Duration varies widely across the states, with Idaho and Wyoming serving only 1 percent in school-day, 5-day per week Head Start programs while other states serve nearly all children on this schedule.

FUNDING

Federal funding for Head Start (including Early Head Start, AIAN, and MSHS) was more than \$8.42 billion in 2014-2015. Congress allocated an additional \$570 million for fiscal year 2016, which includes additional funds to support expanded hours per year in Head Start, Early Head Start-Child Care Partnerships, and expansion of Early Head Start.⁶

- Head Start and Early Head Start combined funding per child increased slightly from \$8,369 in 2007 to \$8,801 in 2015 when adjusting for inflation.
- Both Head Start and Early Head Start funding per child is highly variable across the map even after adjusting for differences in costs across the country. Adjusting for cost of living, the highest funded state received *twice as much* per child enrolled in Head Start as the lowest funded state.
- The estimated cost to fully fund Head Start to meet its expressed goals for 3- and 4-year-olds is over \$20 billion. This is about triple the existing budget. We based this estimation on serving all 3- and 4-year-olds in poverty (or half of those in low-income families) in high-quality programs for 1,020 hours per year.
- As Early Head Start serves only a very small percentage of infants and toddlers, we do not estimate the cost of expanding that part of the program.

STATE(S) OF HEAD START

INTRODUCTION

As one of our nation's oldest federal public programs serving low-income children and families, Head Start strives to enhance children's development and provide a strong foundation for success in school and in life. Research on Head Start's impacts confirms its positive effects on young children and their families, though the research on the persistence of impacts has been both encouraging and discouraging.⁷ The acknowledged importance of Head Start's mission has led to broad support for improving Head Start including the latest major changes announced on September 1, 2016 which call for a shift from a compliance orientation to one of continuous quality improvement.⁸

Yet, despite decades of bipartisan support for Head Start, we conclude that the program suffers from inadequate overall public investment. Simply put, the program is not funded at a level that would make it possible to provide child development services of sufficient quality and duration to achieve its goals while serving all eligible children even at ages 3 and 4, much less for those under age 3. As a result, local programs are required to make a series of triage decisions, ranging from enrollment eligibility priorities, to duration choices, to staff salaries. These resulting decisions and funding allocation differences create significant disparities across states in both quality and hours of services provided per year. This report reveals the extent of these shortfalls nationally and for each state. The authors call for an independent bipartisan commission to study the issues raised in this report and develop an action plan to ensure every eligible child in every state and territory has an equal opportunity to benefit from Head Start.

The National Institute for Early Education Research's (NIEER) *State(s) of Head Start* report is the first report to describe and analyze in detail four key dimensions of the federal Head Start program state-by-state: enrollment, quality, duration, and funding. Although Head Start is a federal program, guided by federal policies and national Head Start Performance Standards, approximately 1,700 local public and private nonprofit and for-profit agencies provide Head Start services.⁹ Each provider may implement the program differently (within the limits of federal regulations). There is no guarantee that Head Start

offers the same services and benefits from one program to another. Although local implementation can and should vary to reflect and meet local needs, across the states there should be consistency regarding key aspects of program operation and the extent to which programs meet the needs of eligible children and families. Head Start programs ought to look fairly similar, taking into account obvious differences such as the extent of poverty and cost of living. Yet our report finds that Head Start, as well as Early Head Start, varies substantially between states, including in the quality of instruction, which needs to be consistently high in all programs.

Our report explores four key dimensions of Head Start in depth:

1. **Access:** How many children are served and who are they? What percent of a state's children, low-income children, and children living in poverty is served by the program? How have these percentages changed over time?
2. **Quality:** Head Start sets relatively high and uniform standards for its services compared to many other public programs for young children, but some important features still vary. What is the observed quality of the instruction children receive? What are teachers' qualifications? How have they improved over time? How much are teachers paid and how does this compare to pay in public elementary schools?
3. **Duration:** How many hours and days per year of Head Start services do children receive? How has this changed over time? To what extent do children stay continuously enrolled over a year and for two, or even, three years?
4. **Funding:** How much funding does each state receive? How does funding per child vary across states adjusting for each state's cost of living? Has funding per child changed over time?

These four key dimensions are *critically important* to Head Start's ability to enhance children's school readiness in significant and positive ways. Although each dimension may contribute independently to children's development, they are interrelated and dependent on one another. To be highly effective, Head Start must attend to all four dimensions simultaneously. Without adequate funding, programs are forced into trade-offs between enrolling more

children, increasing program duration, or improving program quality.

First, in order to have a significant impact, Head Start should reach most – if not all – eligible children. Second, Head Start must be funded adequately to provide sufficient quality of child development services to produce desired results¹⁰ – without cutting back dramatically on the number of children served. Third, children are more likely to benefit from Head Start when they are enrolled for more hours.¹¹ As reflected in the revised and streamlined Head Start standards, programs will be required to shift to operating schedules similar to public schools. Fourth, adequate funding is necessary if Head Start is to provide high-quality early learning experiences of the intensity and duration required to succeed in its mission.

Beyond raising concern overall, we seek to call attention to widespread and large variations in each of these four key dimensions among the states. These state-by-state discrepancies may come as a surprise; after all, Head Start is a federal program with uniform national standards and goals. All programs are required to follow the Head Start Performance Standards that govern many aspects of design and operation. Despite this uniform set of standards, there is ample room for disparities to arise. For example, the Improving Head Start for School Readiness Act of 2007 required that at least 50 percent of Head Start teachers in center-based programs have at least a bachelor's degree (BA) in early childhood education or a related field by 2013. Even though tremendous progress has been made toward this goal, the percentage of Head Start teachers with a BA or higher varies from 36 percent in New Mexico to 99 percent in the District of Columbia.

We find fundamental and difficult to understand disparities across states in access. For example, the percent of low-income 3- and 4-year-old children served in each state varies from 7 percent in Nevada to 49 percent in Mississippi. The percent of low-income infant and toddlers served varies from just over 1 percent in Nevada to almost 8 percent in the District of Columbia. Focusing on only children living in poverty, in Nevada, a number equal to 16 percent of 3- and 4-year-olds in poverty were enrolled, compared to 100 percent in North Dakota. Under age 3 the number enrolled as a percent of children in poverty ranged from 2.7 percent in Nevada to 13 percent in the District of Columbia. As we discuss later, not all Head Start children fall below the federal poverty level (FPL).



Similarly, both Head Start and Early Head Start funding per child varies by nearly 100 percent across the states after controlling for cost of living differences. Observed classroom quality, particularly around instruction related to children's cognitive and language development, also varies state-by-state. We can think of no reason that poor children in one state are less deserving of Head Start or a high-quality education in Head Start than those in another.

The *State(s) of Head Start* report relies primarily on data from the Head Start Program Information Report (PIR). The PIR compiles data collected from every grantee and delegate (subgrantee) and provides the most comprehensive description of the services provided, staff, and children and families served by Head Start and Early Head Start programs nationwide.

The report focuses primarily on the most recently available data for the 2014-2015 program year. We also report data over the previous eight years, so that trends can be tracked from the 2006-2007 to 2014-2015 program year. The report includes information on both Head Start and Early Head Start. We present data on Head Start and Early Head Start combined where this makes sense, but also report data on each of these programs separately. Head Start and Early Head Start serve children at different ages, and, as a result, their services, staffing, and costs differ in important respects, as do some performance standards. We also include and, where appropriate, separately report on, the American Indian and Alaska Native (AIAN) Head Start and Migrant and Seasonal Head Start (MSHS) programs.

HEAD START

Head Start is a comprehensive child development program that provides education and support services to children and their families. It is a federal program that aims to promote the school readiness and healthy development of at-risk children. It focuses on whole-child development, including health and cognitive and social-emotional development. Head Start is administered by the Office of Head Start (OHS) in the Administration for Children and Families (ACF) within the Department of Health and Human Services (HHS). Funding for Head Start is allocated by Congress each year and flows directly to individual Head Start grantees, which can be public, private, nonprofit, or for-profit agencies. The federal government funds a Head Start Collaboration Office within each state's government to facilitate partnerships with state agencies and local entities and to improve state and local policy and practices so as to better serve young children and their families. Head Start is available in all 50 states, the District of Columbia, U.S. territories, and in tribal areas. The program has served more than 33 million children since its inception in 1965 as part of the War on Poverty including children of migrant and seasonal workers.¹²

Head Start serves children ages 3 to 5 years (during the two years before kindergarten), while Early Head Start serves infants and toddlers (from birth through age 3), as well as pregnant mothers. Children are eligible to participate in Head Start if they come from families living below the federal poverty level (FPL), are homeless, are receiving public assistance, or are in foster care. The 2007 Head Start reauthorization stipulated that children between 100 and 130 percent of the FPL could also enroll in Head Start once a program enrolled all children below 100 percent of the FPL. In addition, up to 10 percent of funded enrollment can be children with disabilities who are not required to meet the income guidelines.¹³

HISTORY OF HEAD START

President Johnson launched Head Start in 1965 as part of a national "War on Poverty" specifically to break the cycle of failure experienced by many low-income and poor Americans. By providing young children and their families with health care, social

services, and opportunities to learn, Head Start aimed to remove hurdles facing disadvantaged children and enable them to start school on equal footing with middle-class peers.

Head Start began as an eight-week summer pilot project but quickly expanded to a school-year schedule as it was almost immediately apparent that eight-weeks was far from sufficient to meet the needs of young children in poverty. In 1969, Migrant Head Start was introduced to reach farmworker families and their children. That outreach was expanded nearly 30 years later to include seasonal agricultural worker families, becoming the Migrant and Seasonal Head Start (MSHS) program.

Throughout the 1970s, policymakers continued to expand Head Start – on paper at least – to include children with disabilities, children and parents at home (Home Start), and children with a home language other than English. But it was not until 1979 that Congress allowed Head Start to really grow, authorizing enrolling up to 20 percent more children and families each year.

Enrollment continued to increase during the 1980s, and children became eligible for two years of services beginning at age 3. Celebrating Head Start's 20th Anniversary in 1985, Dr. Edward Zigler, one of the architects of Head Start, said that the program's success was due to "the fact that Head Start is a quality child development program that involves parents, hires the best teachers that can be found locally, maintains small classes and provides comprehensive medical, dental, nutrition and social services."¹⁴

During the 1990s, Head Start received renewed attention; funding tripled between 1991 and 2001 and program quality became a priority, with funding to improve staff qualifications and compensation. Funding increased and enrollment grew, along with health services for younger siblings, literacy and child development training for parents and outreach to homeless families. In 1994, Early Head Start began meeting needs of pregnant women and children under age 3. In 1998, the focus of the program was formally switched from development of social competence to school readiness.

Efforts to improve quality continued through the

next decade. The 2007 Head Start reauthorization, the Improving Head Start for School Readiness Act, revised performance standards to be developmentally appropriate, raised teacher qualifications (required at least 50 percent of Head Start teachers to have a BA or higher), called for school-day services, and expanded eligibility from 100 to 130 percent of the FPL. In 2009, the American Recovery and Reinvestment Act, aimed at stimulating the U.S. economy, boosted Head Start funding by \$2 billion to enhance quality and expand enrollment. The additional funding helped to nearly double the enrollment of infants and toddlers over the next five years.¹⁵

Most recently, in 2016, new Head Start Performance Standards were announced that reflect research highlighting both the crucial difference quality and duration of services make for children and the challenges children may face transitioning from early education settings to school classrooms. The new standards, effective November 2016, call for teachers to have training and skills needed to provide high-quality learning opportunities, prohibit expulsions and severely limit suspensions of children, and require nearly all Head Start programs to provide by 2021 at least 1,020 hours of Head Start services per year, equivalent to a full school-day (6 hours) for 170 days per year.¹⁶

WHAT RESEARCH SAYS ABOUT HEAD START'S EFFECTIVENESS

Research has demonstrated that high-quality preschool, including Head Start, can improve academic, social, and lifetime outcomes, especially for children disadvantaged by poverty.¹⁷ For example, a recent meta-analysis of Head Start found significant impacts of the program on children's academic and cognitive skills.¹⁸ Another study found that children randomly assigned to Head Start (compared to those who were not randomly assigned but applied to the program) benefited in their receptive vocabulary, phonemic awareness, and health.¹⁹ The impacts of Head Start are not limited to children's cognitive and academic skills. Attending Head Start is associated with a lower body mass index²⁰ and higher likelihood of receiving health screenings, immunizations, and dental care.²¹ Children's participation in Head Start also positively affects their parents. Head Start participation increases the amount of time parents spend with their children engaged in learning activities²² and the likelihood mothers would return to school.²³

However, the research has not been universally positive. Results from the 2002 Head Start Impact Study (HSIS)²⁴ and the 1996 Early Head Start Research and Evaluation Project (EHSRE)²⁵ raised important questions about the program's overall effectiveness. The EHSRE found small positive impacts of the program on infants' and toddlers' cognitive and language development, as well as on their parents' parenting skills. Impacts varied for center-based, home-based, and mixed-approach program options.²⁶ The HSIS revealed significant impacts of Head Start on children's math, language, and social emotional skills prior to kindergarten entry.²⁷ However, the evaluation found essentially no long-term impacts by the time children reached third grade.²⁸

Further exploration of the HSIS found substantial variation in which children did and did not benefit from the program as well as the size and duration of those impacts.²⁹ Impacts also varied for children attending Head Start in urban and rural areas³⁰ and were larger for those attending full-day programs.³¹ While other research including recent Head Start Family and Child Experiences Survey (FACES) analyses are more positive³², variation in the effectiveness of Head Start is not surprising given the findings in our report. It is noteworthy that substantial policy improvements were enacted subsequent to these earlier studies.



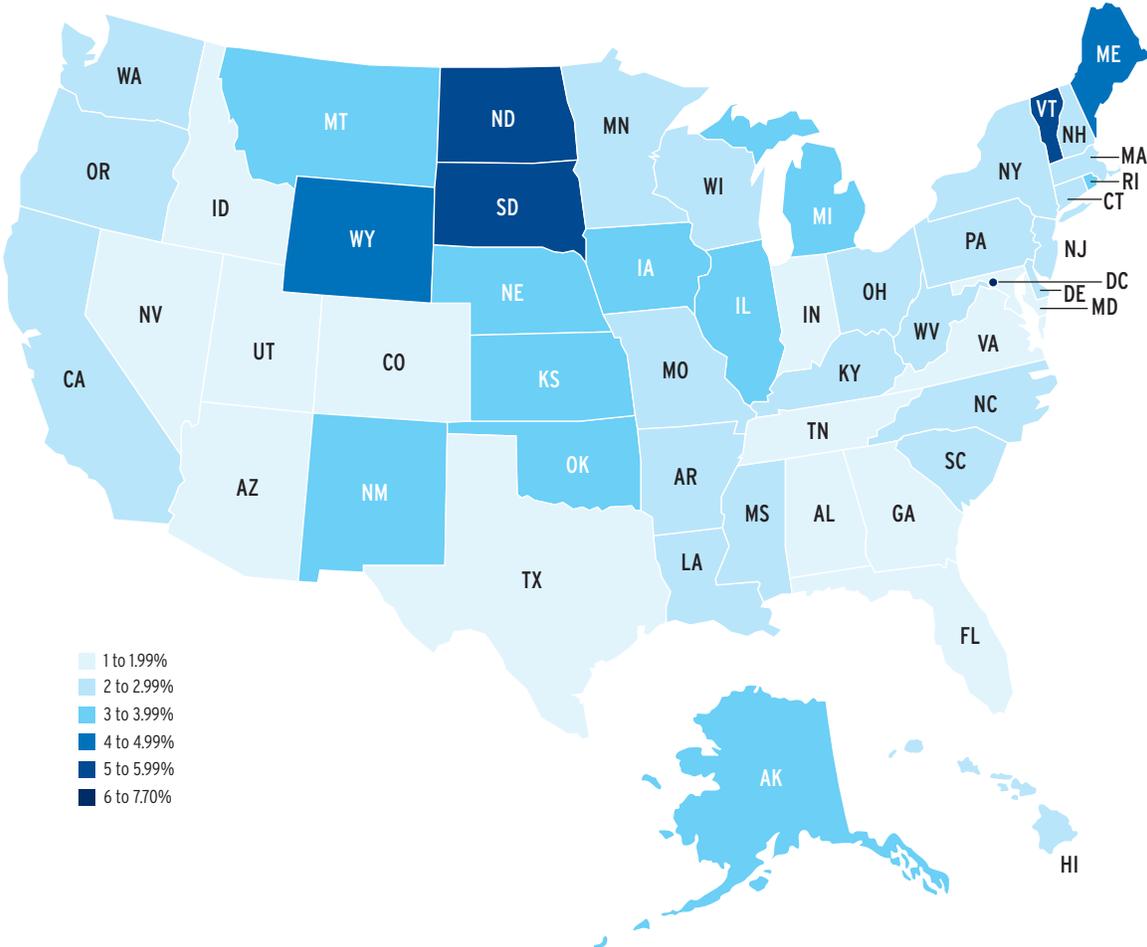
INEQUALITIES IN HEAD START: IT'S ALL OVER THE MAP

The goal of Head Start is to provide high-quality early learning opportunities to disadvantaged children; yet the program has never been funded adequately to provide high-quality preschool to all children in poverty – much less to all low-income families. Head Start was designed to be responsive to local needs and priorities. However, this report reveals state-by-state variation inconsistent with national goals to meet the needs of every eligible child and family. From state to state we find substantial differences in funding levels, the quality and quantity of early education provided, and whether an eligible child can even participate.

ACCESS

To examine access, we focus on the percentage of all low-income children served (200 percent of the FPL) using federal funding. We do this for several reasons. Some children are eligible for Head Start even if their family income is above the poverty line. Even those who qualify based on family income below the FPL are not required to leave the program if their family's income subsequently rises above the FPL. For many of those Head Start serves, family income ends up above the FPL by the end of their 4-year-old year. For example, in the 2009 Head Start FACES, over 35 percent of children's household incomes

MAP 1. PERCENT OF LOW-INCOME CHILDREN UNDER 3 YEARS OLD SERVED BY HEAD START



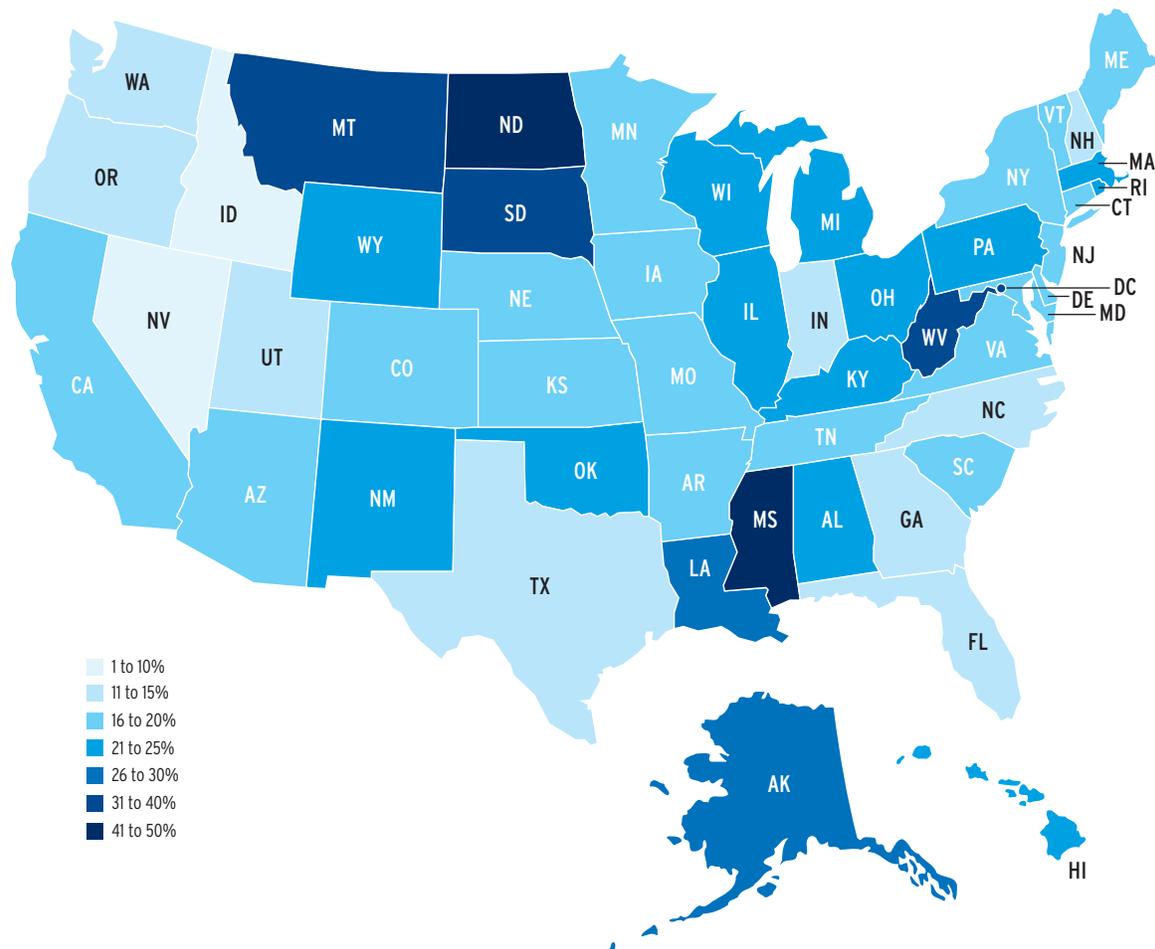
were above the FPL.³³ In the general population, the number of low-income children is about twice the number in poverty. To give a sense of how the number of children served (regardless of income) compares to the number in poverty we also report the number of children served as a percentage of children in poverty for Head Start and Early Head Start in Figures 1, 2, and 3. Clearly, Head Start cannot reach all children in poverty, much less, all low-income children (See Maps 1 and 2; Figures 4, 5, and 6).

Infants and Toddlers: In 2014-2015 Head Start programs (including AIAN and MSHS) served 153,073 children under the age of 3. In addition, 13,329 pregnant women were served by the program. Aided by the American Recovery and Reinvestment Act of 2009 (ARRA) and an increased focus on state-funded preschool for 4-year-olds, enrollment of infants and toddlers in Head Start has increased by more than 100 percent from 73,372 in 2006-2007. Despite

this progress, Early Head Start has a long way to go to reach even half of all children in poverty as it currently serves less than 5 percent of children in poverty under age 3.

Across the map, Head Start reached only a very small part of the current target population of infants and toddlers in any state (See Map 1 and Figure 4). Although Head Start does better in some states than others, in no state does it enroll even 10 percent of low-income children under age 3. Nationally, less than 3 percent of low-income infants and toddlers participated in Head Start in 2014-2015. At the low end, just 1.3 percent of low-income infants and toddlers in Nevada were enrolled in Head Start. At the high end, 7.7 percent were enrolled in the District of Columbia. In 14 states, 2 percent or less of low-income infants and toddlers were enrolled in Head Start (Nevada, Utah, Texas, Tennessee, Indiana, Idaho, Georgia, Alabama, Maryland, Florida, Arizona,

MAP 2. PERCENT OF LOW-INCOME 3- AND 4-YEAR-OLDS SERVED BY HEAD START



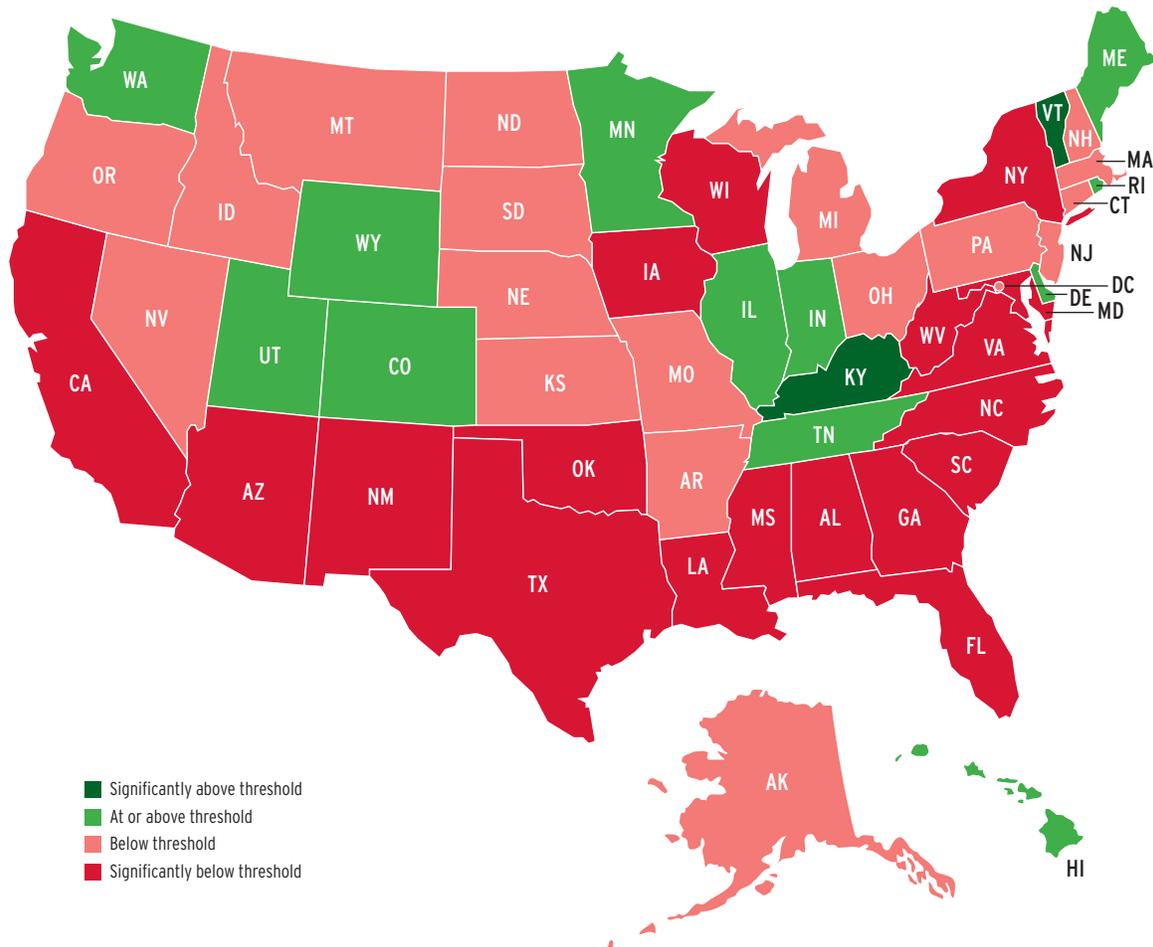
Colorado, Virginia, and South Carolina). In just 4 states, more than 5 percent of low-income children under 3 were enrolled in Head Start (South Dakota, Vermont, North Dakota, and the District of Columbia).

Three- and Four-Year-Olds: In 2014-2015, Head Start programs, including AIAN and MSHS, served 351,215 3-year-olds and 412,324 4-year-olds (total of 763,539 3- and 4-year-olds). However, since 2006-2007 as Head Start served more infants and toddlers and state-funded preschool served more preschool-age children, enrollment of 3- and 4-year-olds decreased, a trend driven by a decrease in 4-year-olds enrolled in Head Start. During this same period of time, the increase in enrollment of 4-year-olds in state-funded preschool was larger than the decrease of 4-year-olds enrolled in Head Start.³⁴ Substantial progress is still needed to increase the number of 3- and 4-year-

olds in Head Start. Currently only 18 percent of low-income 3-year-olds and 21 percent of low-income 4-year-olds receive Head Start services (including AIAN and MSHS).

Whether or not a 3- or 4-year-old has access to Head Start services also varies widely across the country (See Map 2). In Idaho, less than six percent of low-income 3-year-olds were enrolled in Head Start in 2014-2015. In comparison, in Mississippi, 45 percent of low-income 3-year-olds were enrolled. In only three other states (South Dakota, Louisiana, and North Dakota) and the District of Columbia were more than 30 percent of low-income 3-year-olds served by Head Start. In three other states (Nevada, Utah, and Oregon) less than 10 percent of low-income 3-year-olds were served (See Figure 5).

MAP 3. CLASSROOM INSTRUCTIONAL SUPPORT SCORES IN RELATION TO RESEARCH-BASED THRESHOLD (3)



Note: Instructional Support scores can range from 1 to 7. This report uses a threshold of 3 or higher to indicate high quality, based on prior research.

Turning to 4-year-olds (See Figure 6), less than 7 percent of low-income 4-year-olds were enrolled in Head Start in Nevada, while in Mississippi 52 percent of low-income 4-year-olds were served. In three other states more than 40 percent of low-income 4-year-olds were enrolled in Head Start (South Dakota, North Dakota, and West Virginia). However, in five states (in addition to Nevada) less than 15 percent of 4-year-olds were enrolled (Georgia, Oregon, South Carolina, Idaho, and Utah). Notably, Mississippi not only served the largest percent of low-income 3- and 4-year-olds in Head Start but is also the state with the highest percent of 3- and 4-year-olds who are low-income.

We recognize that Head Start is not the only program serving young children with a goal of improving learning, development, and later school success. Most saliently, many states have preschool programs for 4-year-olds. However, state programs vary greatly in quality, coverage, and funding and thus few can be considered an effective substitute for Head Start. As we discuss later, these state programs should be taken into account when developing future Head Start policy in order to adequately meet the needs of children and families.

QUALITY

OBSERVED HEAD START CLASSROOM QUALITY

The Classroom Assessment Scoring System (CLASS)³⁵ is a structured observation of classroom practices that focuses on the quality of the interactions between teachers and children across three domains: Instructional Support, Emotional Support, and Classroom Organization. The CLASS is widely used in early childhood education research and scores on the CLASS are moderately associated with children's learning.³⁶ As part of the Head Start monitoring process, classrooms are observed using the CLASS. Those data, averaged across grantees and between 2012 and 2015 are presented in this report. This report uses research-based thresholds to determine whether or not states have Head Start programs that are providing, on average, high-quality early childhood educations. These thresholds are 3 on Instructional Support and 5.5 on Emotional Support and Classroom Organization. (Each domain is scored on a scale of 1 to 7.)

Instructional Support: Across the country (See Map 3 and Figure 7), the average Instructional Support score was 2.9 which was determined to be statistically significantly below the research-based threshold of 3. Average scores ranged from 2.3 in

the U.S. territories and 2.5 in New Mexico to 3.7 in Vermont. Average Instructional Support scores were less than 3 in the majority of states and were statistically significantly below the threshold in 18 states and the territories, and across AIAN and MSHS programs. Two states averaged a 3 and 12 states scored above a 3. However, only two states (Kentucky and Vermont) scored statistically significantly above a 3.

Emotional Support: The picture looks better for Emotional Support (See Figure 8). The average score was 6 and this is statistically significantly above the research-based threshold of 5.5. Average scores ranged from 5.7 in South Carolina to 6.5 in Vermont and all states scored significantly above the research-based threshold of 5.5.

Classroom Organization: The average Classroom Organization score was 5.7 (See Figure 9), which is statistically significantly higher than the 5.5 research-based threshold. Classroom Organization scores ranged from 5.4 in South Dakota to 6.2 in Vermont. South Carolina (5.4) was the only state in which Classroom Organization was statistically significantly below the research-based threshold. Twenty-five states and AIAN programs were determined to be statistically significantly above the 5.5 research-based threshold.

Head Start deserves praise for applying a uniform measure of classroom quality in all programs as a guide to program improvement. Like a GPS, this measure tells each program where it is on the path towards the goal of high quality. Head Start's strong support for social and emotional development is especially valuable as these skills are vitally important for later success in school and beyond. However, the data also show that more work must be done to continue improving instructional quality.

Similar statewide quality data are not available for other public or private early care and education programs in all (or even most) states. State quality rating and improvement systems sometimes provide similar data on some child care programs, and some states collect similar data on their state preschool programs. From this we know that quality in other programs is highly variable and sometimes quite low.³⁷ The most comprehensive basis for comparison of Head Start to other programs is provided by a 2005 national study of observed quality using a somewhat different classroom observation measure.³⁸ These data indicate that even a decade ago Head Start was of higher quality than private sector programs on average.

TEACHER QUALIFICATIONS

Early Head Start: The 2007 Head Start reauthorization required all Early Head Start teachers in center-based programs to have a CDA credential (or equivalent) and training in infant and toddler development. Recently, a report from the National Academy of Sciences recommended that teachers of all children under 5 should have at least a four-year college degree.³⁹ In 2014-2015, nationally, 30 percent of Early Head Start teachers had a bachelor's degree or higher in ECE or a related field, a 6 percentage point increase from 24 percent in 2006-2007. This number varies from less than 12 percent in New Mexico to 64 percent in the District of Columbia. Vermont and Nebraska are the only other states where more than 50 percent of Early Head Start teachers have a bachelor's degree or higher (See Figure 10).

Head Start: The 2007 Head Start reauthorization required that 50 percent of Head Start teachers in center-based programs have a bachelor's degree or higher in ECE or a related field and that all teachers have at least an associates degree in ECE or a related field by September 2013. In 2014-2015, 73 percent of all Head Start teachers had a least a bachelor's degree, a 29 percentage point increase from 44 percent in 2006-2007. Despite this progress, there still exists substantial variation in the percent of Head Start teachers with at least a bachelor's degree in ECE (See Figure 11) and progress is still needed to meet the National Academy of Sciences' recommendation.⁴⁰ In New Mexico, 36 percent of teachers had a bachelor's degree or higher in ECE. In two other states, Alaska and Arizona, less than 50 percent of teachers had a bachelor's degree or higher in ECE. On the other end, in the District of Columbia, 99 percent of Head Start teachers met these qualifications. West Virginia is the only other state to top 90 percent.

TEACHER SALARY

Early Head Start: Early Head Start teachers with a bachelor's degree or higher earned an average of \$29,769 during the 2014-2015 school year. Teachers in Mississippi earned only an average of \$25,331 and teachers in 20 other states earned less than \$30,000 on average. On the high end, teachers in the District of Columbia earned an average of \$44,668. No other state averaged more than \$40,000 and only three other states (Washington, Virginia, and Alaska) averaged over \$35,000. Teachers with lower educational qualifications were paid even less, an

average of \$20,992 nationally for teachers with no ECE-related credentials. Those with a CDA earned slightly more, \$23,263.

In contrast, public elementary school teachers earned an average yearly salary of \$57,092 – \$27,323 more than similarly qualified Early Head Start teachers (See Figure 12). This salary discrepancy is particularly large in New York (\$46,600) and is also more than \$40,000 in New Jersey and Massachusetts. The District of Columbia comes the closest to having Early Head Start teachers paid on par with public school teachers but Early Head Start teachers are still paid \$6,272 less than similarly qualified public school teachers. The discrepancy between Early Head Start and public elementary school teachers is larger than \$10,000 in every state, a figure too large to be accounted for by only differences in number of hours worked.

Head Start: Head Start teachers with a bachelor's degree or higher earned an average of \$33,387 during the 2014-2015 school year. Teachers in Mississippi earned only an average of \$21,638. Head Start teachers in 14 other states earned an average of less than \$30,000 per year. In contrast, in the District of Columbia, Head Start teachers earned an average of \$85,819 annually. No other state averaged more than \$50,000 and only three states (Hawaii, Maryland, and New Jersey) averaged more than \$40,000. As with Early Head Start, teachers with lower educational qualifications are paid even less, \$21,953 on average for Head Start teachers with no ECE or related credentials. Those with a CDA earned slightly more, \$22,671.

As reported earlier, public elementary school teachers earned an average yearly salary of \$57,092, which is \$23,705 more than similarly qualified Head Start teachers (See Figure 13). This salary discrepancy is largest in Massachusetts (\$46,610) and also tops \$40,000 in New York. On the other hand, the Head Start teachers in the District of Columbia are paid on par with public elementary school teachers. West Virginia and South Dakota are the only other states where the discrepancy is less than \$10,000.

DURATION

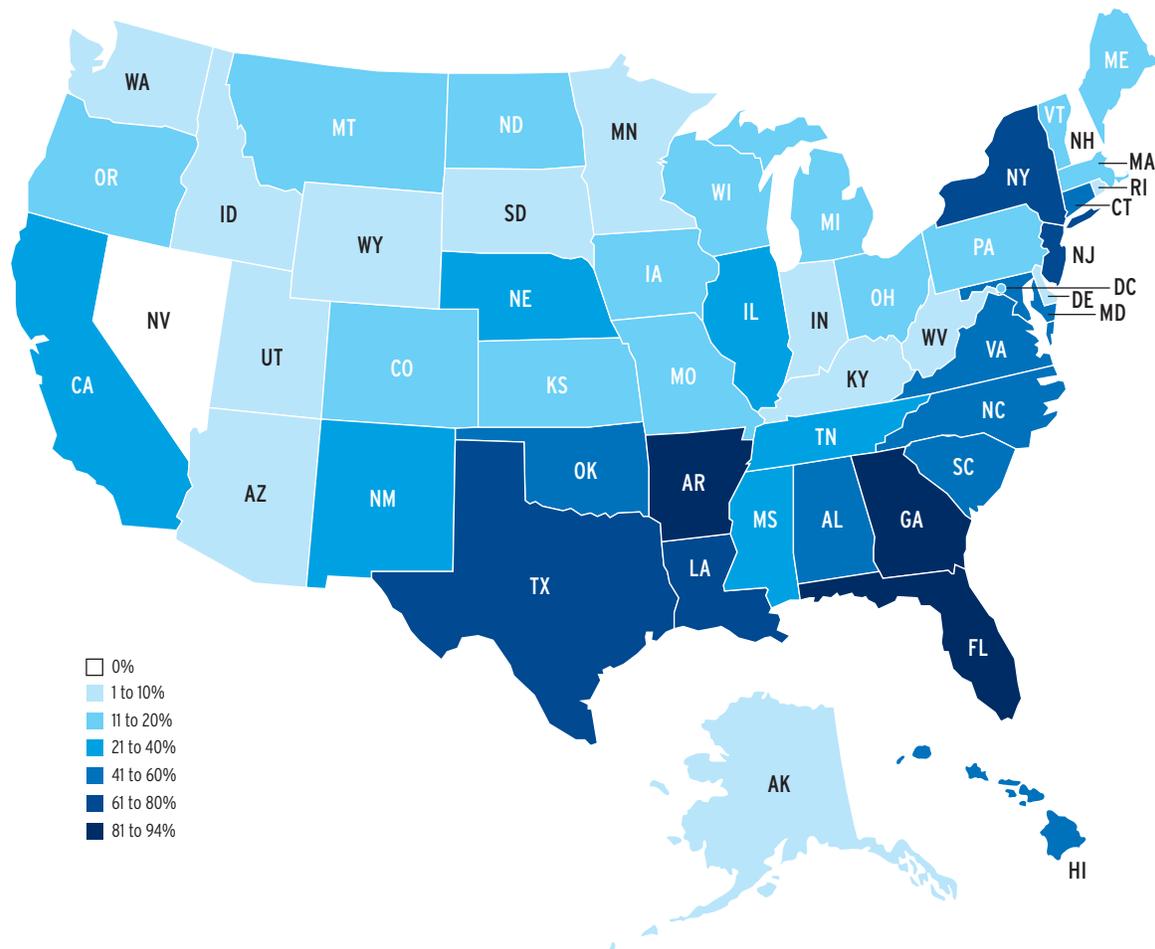
Early Head Start: In 2014-2015, an average of 42 percent of Early Head Start children were served in school-day (more than 6 hours per day), 5-day per week programs (See Figure 14). This number has decreased by 5 percentage points from 47 percent in 2006-2007. In 2014-2015, 90 percent of Early

Head Start children in Louisiana were enrolled in school-day, 5-day per week programs. Arkansas and Georgia also served more than 85 percent of children in school-day, 5-day per week programs. However, Idaho and Wyoming did not serve any children in school-day, 5-day per week programs, while Alaska only served 7 percent of children in this type of program. Both Alaska and Wyoming serve a sizable percentage of children in school-day, 4 day per week programs which may make sense in rural areas where transporting children to and from Head Start centers may require unusually long journeys. However, they are not the only states where children receive fewer hours of service.

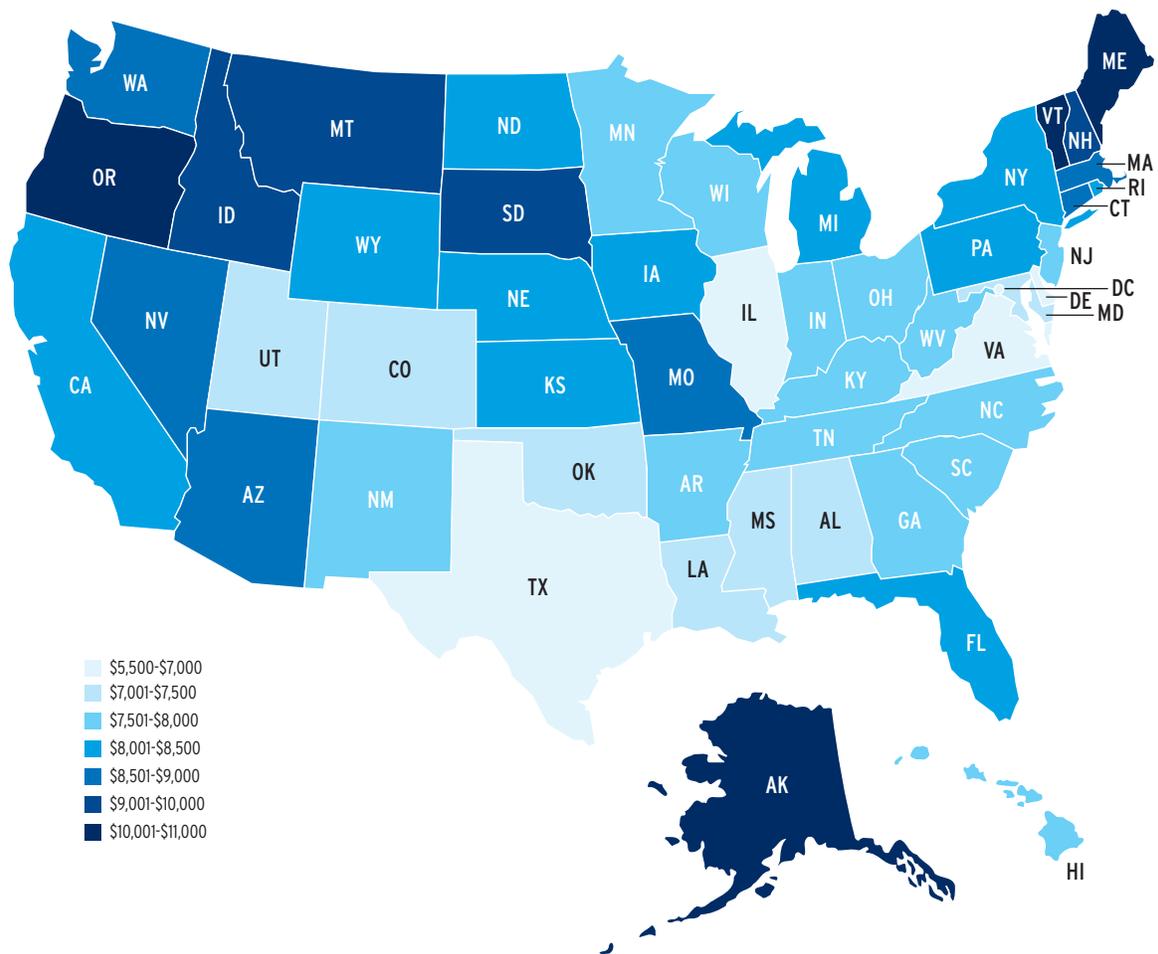
Head Start: In 2014-2015, an average of 44 percent of Head Start children were served in school-day, 5-day per week programs (See Figure 15). Nationally, this number has remained relatively unchanged since

2006-2007 (45 percent) despite some small year-to-year fluctuations and a high of 47 percent of children in 2009-2010. In 2014-2015, almost all Head Start children in the District of Columbia (99.8 percent) and Georgia (99.1 percent) were served in school-day, 5-day per week programs. Both the District of Columbia and Georgia have school-day universal preschool programs. In another five states (Arkansas, South Carolina, Florida, Alabama, and New Jersey) over 80 percent of Head Start children were enrolled in school-day, 5-day per week programs. However, in Idaho and Wyoming only 1 percent of Head Start children were served in school-day, 5-day per week programs and in five other states (Alaska, Utah, West Virginia, Arizona, and Indiana) less than 5 percent of children were in similar programs. Most states have a long way to go to meet the new Head Start standards requiring most children to receive 1,020 hours of Head Start per year by 2021 (See Map 4).⁴¹

MAP 4. PERCENT OF HEAD START CHILDREN RECEIVING AT LEAST 1,020 HOURS OF HEAD START PER YEAR



MAP 6. HEAD START FEDERAL FUNDING PER CHILD (ADJUSTED FOR COST OF LIVING)



of Columbia was only \$8,325 (adjusted for cost of living). In two other states (Kansas and Illinois), Early Head Start funding per child was also below \$10,000. At the high end, Early Head Start funding per child was \$15,777 in Maine and it topped \$14,000 in 10 other states (Alabama, New Mexico, Louisiana, Indiana, Nevada, Oregon, Nebraska, Arkansas, Mississippi, and Vermont).

Head Start: Federal funding for Head Start (HS) was \$6,020,670,948 in 2014-2015, including \$176,373,066 for AIAH HS programs. States provided an additional \$164 million dollars and local and private funding (not reported here) also supported Head Start programs. On average, federal funding for Head Start amounted to \$8,038 per child. Again, there is substantial variation in federal funding per child across the map – variation which is not easily

explained (See Map 6 and Figure 17). After adjusting for cost of living differences, funding per child in Head Start in the District of Columbia was \$5,507. In an additional four states, the funding per child amount was less than \$7,000 (Delaware, Texas, Virginia, and Illinois). In contrast, in Alaska, federal funding per child was \$10,995, almost twice as high as in the District of Columbia, after adjusting for cost of living. In three other states (Vermont, Maine, and Oregon) funding per child also topped \$10,000. Although some regional differences in funding per child can be noted, there are also large differences between neighboring states. For example, federal funding per child (adjusted for cost of living) was almost \$2,000 more in Oregon than Washington. Similarly, it was about \$1,500 higher in Pennsylvania than neighboring Delaware.

AN UNDER-FUNDED MISSION

In 2014-2015, the federal government spent roughly \$8.24 billion to serve more than 900,000 children (birth through age 5) and pregnant women in Head Start across the 50 states, District of Columbia, U.S. territories and in AIAN and MSHS programs. Although these are large numbers, substantial increases in investments in Head Start are needed to enroll all eligible children while also improving program quality and increasing program duration.

Total federal investments in HS and HS AIAN in 2014-2015 topped \$6 billion dollars. But less than 20 percent of low-income 3- and 4-year-olds (a number equal to about 36 percent of children in poverty) were served by the programs. Further, in most states, instructional quality does not meet the research-based threshold needed to support children's learning and development, and most children attend Head Start for less than a school-day, 5 days per week.

To move Head Start closer toward fulfilling its ambitious goals, we estimated the amount of money

needed, both nationwide and state-by-state, to serve 50 percent of all low-income children.⁴² We assumed that an average of \$10,000 per child would be needed to provide children high-quality Head Start for 1,020 hours per year. However, since costs of providing Head Start vary state-by-state, we adjusted this number by the cost of living in each state.

There are 3.9 million low-income 3- and 4-year-old children in the 50 states and District of Columbia. With approximately 730,000 3- and 4-year-olds currently enrolled in Head Start in the 50 states and District of Columbia, more than 3 million low-income 3- and 4-year-olds are not enrolled. We estimate that more than \$20 billion dollars would be needed to serve *just half* of all low-income 3- and 4-year-olds (or all of those in poverty) in the 50 states and District of Columbia. This represents an additional \$14.4 billion above current federal investments in Head Start programs for 3- and 4-year-olds (See Table 1). An even larger investment would be needed to increase enrollment of infants and toddlers.



TABLE 1. FUNDING NEEDED TO PROVIDE HEAD START SERVICES TO 50 PERCENT OF LOW-INCOME 3- AND 4-YEAR-OLDS*

STATE	2015 FEDERAL FUNDING FOR HEAD START	TOTAL FUNDING NEEDED TO SERVE 50% OF LOW-INCOME 3- & 4-YEAR-OLDS	ADDITIONAL FUNDING NEEDED TO SERVE 50% OF LOW INCOME 3- & 4-YEAR-OLDS
Alabama	\$105,931,663	\$316,516,847	\$210,585,184
Alaska	\$28,379,111	\$44,895,470	\$16,516,359
Arizona	\$132,330,709	\$482,047,565	\$349,716,855
Arkansas	\$54,547,122	\$192,587,590	\$138,040,468
California	\$786,066,938	\$2,901,491,019	\$2,115,424,080
Colorado	\$67,792,162	\$297,906,353	\$230,114,191
Connecticut	\$48,547,555	\$157,627,179	\$109,079,624
Delaware	\$11,531,271	\$49,192,908	\$37,661,637
District of Columbia	\$17,216,766	\$47,582,920	\$30,366,154
Florida	\$252,679,973	\$1,130,760,658	\$878,080,685
Georgia	\$165,228,366	\$760,945,069	\$595,716,703
Hawaii	\$20,024,782	\$62,629,504	\$42,604,722
Idaho	\$22,595,930	\$114,169,414	\$91,573,484
Illinois	\$259,658,363	\$786,607,349	\$526,948,986
Indiana	\$92,484,306	\$398,120,499	\$305,636,193
Iowa	\$46,100,672	\$152,950,209	\$106,849,537
Kansas	\$47,593,428	\$179,960,503	\$132,367,074
Kentucky	\$104,183,497	\$275,199,906	\$171,016,409
Louisiana	\$137,135,999	\$318,072,507	\$180,936,508
Maine	\$23,472,389	\$58,104,699	\$34,632,309
Maryland	\$73,023,931	\$291,828,741	\$218,804,810
Massachusetts	\$103,342,571	\$268,417,788	\$165,075,217
Michigan	\$216,362,124	\$548,816,196	\$332,454,072
Minnesota	\$75,656,454	\$255,009,119	\$179,352,664
Mississippi	\$163,969,725	\$226,485,199	\$62,515,474
Missouri	\$110,512,605	\$339,287,431	\$228,774,826
Montana	\$32,911,370	\$55,085,140	\$22,173,770
Nebraska	\$30,672,064	\$108,060,172	\$77,388,108
Nevada	\$25,090,575	\$199,765,452	\$174,674,878
New Hampshire	\$11,848,328	\$42,937,430	\$31,089,102
New Jersey	\$122,304,556	\$447,293,705	\$324,989,149
New Mexico	\$57,846,738	\$163,697,908	\$105,851,170
New York	\$422,162,135	\$1,245,558,115	\$823,395,979
North Carolina	\$135,327,889	\$678,835,500	\$543,507,611
North Dakota	\$22,852,990	\$31,878,041	\$9,025,051
Ohio	\$246,990,917	\$697,384,620	\$450,393,703
Oklahoma	\$97,788,225	\$281,673,871	\$183,885,646
Oregon	\$55,871,716	\$221,153,814	\$165,282,098
Pennsylvania	\$222,479,706	\$648,393,632	\$425,913,926
Rhode Island	\$19,071,954	\$48,357,815	\$29,285,861
South Carolina	\$83,476,548	\$329,560,946	\$246,084,398
South Dakota	\$29,107,557	\$41,977,843	\$12,870,285
Tennessee	\$117,287,530	\$436,823,067	\$319,535,537
Texas	\$467,174,263	\$2,317,804,090	\$1,850,629,826
Utah	\$39,444,996	\$222,401,629	\$182,956,634
Vermont	\$10,372,184	\$26,117,928	\$15,745,744
Virginia	\$93,865,318	\$438,595,486	\$344,730,168
Washington	\$98,632,728	\$426,498,017	\$327,865,289
West Virginia	\$50,247,266	\$97,525,743	\$47,278,477
Wisconsin	\$93,273,813	\$287,438,093	\$194,164,280
Wyoming	\$12,076,768	\$29,673,183	\$17,596,415
United States	\$5,764,546,547	\$20,181,703,882	\$14,417,157,335

*Low-income children are those children from families with incomes below 200% FPL.

CONCLUSIONS AND POLICY RECOMMENDATIONS

High-quality preschool has shown the potential to enhance children's learning and development, especially among low-income and at-risk children.⁴³ The goal of the federal Head Start program is to improve disadvantaged children's school readiness. However, the program has never been funded adequately to provide high-quality education to all poor children, much less all those in low-income families. The *State(s) of Head Start* report is the first report to describe and analyze in detail the consequences of this funding policy for each state on four key dimensions of the program: enrollment, quality, duration, and funding.

We find large variation among the states in each of these four dimensions that cannot be explained by only the needs of children and families served. The report suggests that Head Start does not have the resources to serve all children in poverty let alone all low-income children who could benefit from the program. Even when children do attend Head Start, the quality is sometimes too low to have the impacts that it could. Currently, overall funding for Head Start is not adequate *and* the distribution of funding across states is neither rational nor fair. In sum, these findings suggest that the extent to which Head Start has the capacity to achieve its goals is far too limited generally and varies dramatically state-by-state. And this variation among the states cannot be fully explained by any rational policy goal.

The current administration, building on the work of previous administrations, continues to raise Head Start standards to increase quality and intensity of services across the country. But implementing these policy changes will be costly. As the report shows, although progress has been made, it is uneven across the states and there is still a long way to go. The revised and streamlined Head Start standards that went into effect this year are designed to improve the program overall and to reduce or eliminate some of the variation noted in this report. These goals can only be accomplished if the program receives greater funding, or if the number of children served is decreased. Teacher pay needs to be on par with public school teachers' in order to improve the recruitment of strong teachers while reducing their stress and turnover.

Ultimately the program's federal budget is simply

not adequate to provide a high-quality program to all of the eligible population. This forces tradeoffs among quality, duration, and the number of children served. Differences in local decisions regarding these tradeoffs and historical precedent seem the likely causes for the state-by-state variations we observe.

The *State(s) of Head Start* report reveals where the greatest needs are state-by-state, but the federal government must step up to help Head Start programs fulfill their mission. Currently Head Start is an under-funded mandate and programs are forced to choose between either improving quality, serving more children and families, or serving them for more time. While Head Start is only one part of the early care and education system, and state and local governments also have a role to play, this problem cannot be solved without addressing the need to provide enough funding for all eligible children – this problem is substantially worse for Early Head Start.

Even when considering Head Start, state-funded preschool, and preschool special education together, many states serve less than 20 percent of 3- and 4-year-olds. Looking at only Head Start and state-funded preschool (See Figures 18 and 19), only three states (Vermont, Oklahoma, and Florida) and the District of Columbia serve more than 80 percent of 4-year-olds. But most state-funded preschool programs focus only on 4-year-olds – only 27 states have preschool programs that serve 3-year-olds. Considering Head Start and state-funded preschool, the District of Columbia serves 64 percent of 3-year-olds but no other states serves more than 35 percent.⁴⁴

Many state- and locally-funded preschool programs are very small and serve even smaller populations than does Head Start (as shown in Figures 18 and 19). Funding per child and quality standards are also typically much lower in state-funded preschool than Head Start. Nationally, Head Start federal funding per child is \$3,000 more than the average state-funded preschool per child spending. Further, while Head Start has worked to increase teacher qualifications and now 73 percent of Head Start teachers have a bachelor's degree or higher, only 33 of 57 state-funded preschool programs require teachers to have a bachelor's degree or higher and not all of those states require those degrees to be in ECE or a

related field.³⁸ Head Start also provides more support services to children and their families as part of its mission to serve the most vulnerable and at-risk families. In sum, state-funded preschool offers far less than Head Start to children in poverty in many states.

To address these issues we recommend that policymakers and the broader early care and education community examine the variance across states and develop policies that ensure every eligible child has an equal opportunity to attend a high-quality, effective Head Start program. While programs need the latitude to plan based on local needs, we also need a rational and evidence-based method for setting funding levels that will ensure eligible children in every state have an equal opportunity to participate in a highly effective Head Start program. By this we do not mean simply altering the distribution of existing funding as this would “rob” some eligible and deserving children of support in order to serve others.

As we see no easy solutions to the issues raised by our report, we recommend an independent national bipartisan commission to study the issues raised in this report and develop an action plan for Head Start in conjunction with all of the other early care and education programs. The commission should include representatives from policy, research, and practice throughout the early care and education community, including Head Start. Head Start is also well positioned to collaborate with state- and locally-funded preschool and child care to improve the quality and accessibility of early childhood education. The action plan can build on efforts already in place to blend and braid policy and funding across multiple public programs. For example, West Virginia and the District of Columbia serve nearly all 4-year-olds through collaborations between state- and federally-funded early care and education programs. In Early Head Start, the recent Early Head Start-Child Care Partnerships model collaboration between Early Head Start and local infant and toddler programs to raise quality.

Given the gap between Early Head Start’s current capacity to meet the needs of the eligible population, we also suggest that Head Start consider defining a smaller, very high need population (e.g., homeless, at high risk of abuse and neglect, medically fragile) who could be given priority for Early Head Start services. The proposed national commission could explore how to put Early Head Start on a course towards providing highly-effective supports to all eligible children and families in all states and territories.

This report is the beginning of an important conversation about how the nation can best support the learning and development of its young children. Head Start is the single largest federal investment in early care and education. The federal government also funds an array of other programs that support the care and education of young children. Parents, local government, and state government also contribute substantial funding to support early care and education. If the nation is to assure that the learning and development needs of every child, everywhere are to be met, all of these sectors will need to plan and work together. Data provided by this report are one important resource to spur a conversation and additional research as we all work together to realize this vision.



FOOTNOTES

- 1 Head Start Program Performance Standards Final Rule. ACF-PI-HS-16-04.
- 2 Low-income children are those children from families with incomes below 200 percent of the federal poverty level (FPL). Children in poverty are those children from families below 100 percent of the FPL. According to the 2009 Head Start Family and Child Experiences Survey (FACES), over 35% of children had household incomes above the FPL. Kopack Klein, A., Aikens, N., West, J., Lukashanets, S., & Tarullo, L. (2013). *Data Tables for FACES 2009 Report Getting Ready for Kindergarten: Children's Progress During Head Start*. OPRE Report 2013-21b. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.
- 3 Improving Head Start for School Readiness Act of 2007, P.L. 110-134, 121 Stat. 1363.
- 4 Pianta, R. C., LaParo, K. M., & Hamre, B. K. (2008). *Classroom Assessment Scoring System (CLASS)*. Baltimore, MD: Brookes.
- 5 Head Start Program Standards Final Rule. ACF-PI-HS-16-04.
- 6 U.S. Department of Health and Human Services (2016). FY 2016 Head Start Funding Increase. Log No. ACF-PI-HS-16-03.
- 7 Bitler, M. P., Hoynes, H. W., & Domina, T. (2015). Experimental evidence on distributional effects of Head Start. Working paper. Retrieved from: <https://business.illinois.edu/finance/wp-content/uploads/sites/46/2015/08/hilary-hoynes-paper.pdf>. Bloom, H. S., & Weiland, C. (2015). To what extent do the effects of Head Start on enrolled children vary across sites? New York: MDRC. Retrieved from http://www.mdrc.org/sites/default/files/quantifying_variation_in_head_start.pdf. Carneiro, P., & Ginja, R. (2014). Long-term impacts of compensatory preschool on health and behavior: Evidence from Head Start. *American Economic Journal: Economic Policy*, 6, 135-173. Deming, D. (2009). Early childhood intervention and life-cycle skill development: Evidence from Head Start. *American Economic Journal: Applied Economics*, 1, 111-34. Feller, A., Grindal, T., Miratrix, L., & Page, L. C. (2016). Compared to what? Variation in the Impacts of Early Childhood Education by Alternative Care Type. *The Annals of Applied Statistics*, 10, 1245-1285. Johnson, R. (2013). School quality and the long-run effects of Head Start. Berkeley: Goldman School of Public Policy working paper. Retrieved from https://gspp.berkeley.edu/assets/uploads/research/pdf/RJabstract_LRHeadStartSchoolQuality.pdf. Kline, P., & Walters, C. R. (2016). Evaluating public programs with close substitutions: The Case of Head Start. *The Quarterly Journal of Economics*, 1795-1848. Puma, M., Bell, S., Cook, R., Heid, C., Shapiro, G., Broene, P., Jenkins, F.,...Spier, E. (2010a). Head Start Impact Study. Final Report. Washington, DC. Puma, M., Bell, S. H., Cook, R., Heid, C., Broene, P., Jenkins, F., Mashburn, A., and Downer, J. (2012). Third grade follow-up to the Head Start Impact Study final report, OPRE Report #2012-45, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M., Gormley, W., Ludwig, J.,...Zaslou, M.J. (2013). *Investing in our future: The evidence base on preschool education*. Ann Arbor, MI: Society for Research in Child Development and New York: Foundation for Child Development. Zhai, F., Brooks-Gunn, J. and Waldfogel, J. (2014). Head Start's impact is contingent on alternative type of care in comparison group. *Developmental Psychology*, 50, 2572-2586.
- 8 Head Start Program Performance Standards Final Rule. ACF-PI-HS-16-04.
- 9 Head Start Program Information Reports (PIR) for 2014-2015.
- 10 Yoshikawa et al. (2013).
- 11 Friedman-Krauss, A. H., Connors, M. C., & Morris, P. A. (2013). When is more time in Head Start better for children? The role of classroom quality. Paper presented at the Association for Public Policy Analysis and Management Conference. Li, W., Farkas, G., Duncan, G.J., Vandell, D.L., & Burchinal, M. (2013). Effects of Head Start hours on children's cognitive, pre-academic, and behavioral outcomes: An instrumental variables analysis. Paper presented at the Society for Research on Educational Effectiveness. Loeb, S., Bridges, M., Bassok, D., Fuller, B., & Rumberger, R. W. (2007). How much is too much? The influence of preschool centers on children's social and cognitive development? *Economics of Education Review*, 26, 52-66. McCartney, K., Burchinal, M., Clarke-Stewart, A., Bub, K. L., Owen, M. T., Belsky, J., & the NICHD Early Child Care Research Network (2010). Testing a series of causal propositions relating time in child care to children's externalizing behavior. *Developmental Psychology*, 46, 1-17. National Institute of Child Health and Human Development Early Child Care Research Network (2003). Does amount of time spent in child care predict socioemotional adjustment during the transition to kindergarten? *Child Development*, 74, 976-1005. National Institute of Child Health and Human Development Early Child Care Research Network (2006). Child-care effect sizes for the NICHD study of early child care and youth development. *American Psychologist*, 61, 99-116. Walters, C. R. (2015). Inputs in the production of early childhood human capital: Evidence from Head Start. *American Economic Journal: Economic Policy*, 7, 76-102.
- 12 Office of Head Start (2016). *Head Start Program Facts Fiscal Year 2015*. Retrieved from <https://eclkc.ohs.acf.hhs.gov/hslc/data/factsheets/2015-hs-program-factsheet.html>. Office of Head Start (2016). *Head Start Timeline*. Retrieved from <https://eclkc.ohs.acf.hhs.gov/hslc/hs/50th-anniversary/head-start-timeline>.
- 13 Improving Head Start for School Readiness Act of 2007, P.L. 110-134, 121 Stat. 1363.
- 14 U.S. Department of Health and Human Services (2016). Head Start Timeline. Retrieved from <https://eclkc.ohs.acf.hhs.gov/hslc/hs/50th-anniversary/head-start-timeline>
- 15 Ibid.
- 16 Head Start Program Performance Standards Final Rule. ACF-PI-HS-16-04.
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⁴² We use 50 percent of low-income children as an estimate of the number of eligible children given that not all children in Head Start are below the FPL. The number of poor children is equal to about half of the number of low-income children.

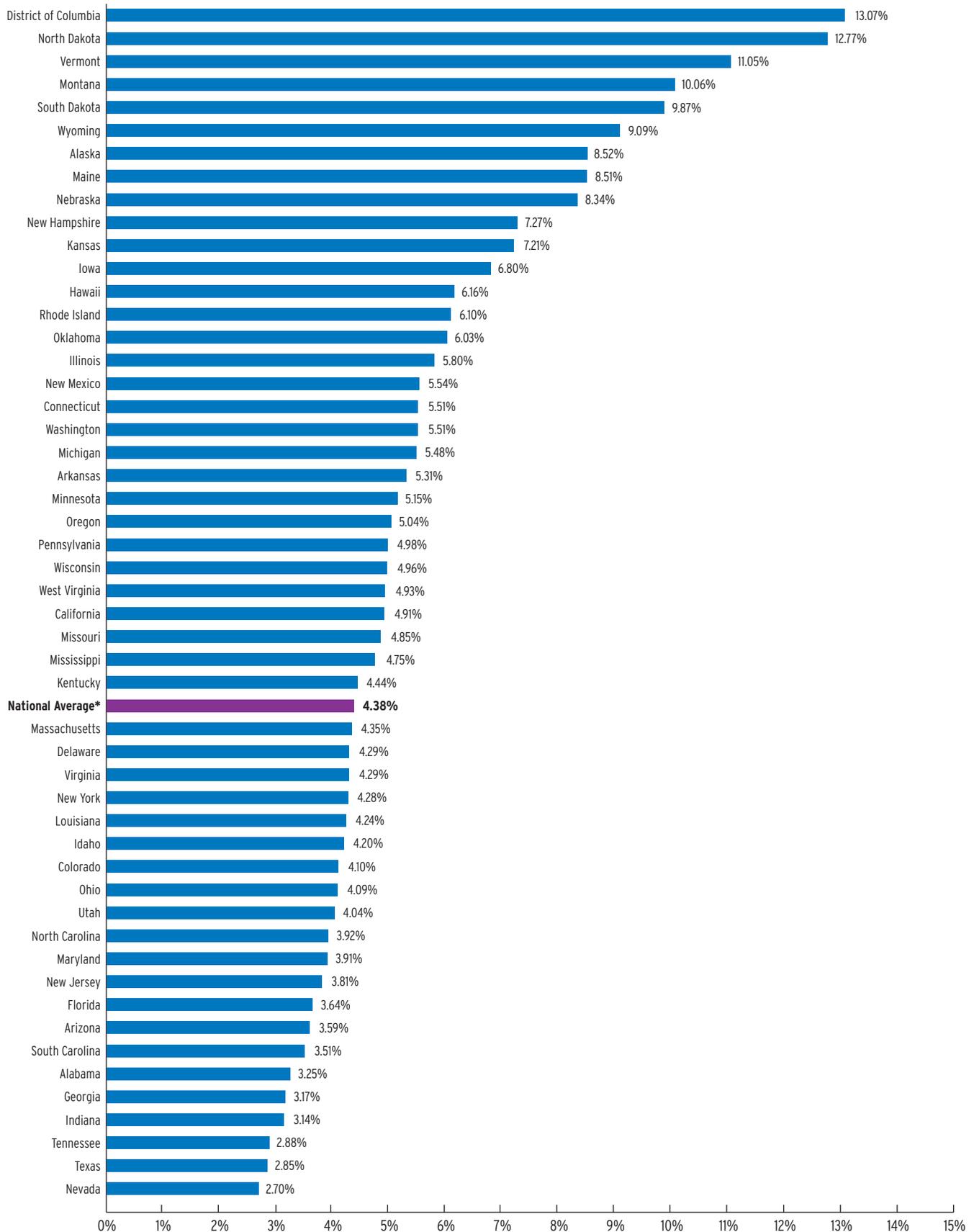
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State(s) of **Head Start**

NATIONAL FIGURES

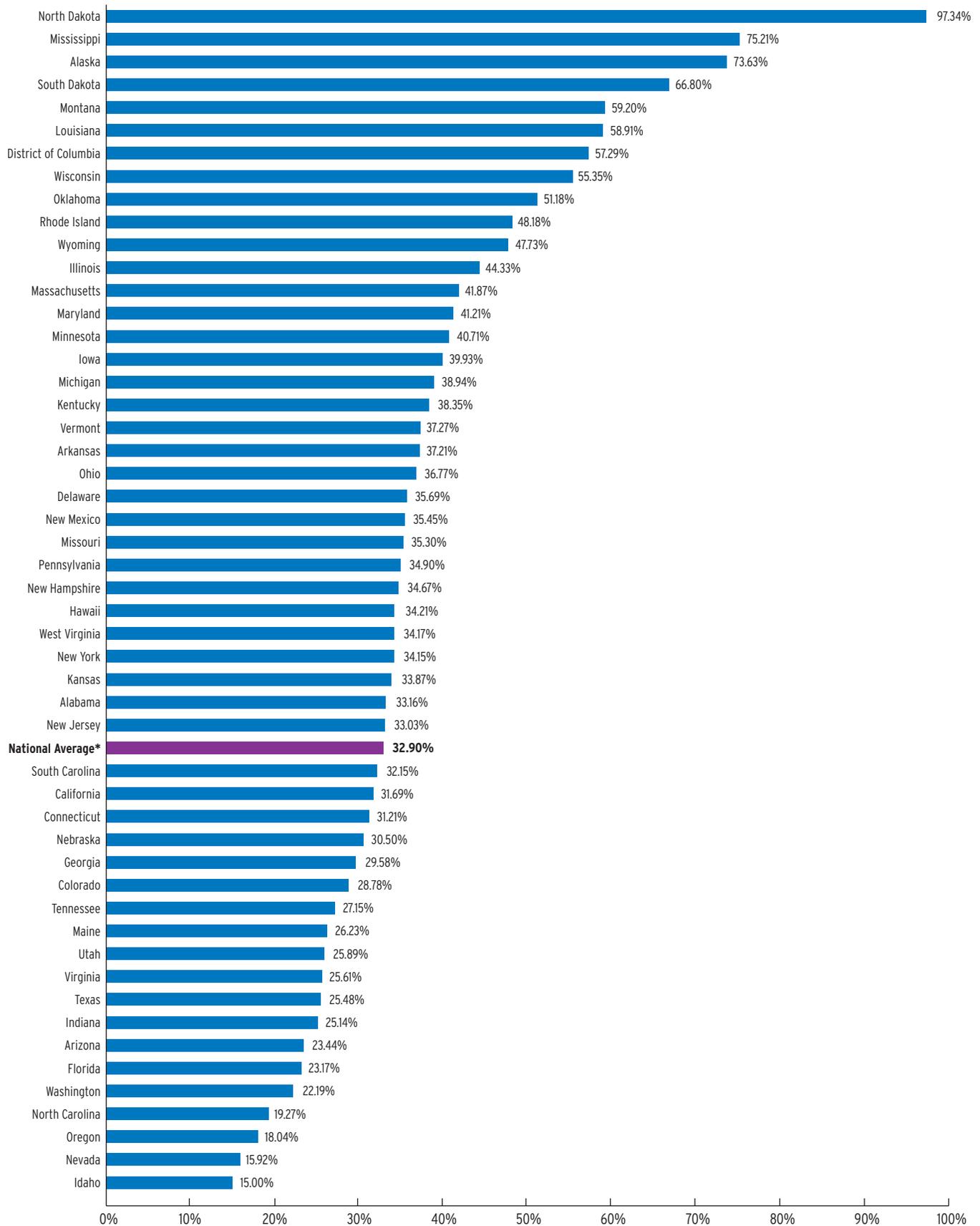
FIGURE 1. HEAD START ENROLLMENT AS A PERCENT OF CHILDREN IN POVERTY UNDER 3 YEARS OLD IN 2014-2015**



*National Average includes the 50 states and the District of Columbia.

**Children in poverty are those children from families with income below the FPL. Not all Head Start children's families are below the FPL.

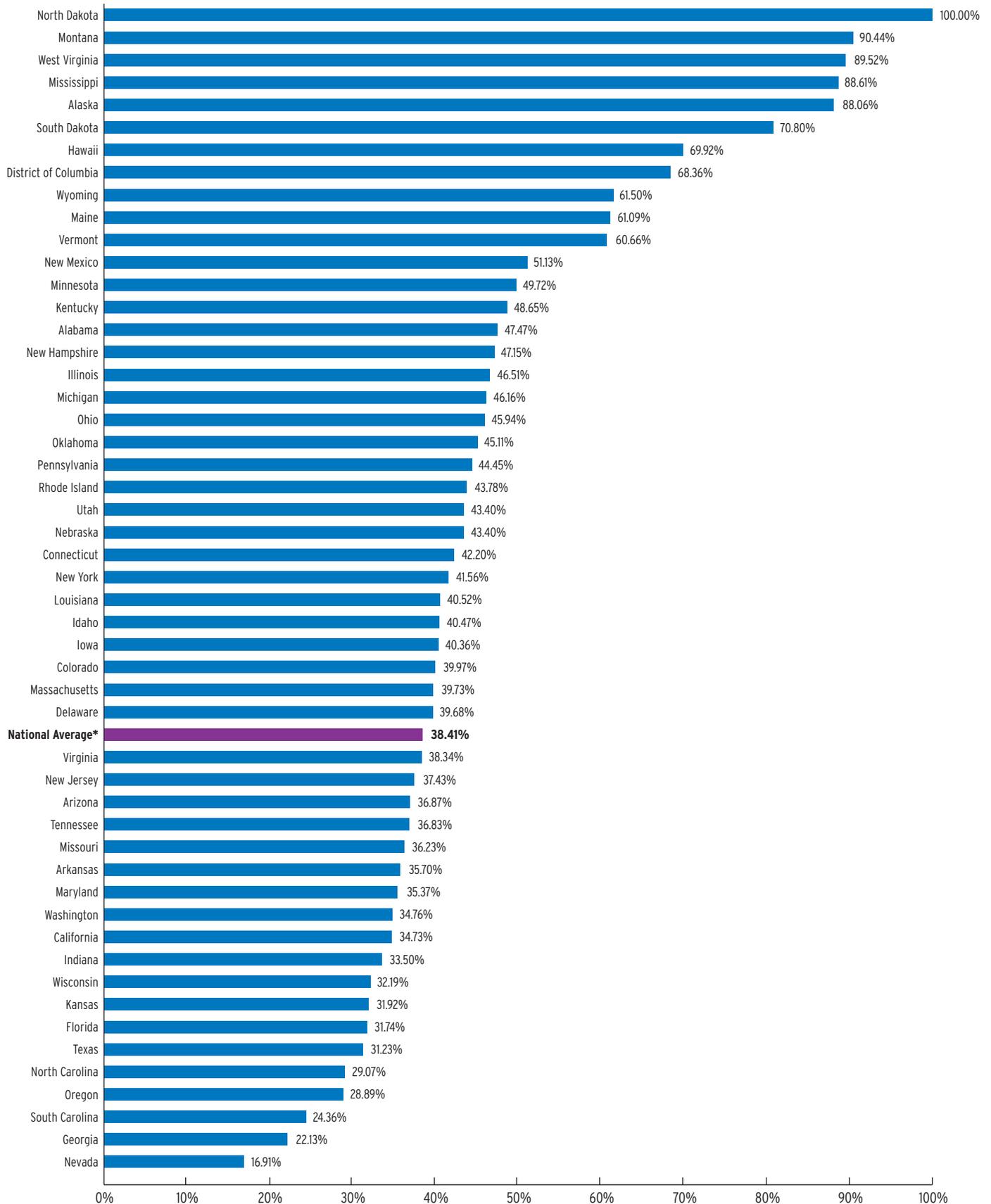
FIGURE 2. HEAD START ENROLLMENT AS A PERCENT OF 3-YEAR-OLDS IN POVERTY IN 2014-2015**



*National Average includes the 50 states and the District of Columbia.

**Children in poverty are those children from families with income below the FPL. Not all Head Start children's families are below the FPL.

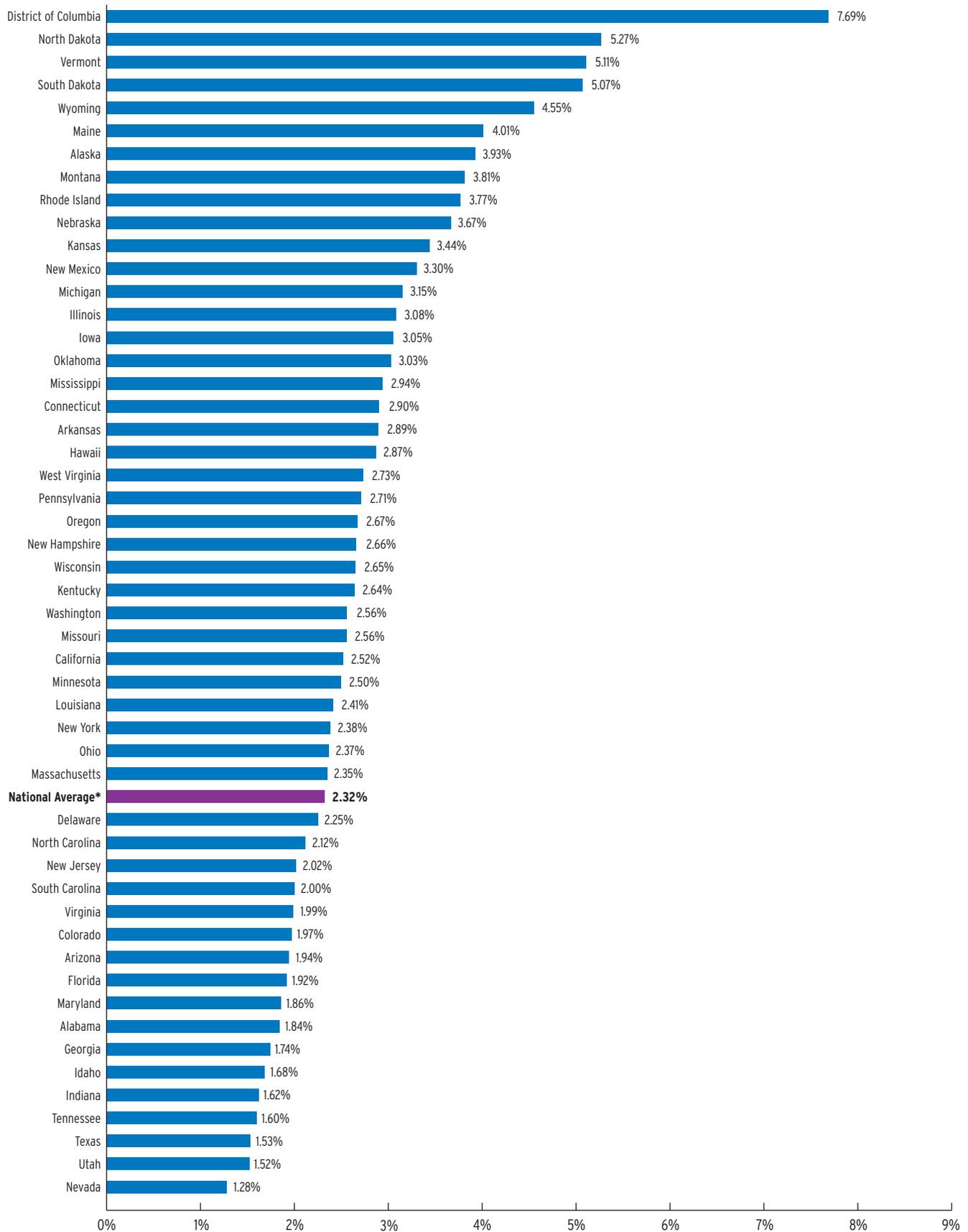
FIGURE 3. HEAD START ENROLLMENT AS A PERCENT OF 4-YEAR-OLDS IN POVERTY IN 2014-2015**



*National Average includes the 50 states and the District of Columbia.

**Children in poverty are those children from families with income below the FPL. Not all Head Start children's families are below the FPL.

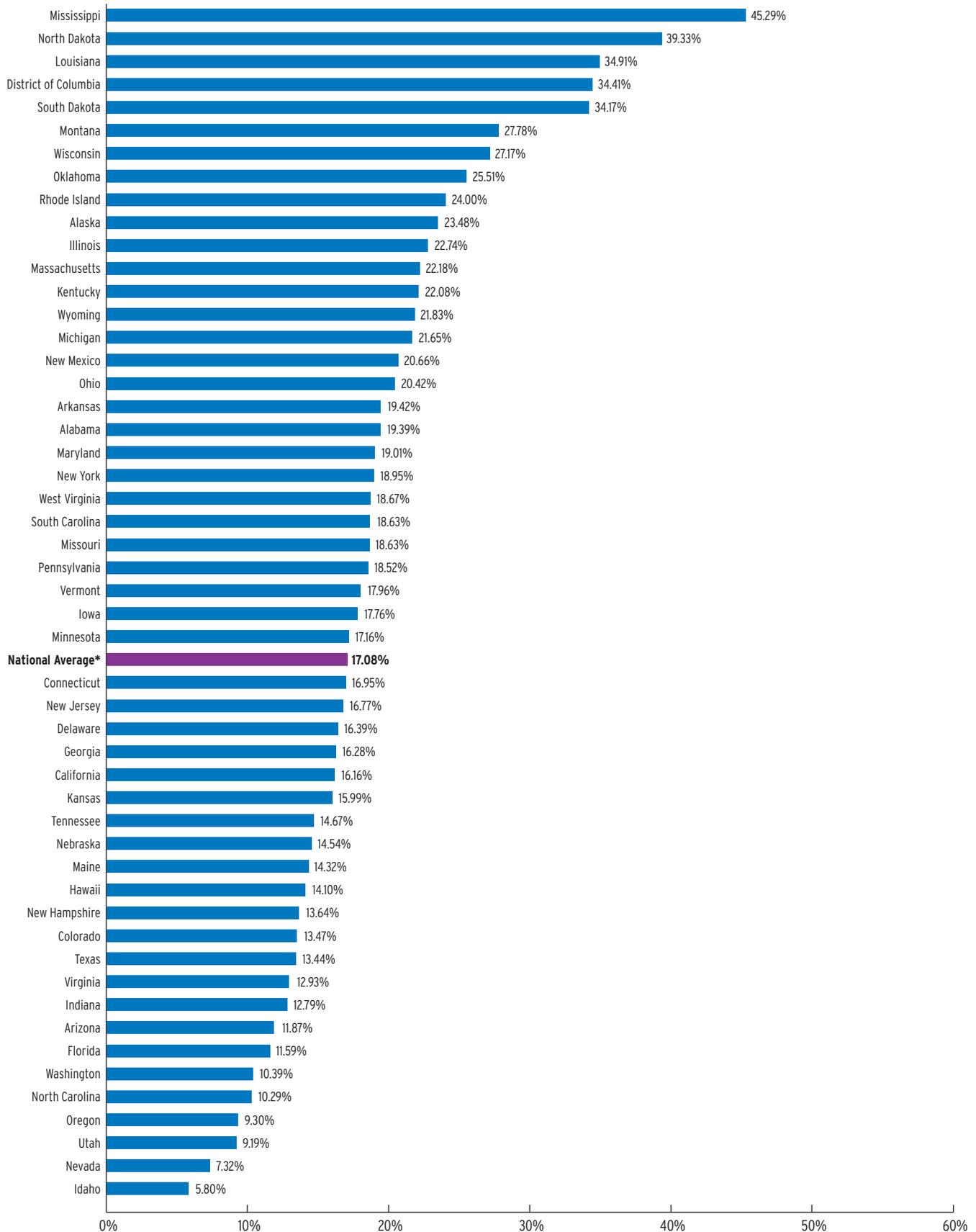
FIGURE 4. PERCENT OF LOW-INCOME CHILDREN UNDER 3 YEARS OLD ENROLLED IN HEAD START IN 2014-2015**



*National Average includes the 50 states and the District of Columbia.

**Low-income children are those children from families with incomes below 200% FPL.

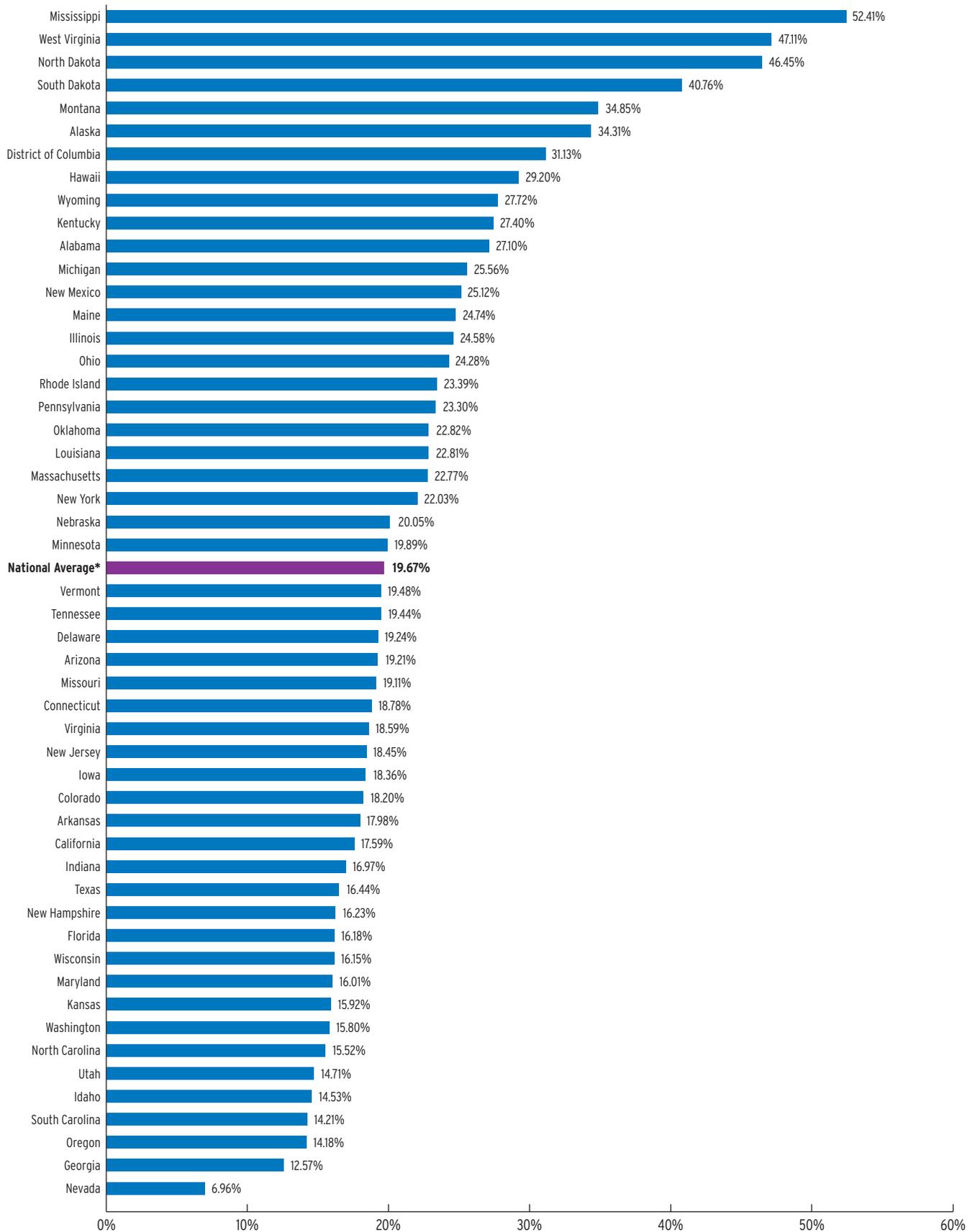
FIGURE 5. PERCENT OF LOW-INCOME 3-YEAR-OLDS ENROLLED IN HEAD START IN 2014-2015**



*National Average includes the 50 states and the District of Columbia.

**Low-income children are those children from families with incomes below 200% FPL.

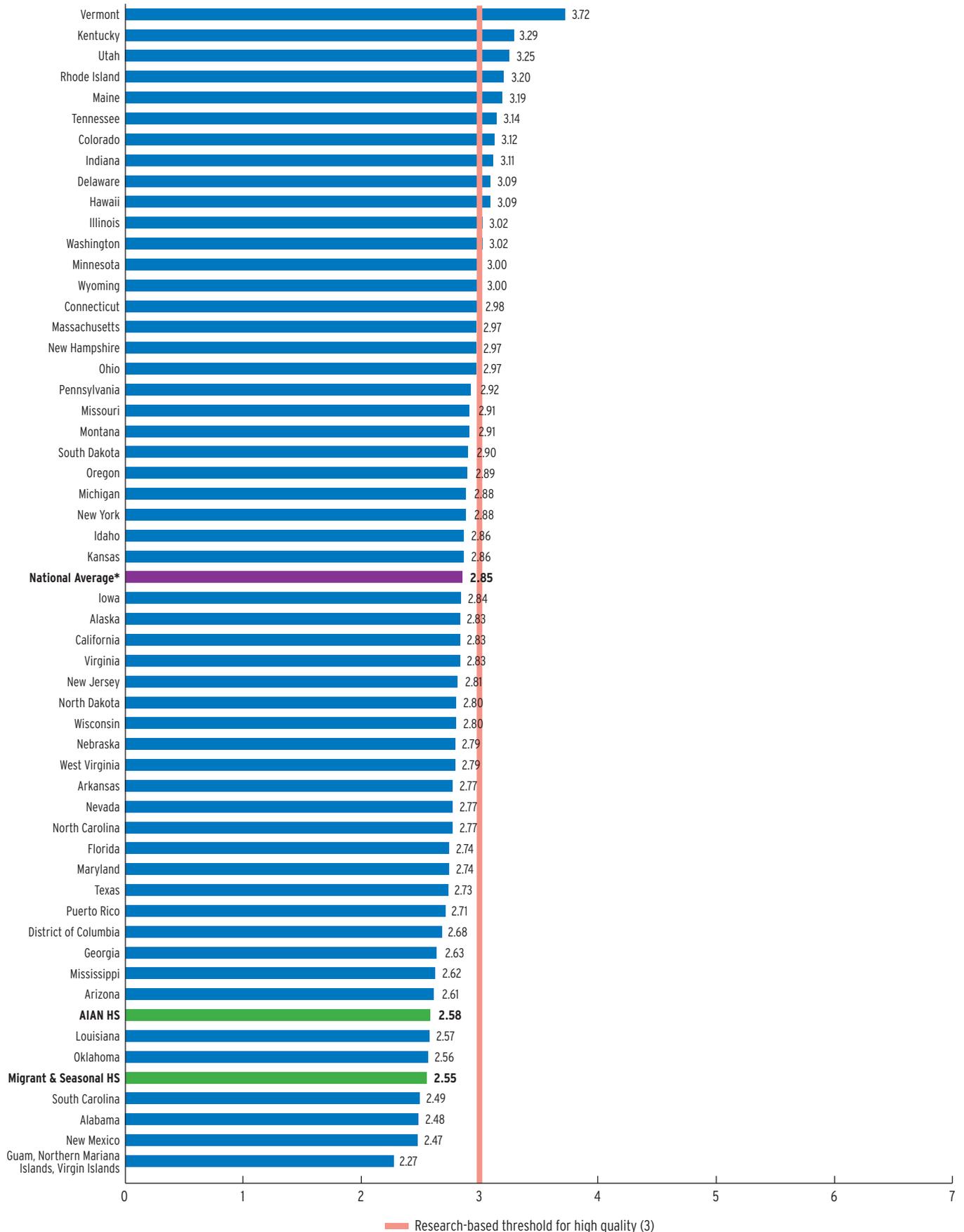
FIGURE 6. PERCENT OF LOW-INCOME 4-YEAR-OLDS ENROLLED IN HEAD START IN 2014-2015**



*National Average includes the 50 states and the District of Columbia.

**Low-income children are those children from families with incomes below 200% FPL.

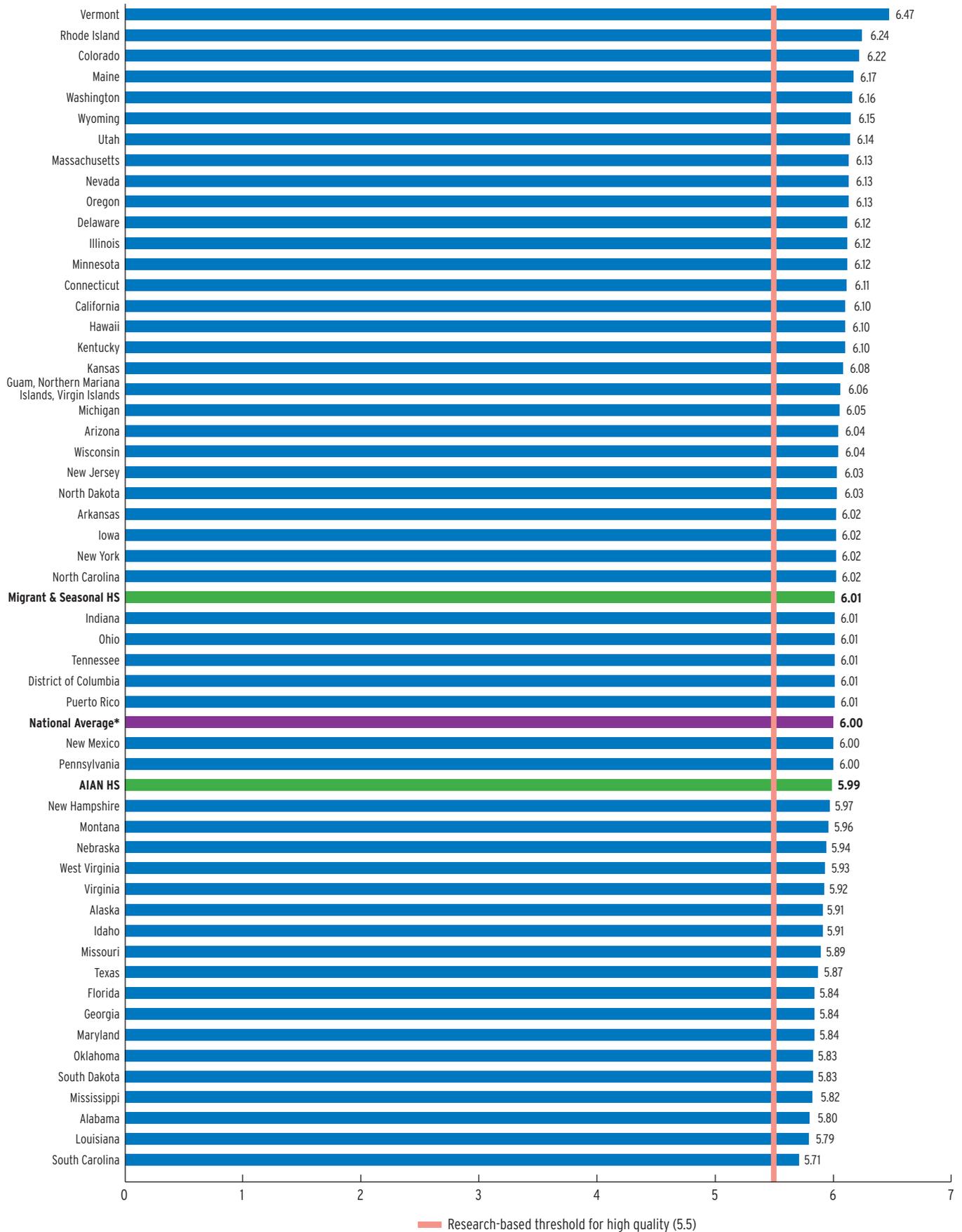
FIGURE 7. AVERAGE CLASS INSTRUCTIONAL SUPPORT SCORES**



*National Average includes the 50 states, the District of Columbia, U.S. territories, AIAN and MSHS.

** Scores are averages across grantees in each state that received an on-site review as part of the grant renewal process between 2012 and 2015.

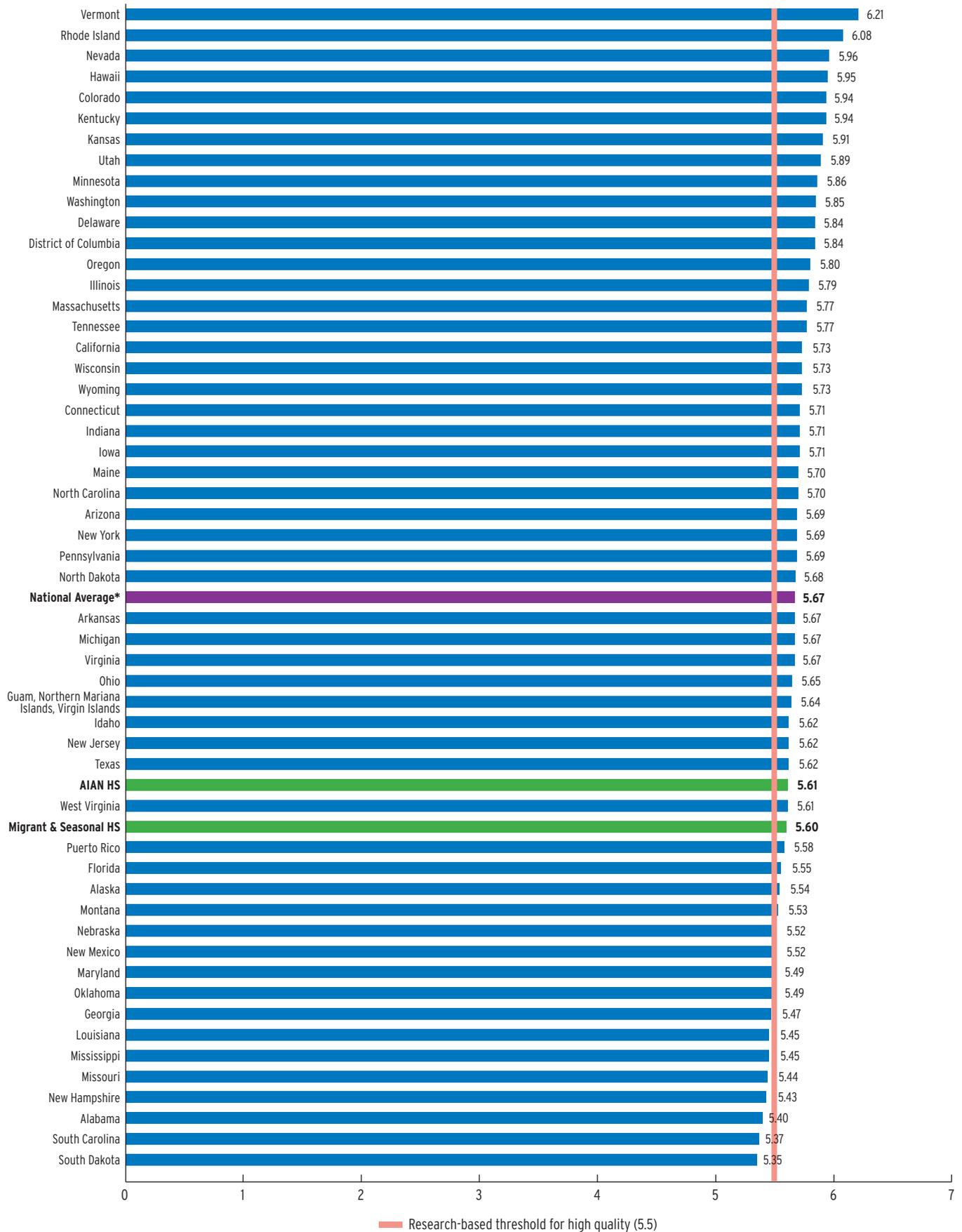
FIGURE 8. AVERAGE CLASS EMOTIONAL SUPPORT SCORES**



*National Average includes the 50 states, the District of Columbia, U.S. territories, AIAN and MSHS.

** Scores are averages across grantees in each state that received an on-site review as part of the grant renewal process between 2012 and 2015.

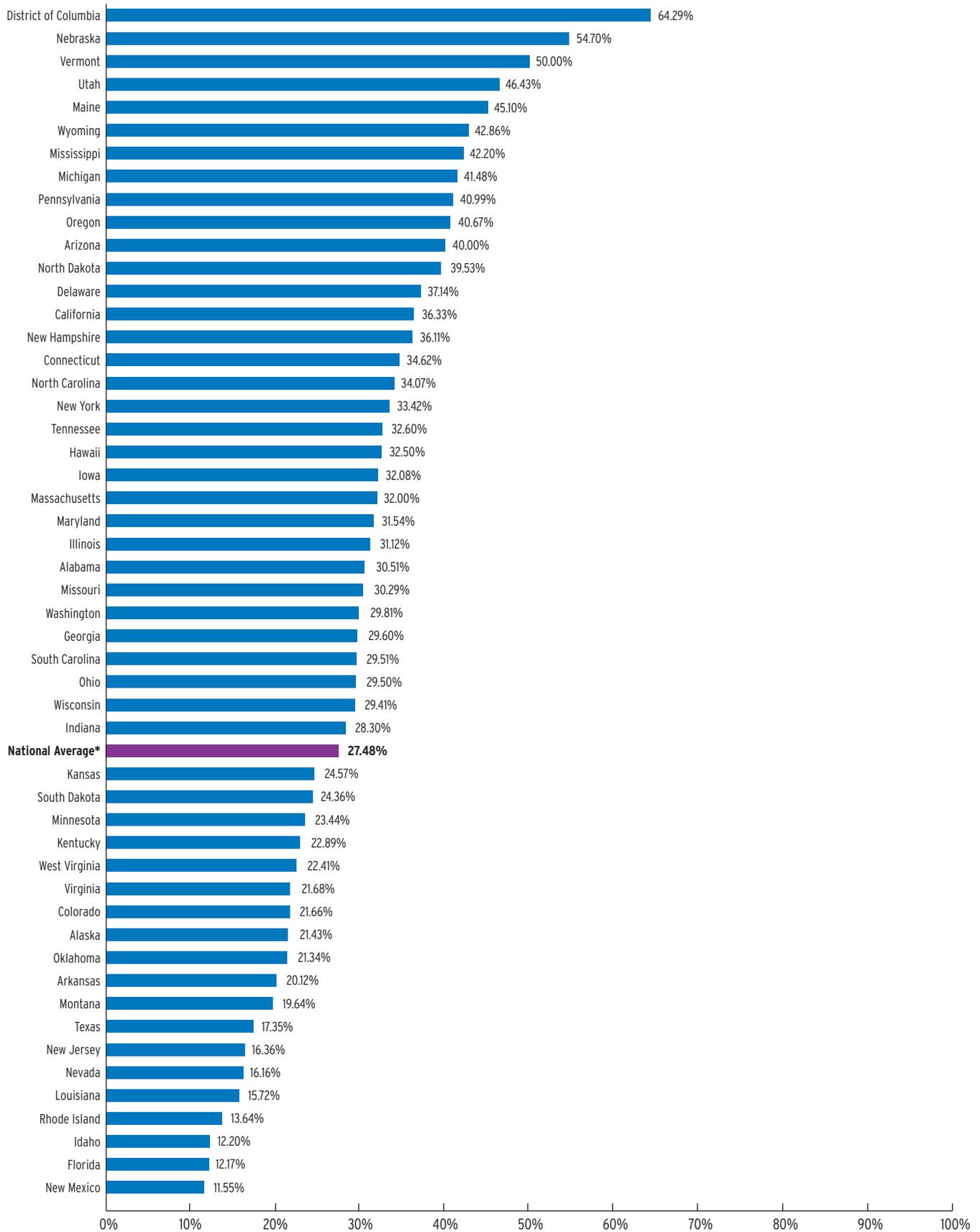
FIGURE 9. AVERAGE CLASS CLASSROOM ORGANIZATION SCORES**



*National Average includes the 50 states, the District of Columbia, U.S. territories, AIAN and MSHS.

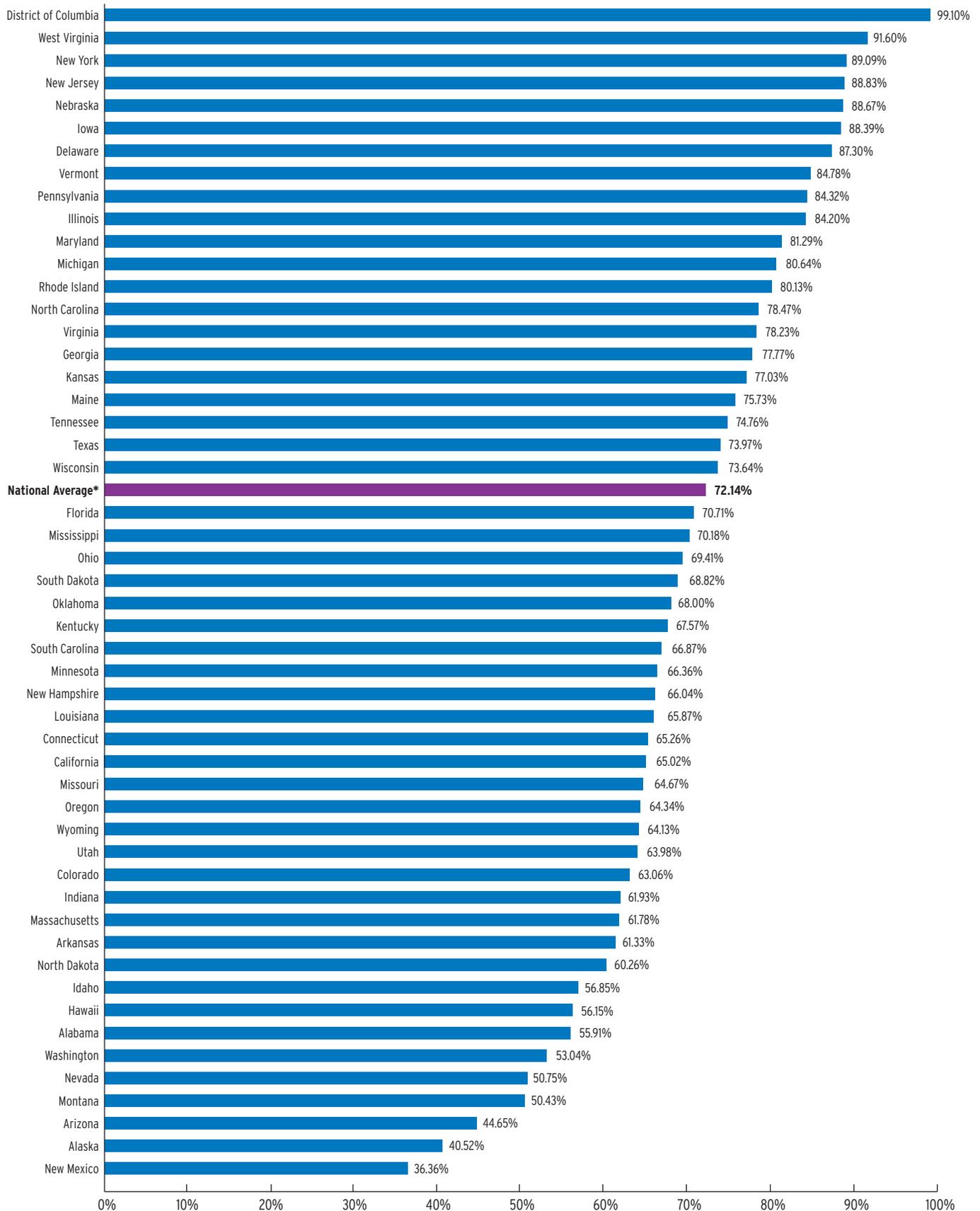
** Scores are averages across grantees in each state that received an on-site review as part of the grant renewal process between 2012 and 2015.

FIGURE 10. PERCENT OF EARLY HEAD START TEACHERS WITH A BACHELOR'S DEGREE OR HIGHER



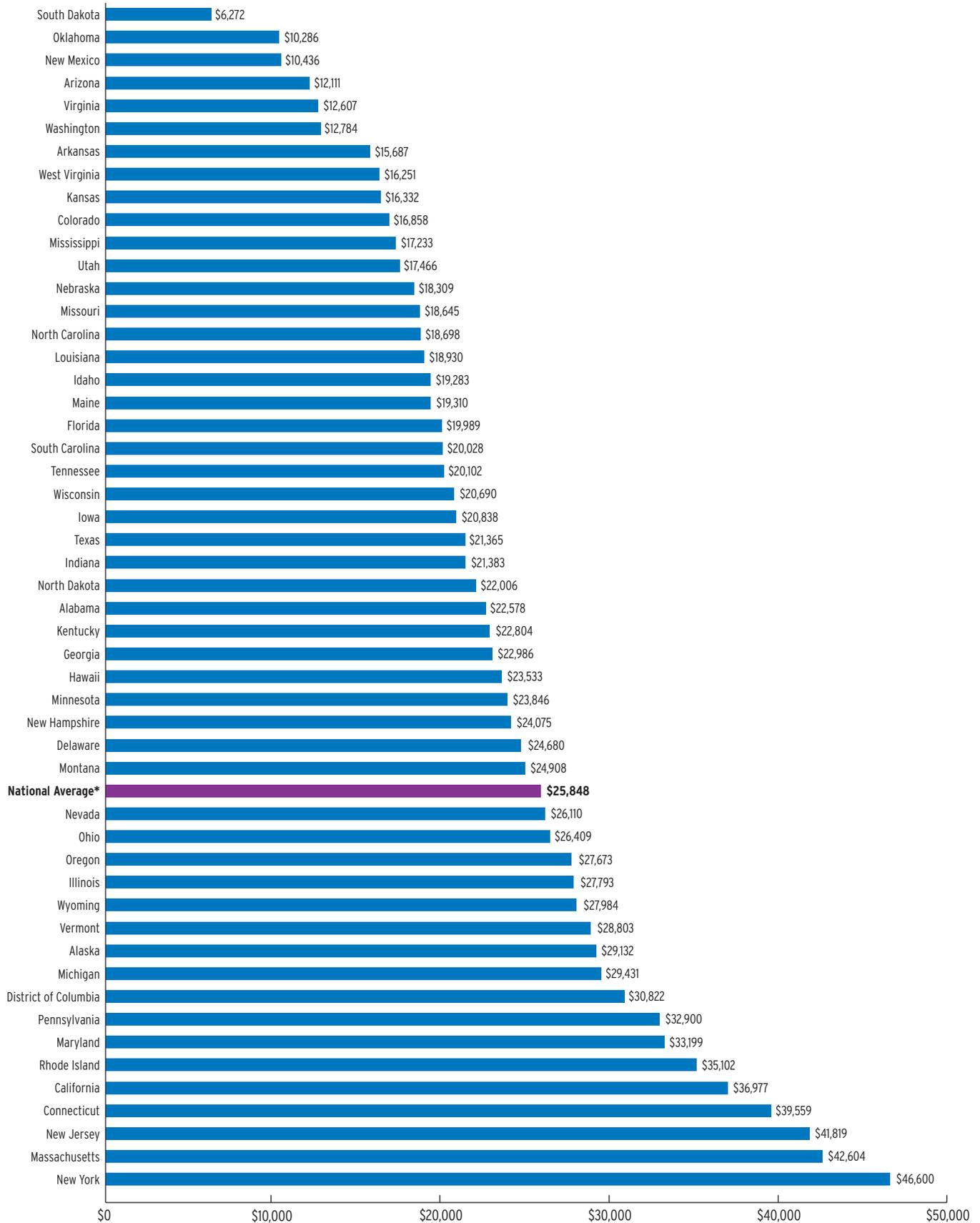
*National Average includes the 50 states and the District of Columbia.

FIGURE 11. PERCENT OF HEAD START TEACHERS WITH A BACHELOR'S DEGREE OR HIGHER



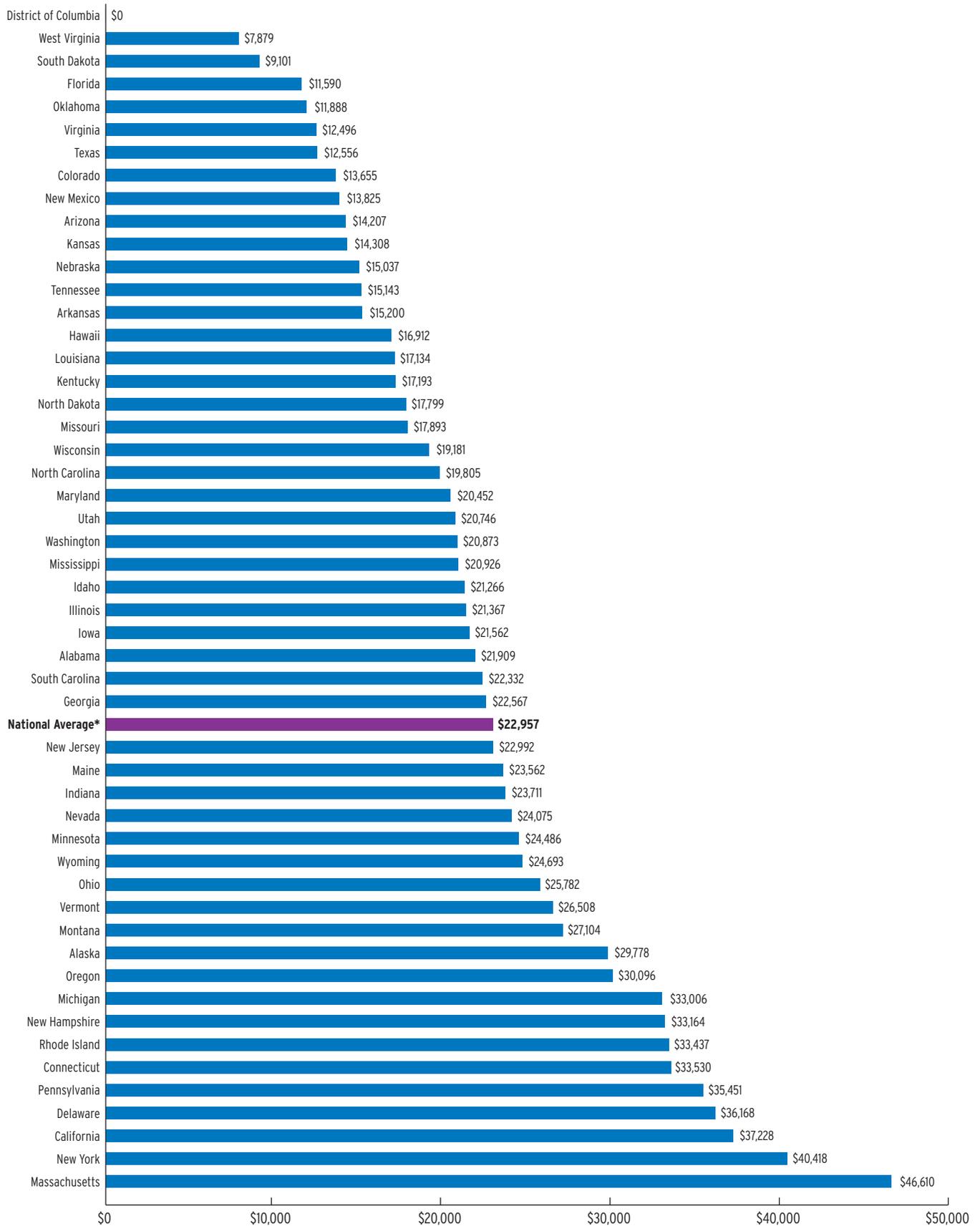
*National Average includes the 50 states and the District of Columbia.

FIGURE 12. DIFFERENCE IN SALARY BETWEEN EARLY HEAD START TEACHERS WITH A BACHELOR'S DEGREE OR HIGHER AND PUBLIC ELEMENTARY SCHOOL TEACHERS



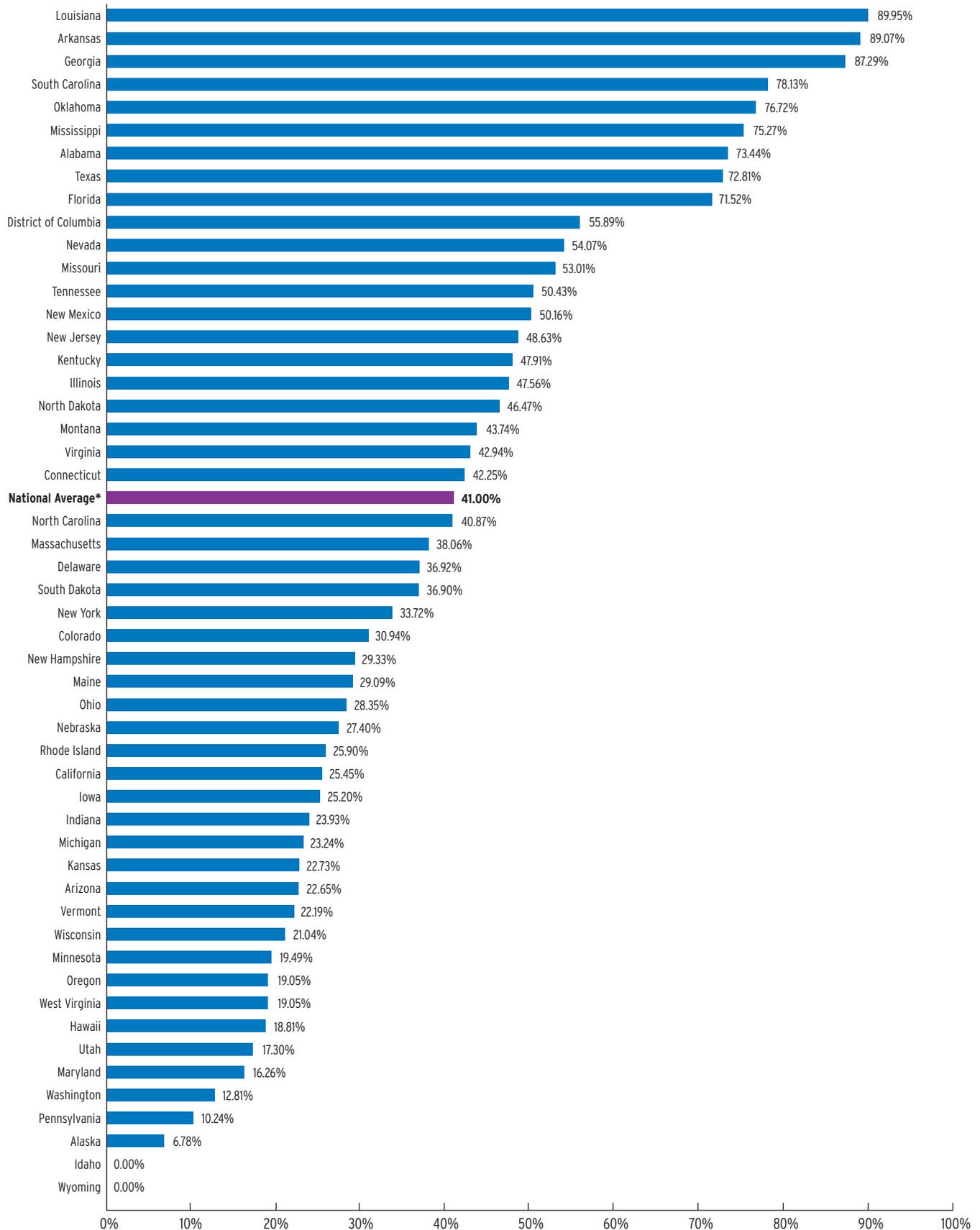
*National Average includes the 50 states and the District of Columbia.

FIGURE 13. DIFFERENCE IN SALARY BETWEEN HEAD START TEACHERS WITH A BACHELOR'S DEGREE OR HIGHER AND PUBLIC ELEMENTARY SCHOOL TEACHERS



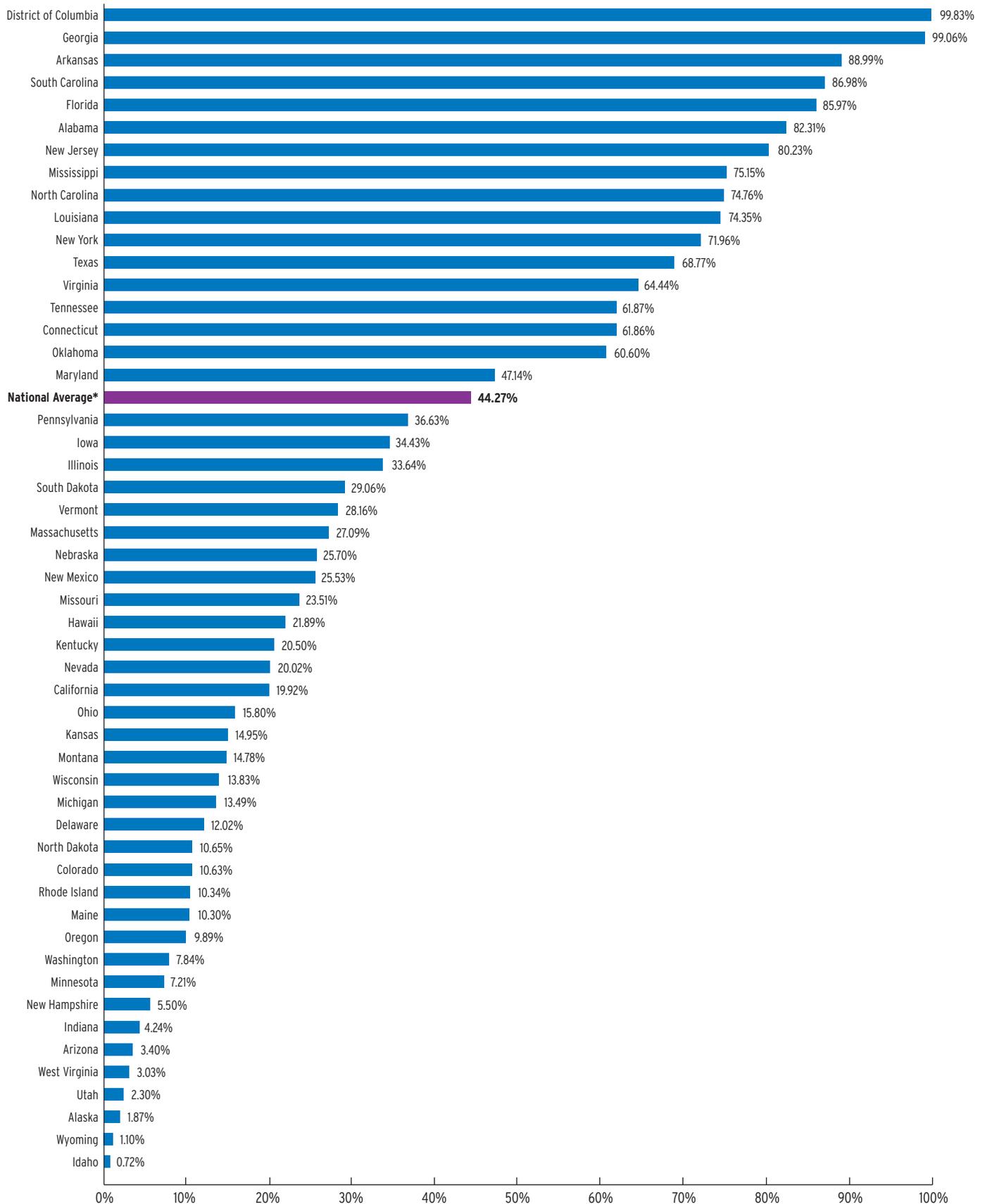
*National Average includes the 50 states and the District of Columbia.

FIGURE 14. PERCENT OF EARLY HEAD START CHILDREN IN SCHOOL-DAY, 5-DAY PER WEEK PROGRAMS



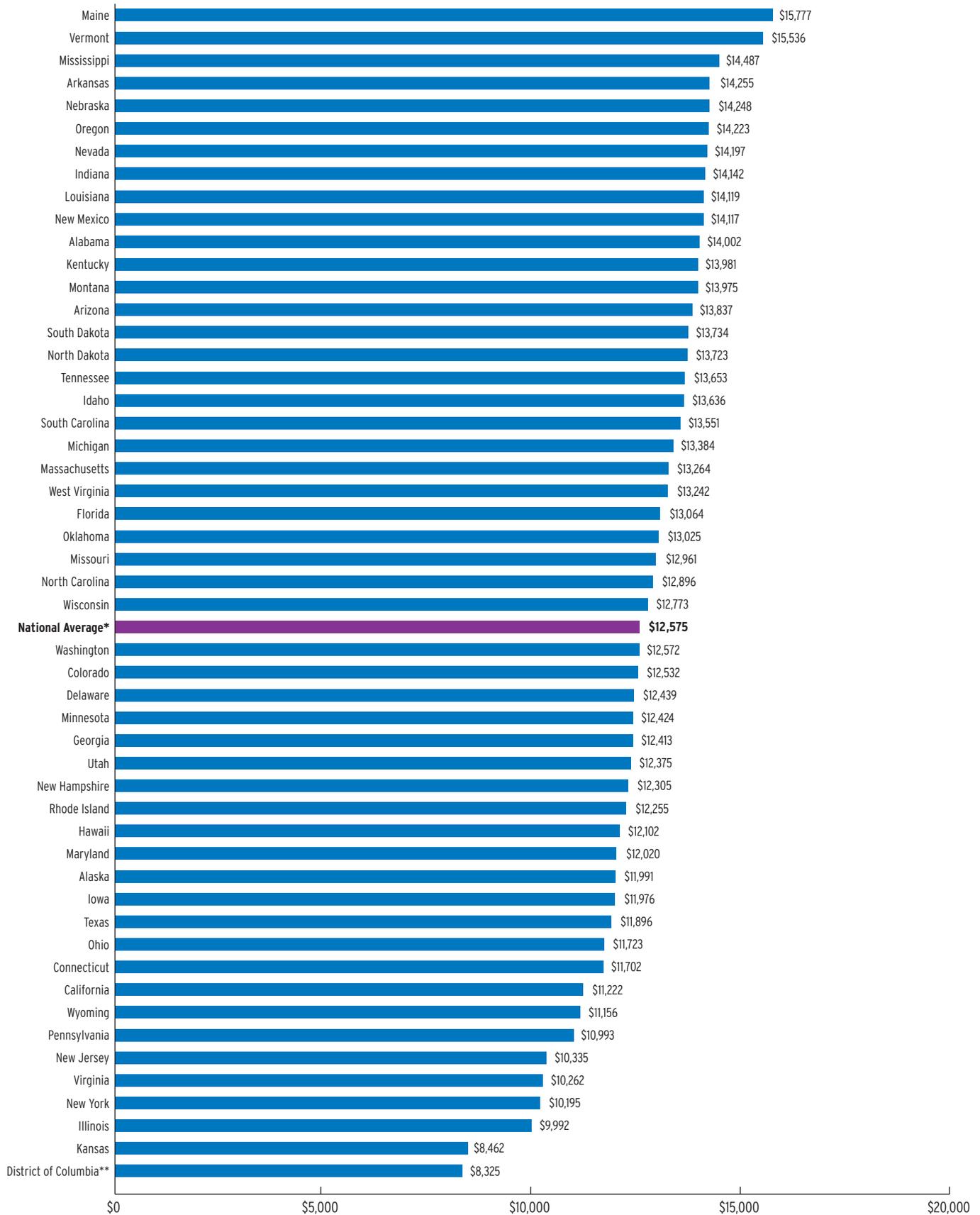
*National Average includes the 50 states and the District of Columbia.

FIGURE 15. PERCENT OF HEAD START CHILDREN IN SCHOOL-DAY, 5-DAY PER WEEK PROGRAMS



*National Average includes the 50 states and the District of Columbia.

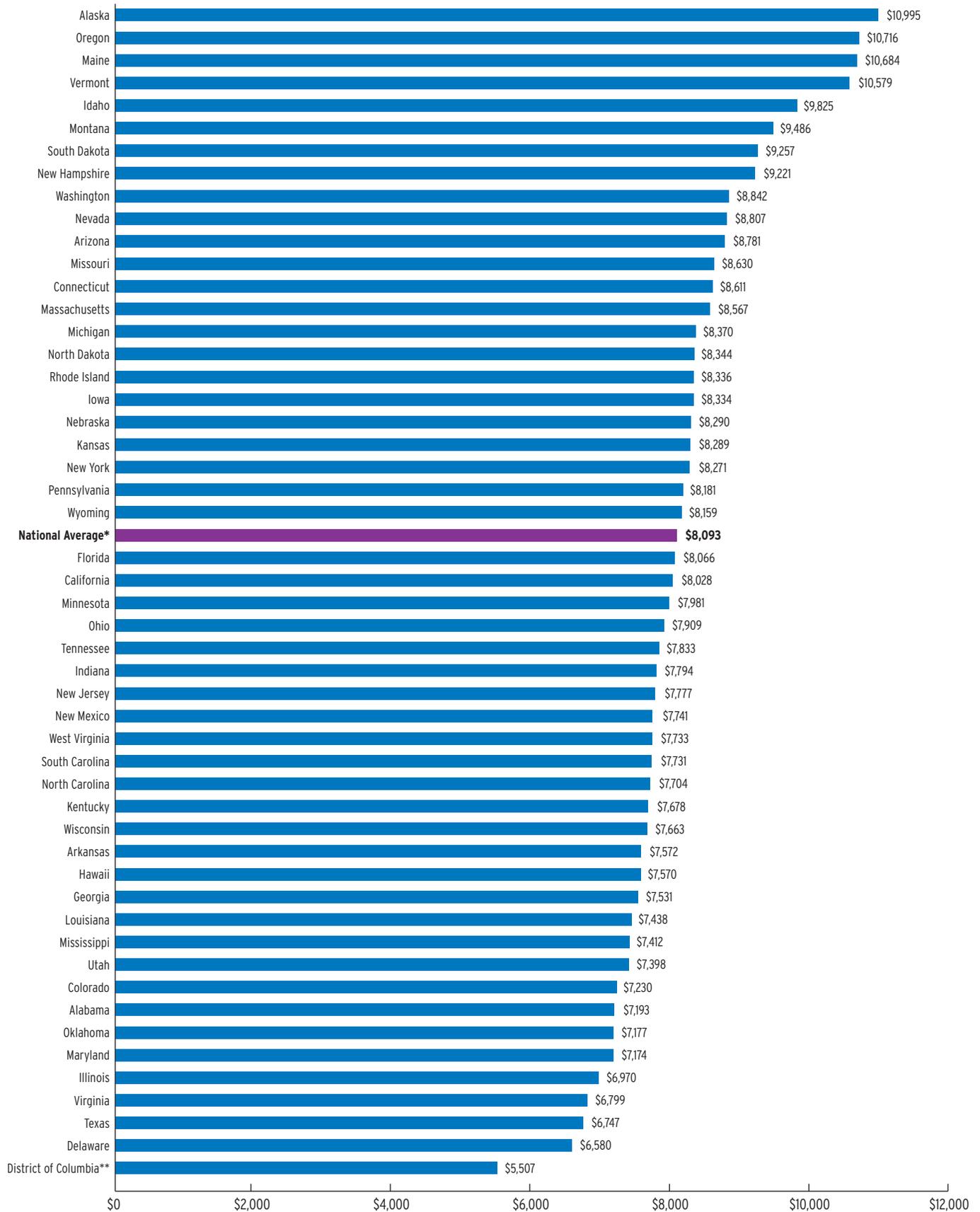
FIGURE 16. 2014-2015 EARLY HEAD START FEDERAL FUNDING PER CHILD ADJUSTED FOR COST OF LIVING



*National Average includes the 50 states and the District of Columbia.

**The cost of living adjustment for DC is exceptionally large and may overestimate the necessary adjustment for Head Start.

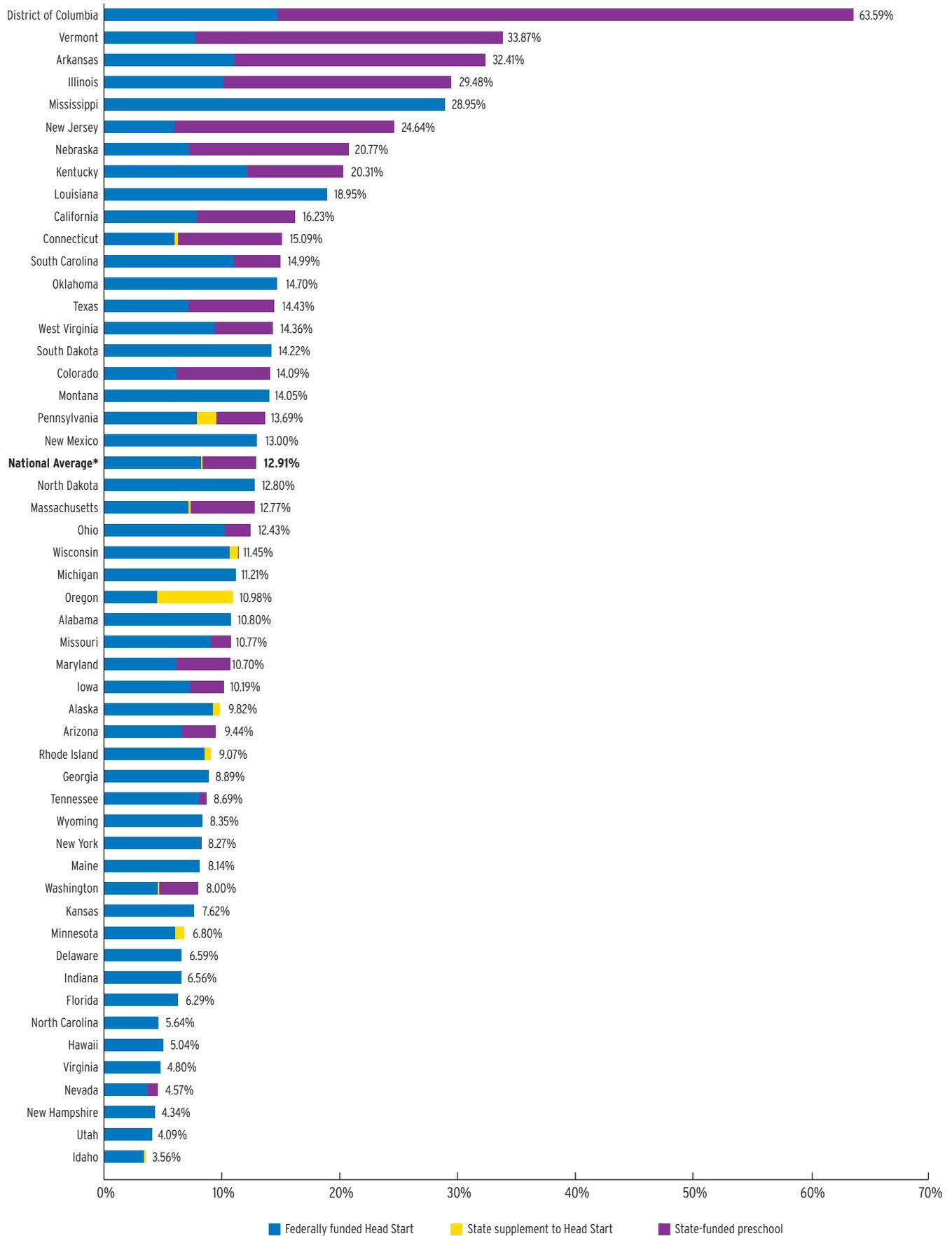
FIGURE 17. 2014-2015 HEAD START FEDERAL FUNDING PER CHILD ADJUSTED FOR COST OF LIVING



*National Average includes the 50 states and the District of Columbia.

**The cost of living adjustment for DC is exceptionally large and may overestimate the necessary adjustment for Head Start.

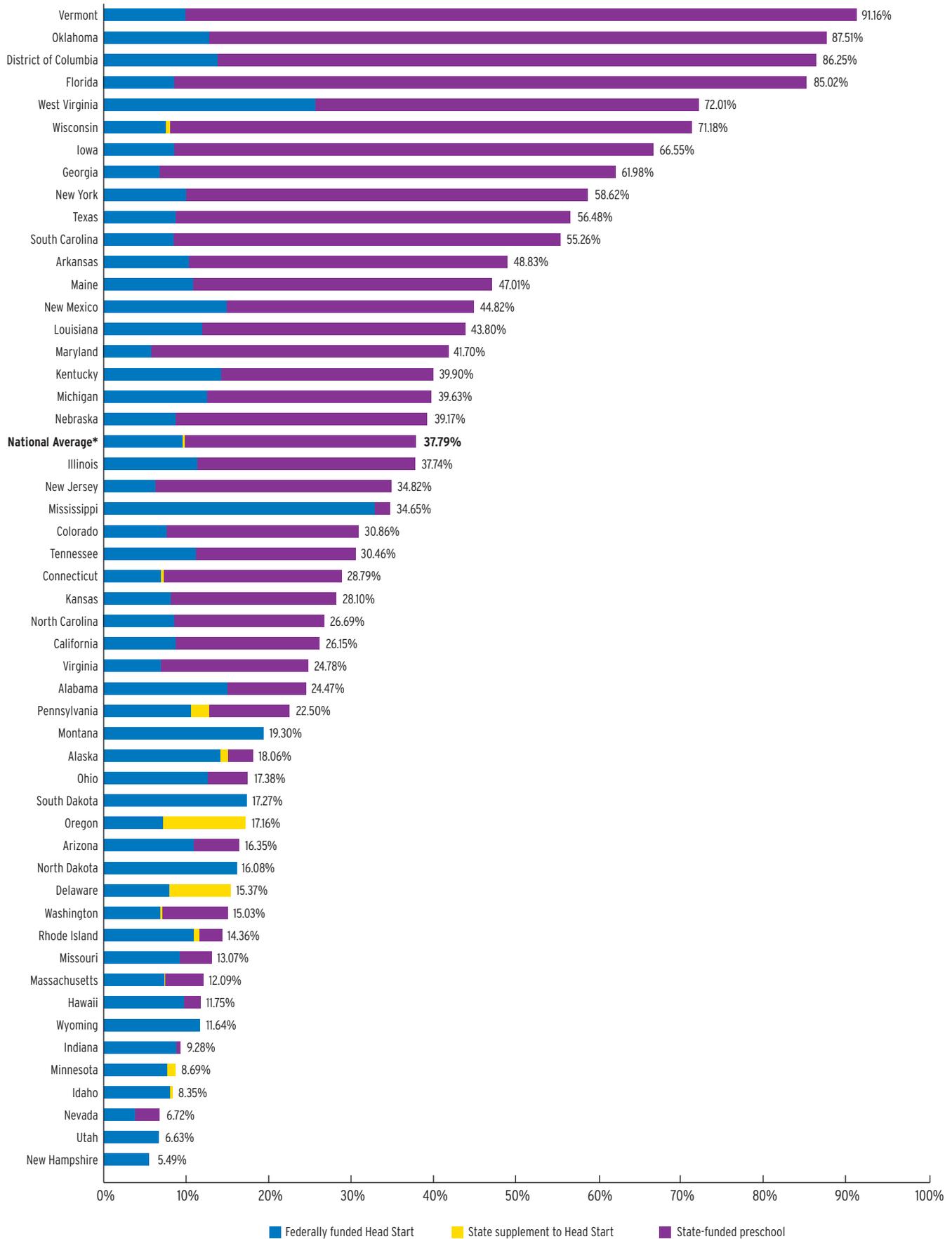
FIGURE 18. PERCENT OF 3-YEAR-OLDS IN THE STATE ENROLLED IN HEAD START AND STATE-FUNDED PRESCHOOL IN 2014-2015**



*National Average includes the 50 states and the District of Columbia.

**Total can overstate public enrollment as some or all state-funded preschool children may be served in Head Start. Where possible an unduplicated percentage is provided.

FIGURE 19. PERCENT OF 4-YEAR-OLDS IN THE STATE ENROLLED IN HEAD START AND STATE-FUNDED PRESCHOOL IN 2014-2015**



*National Average includes the 50 states and the District of Columbia.

**Total can overstate public enrollment as some or all state-funded preschool children may be served in Head Start. Where possible an unduplicated percentage is provided.

State(s) of **Head Start**

NATIONAL OVERVIEW

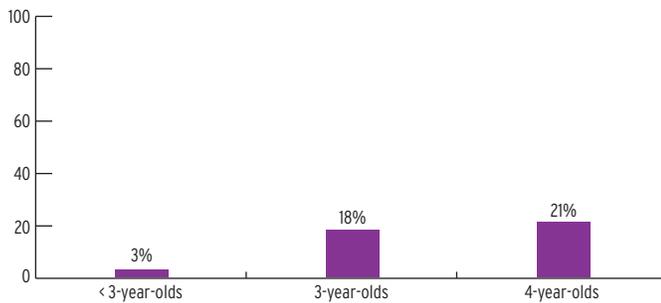
NATIONAL Head Start & Early Head Start 2014-2015 Overview

FEDERALLY FUNDED ENROLLMENT

	NUMBER ENROLLED	PERCENT OF STATE	PERCENT OF LOW-INCOME
TOTAL	929,941	5%	10%
Pregnant Women	13,329	N/A	N/A
< 3-Year-Olds	153,073	1%	3%
3-Year-Olds	351,215	9%	18%
4-Year-Olds	412,324	10%	21%

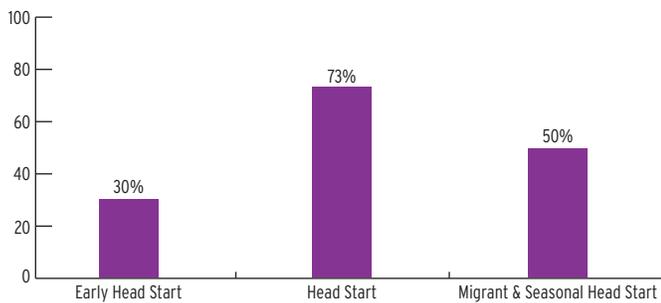
ENROLLMENT

PERCENT OF LOW-INCOME CHILDREN SERVED BY HEAD START



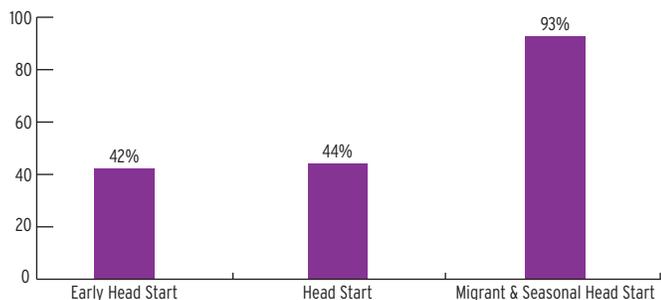
TEACHER DEGREE

PERCENT OF TEACHERS WITH BA OR HIGHER



PROGRAM DURATION

PERCENT OF CHILDREN IN SCHOOL-DAY, 5-DAY/WEEK PROGRAMS

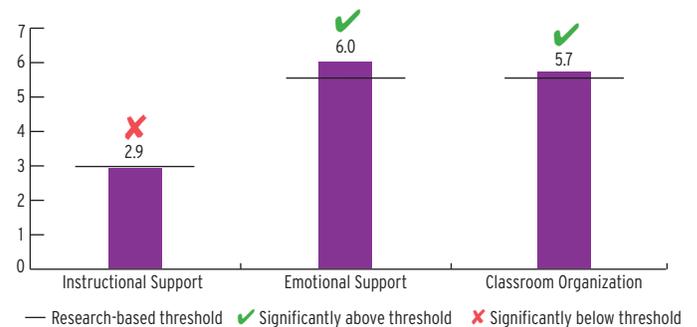


FEDERAL FUNDING

	FUNDING
Total Federal Funding	\$8,244,919,188
Early Head Start Funding	\$1,829,389,000
Head Start Funding	\$5,844,297,882
AIAN Early Head Start Funding	\$60,935,000
AIAN Head Start Funding	\$176,373,066
Migrant & Seasonal Head Start Funding	\$333,924,240

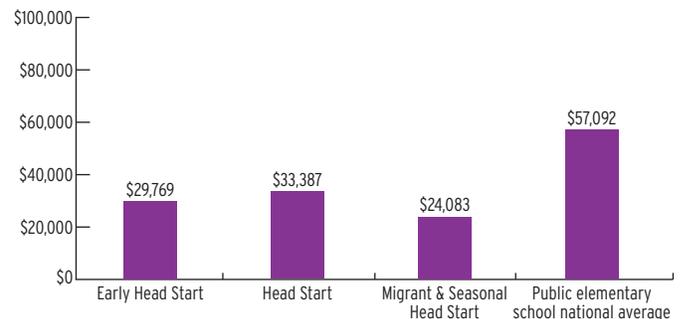
QUALITY

CLASSROOM QUALITY SCORES



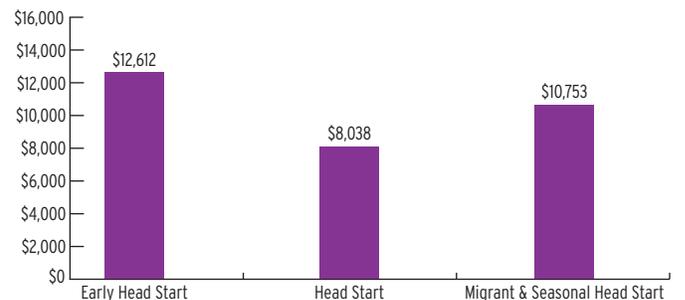
TEACHER SALARY

AVERAGE SALARY OF TEACHERS WITH A BA DEGREE



FUNDING

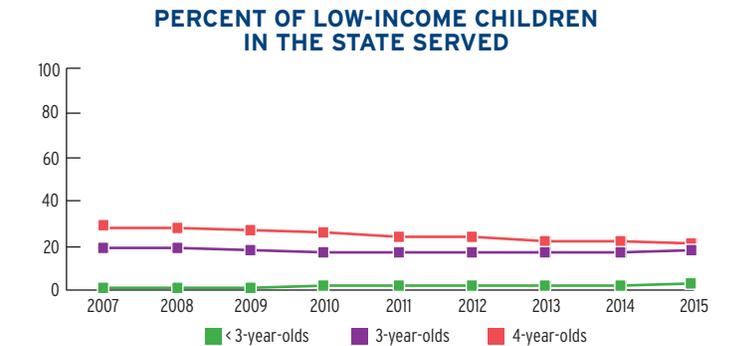
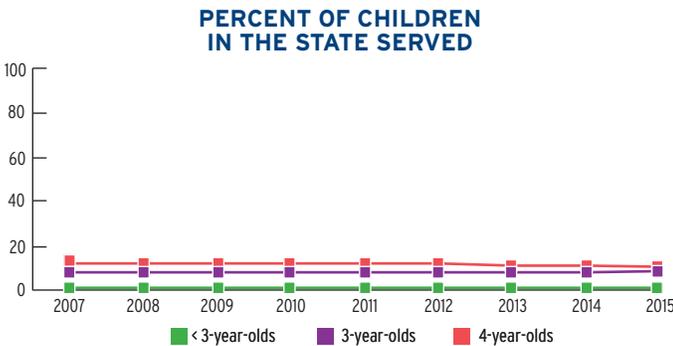
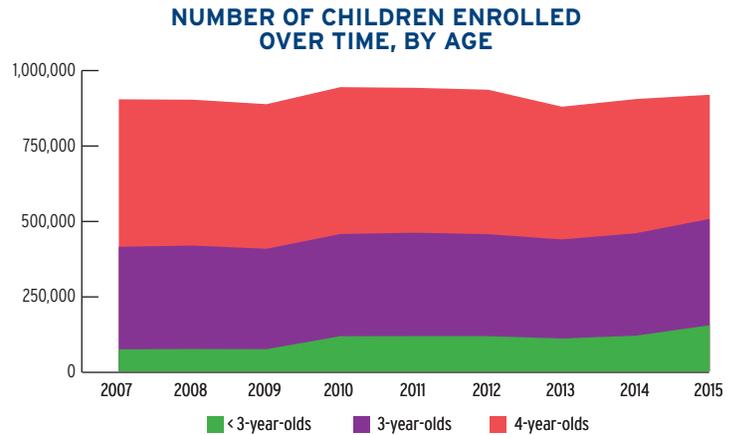
FEDERAL FUNDING PER CHILD



NATIONAL Head Start & Early Head Start

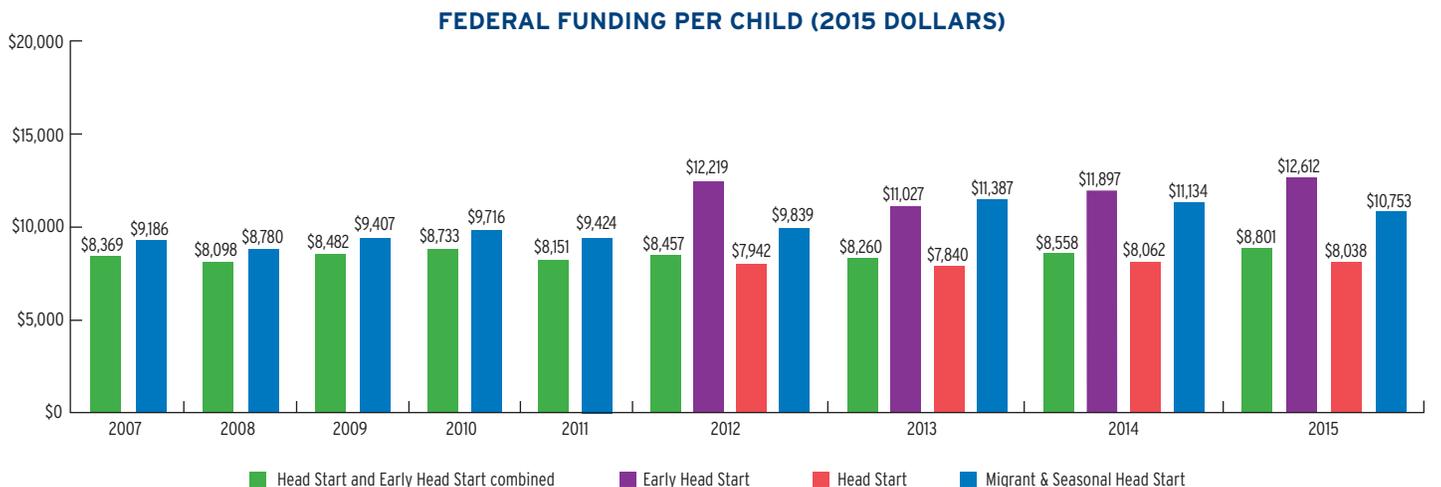
ENROLLMENT

	TOTAL	EARLY HEAD START	HEAD START	MIGRANT & SEASONAL HEAD START
Total Funded Enrollment	944,479	151,322	762,103	31,054
Federally Funded	907,181	145,474	730,653	31,054
State Supplemental	13,593	489	13,104	0
MIECHV Funded	945	945	0	0
American Indian/ Alaska Native	22,760	4,414	18,346	N/A
Cumulative Enrollment	1,098,788	172,819	897,090	28,879
In Center-Based Child Care Partner	34,979	5,983	28,236	760



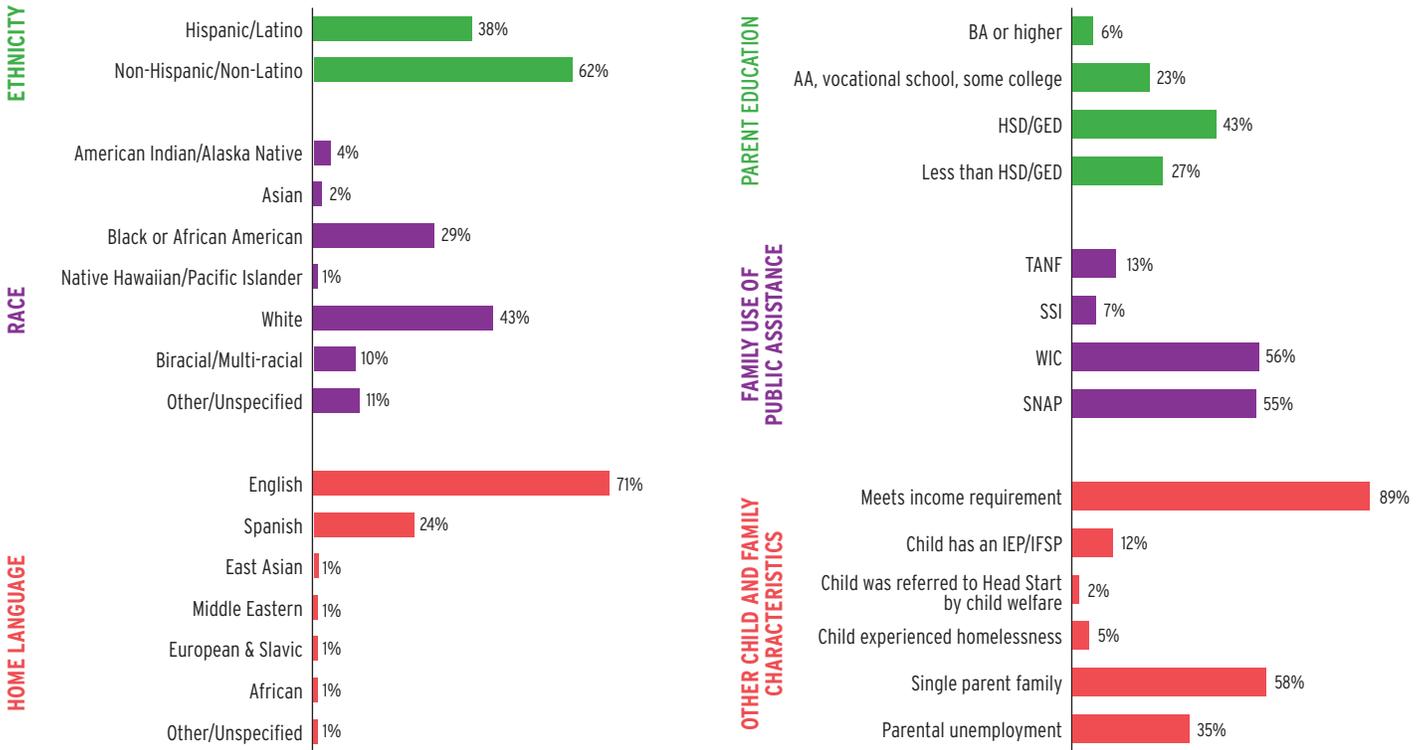
FUNDING

	TOTAL	EARLY HEAD START	HEAD START	MIGRANT & SEASONAL HEAD START
Total Funding	\$8,421,604,566	\$1,903,119,056	\$6,184,561,270	\$333,924,240
Total Federal Funding	\$8,244,919,188	\$1,890,324,000	\$6,020,670,948	\$333,924,240
Head Start Federal Funding	\$8,007,611,122	\$1,829,389,000	\$5,844,297,882	\$333,924,240
American Indian/Alaska Native Head Start Funding	\$237,308,066	\$60,935,000	\$176,373,066	Not applicable
Head Start State Supplemental Funding	\$176,685,378	\$12,795,056	\$163,890,322	\$0



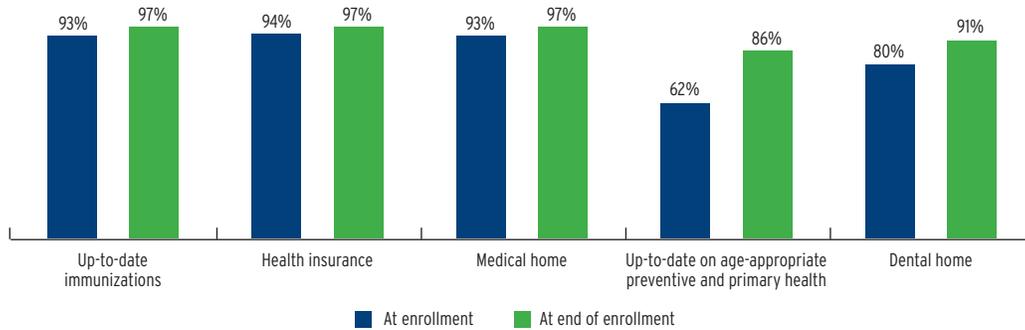
NATIONAL Head Start & Early Head Start

CHILD AND FAMILY CHARACTERISTICS

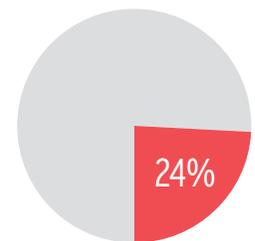


SUPPORT SERVICES

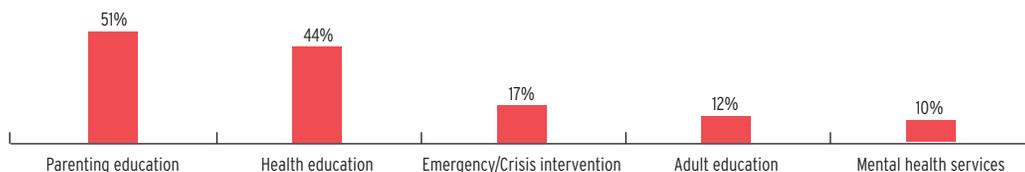
CHILDREN RECEIVING HEALTH SERVICES



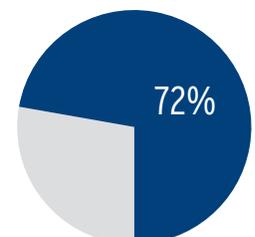
CHILDREN RECEIVING TRANSPORTATION



FAMILIES' USE OF SUPPORT SERVICES



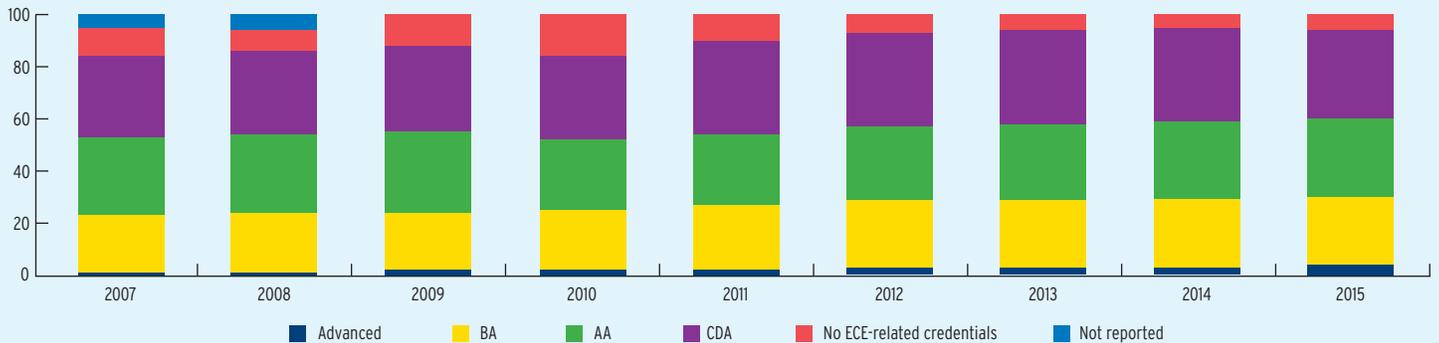
FAMILIES RECEIVING AT LEAST ONE SUPPORT SERVICE



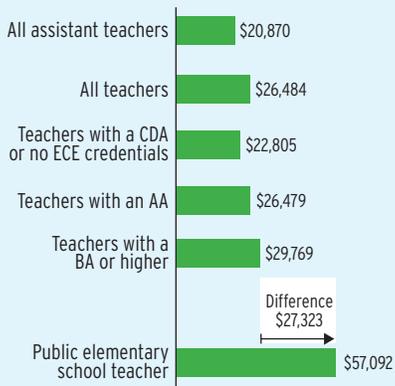
NATIONAL Early Head Start

EARLY HEAD START STAFF

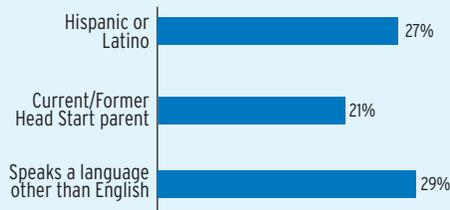
PERCENT OF TEACHERS BY HIGHEST DEGREE IN ECE OR RELATED FIELD



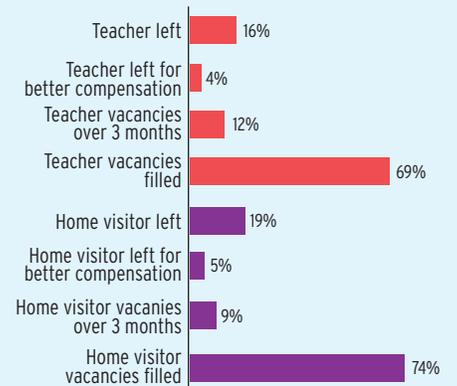
AVERAGE TEACHER SALARY



STAFF CHARACTERISTICS

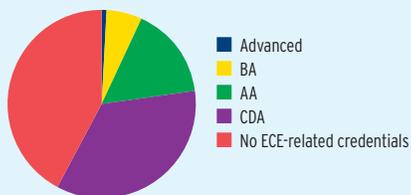


STAFF TURNOVER

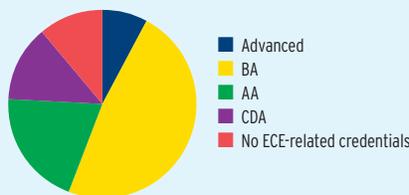


ADDITIONAL STAFF QUALIFICATIONS

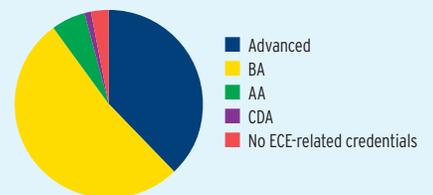
Assistant teacher degree qualifications



Home visitor degree qualifications



ECD management degree qualifications

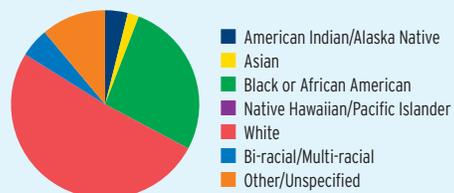


STAFF DEMOGRAPHIC CHARACTERISTICS

Staff language proficiency



Staff race

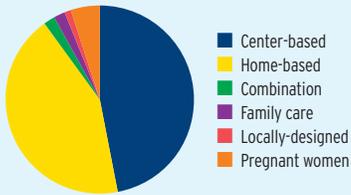


NATIONAL Early Head Start

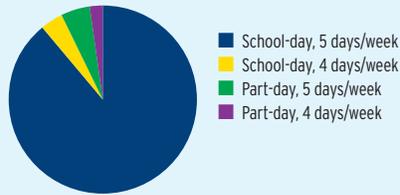
TYPE AND DURATION OF EARLY HEAD START SERVICES

PROGRAM TYPE AND DURATION

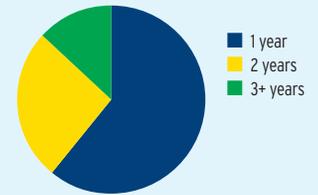
Enrollment by program type



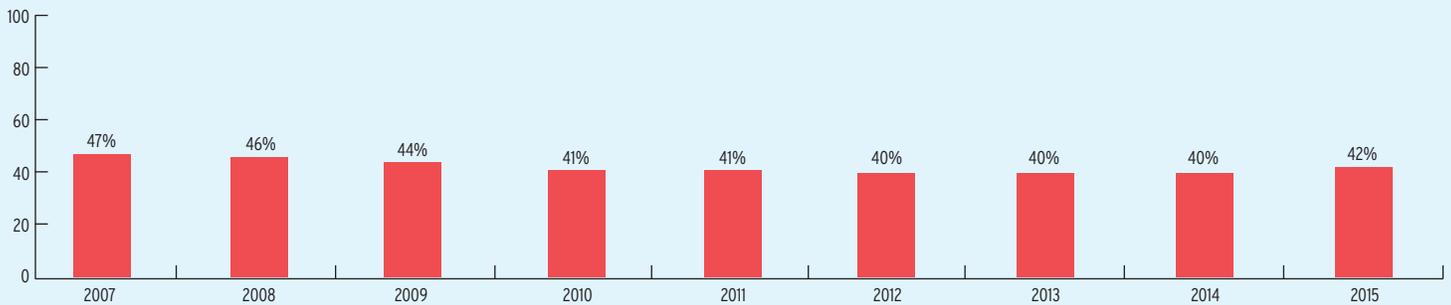
Enrollment in center-based programs by operating schedule



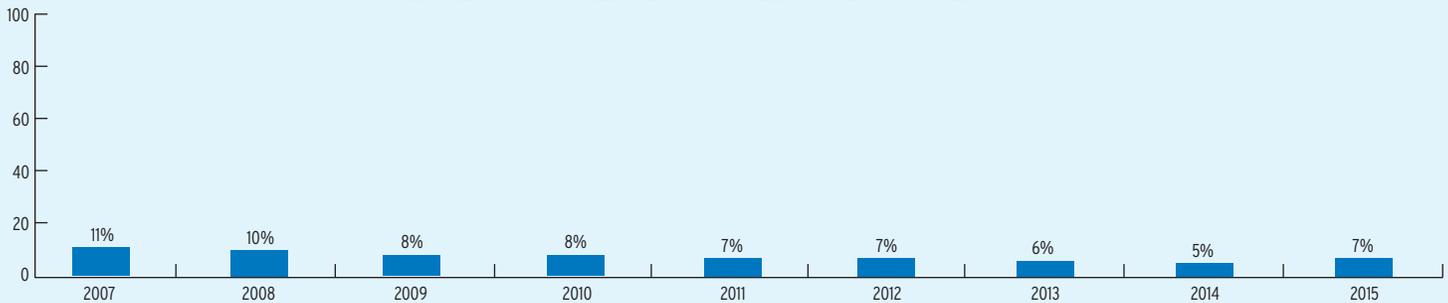
Number of years enrolled in Early Head Start



PERCENT OF CHILDREN IN SCHOOL-DAY, 5-DAY PER WEEK PROGRAMS

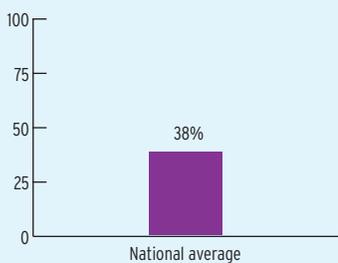


PERCENT OF CHILDREN IN CHILD CARE PARTNERSHIPS

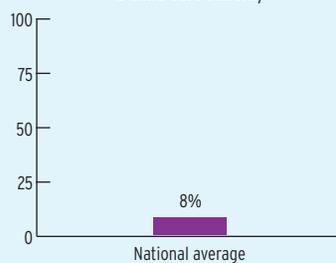


ADDITIONAL TYPE AND DURATION INFORMATION

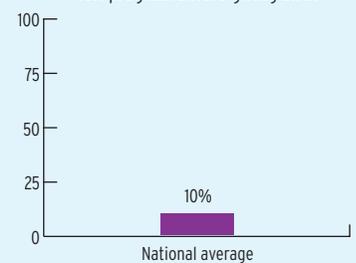
Child turnover rate



Percent of children receiving a child care subsidy



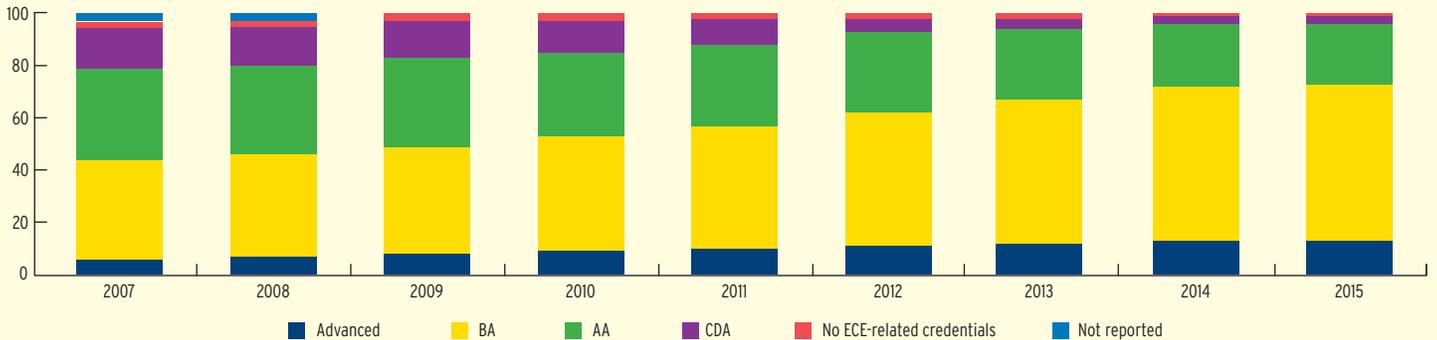
Percent of pregnant women who left program before giving birth



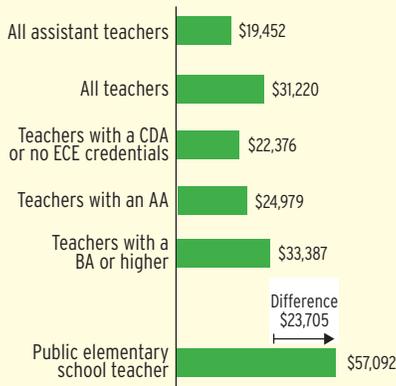
NATIONAL Head Start

HEAD START STAFF

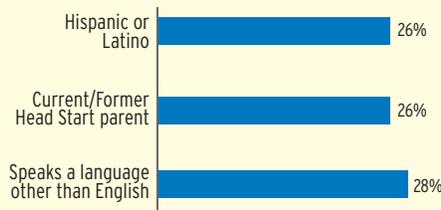
PERCENT OF TEACHERS BY HIGHEST DEGREE IN ECE OR RELATED FIELD



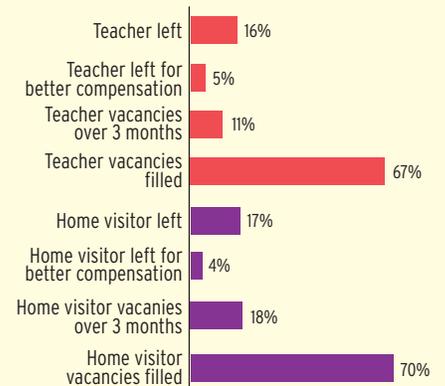
AVERAGE TEACHER SALARY



STAFF CHARACTERISTICS

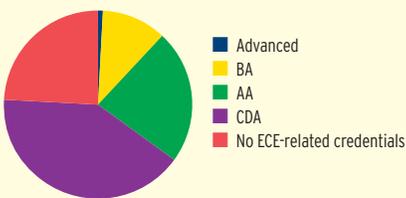


STAFF TURNOVER

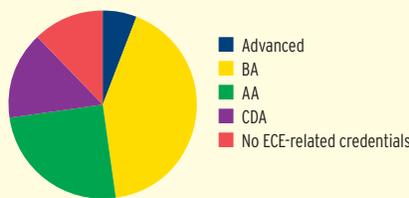


ADDITIONAL STAFF QUALIFICATIONS

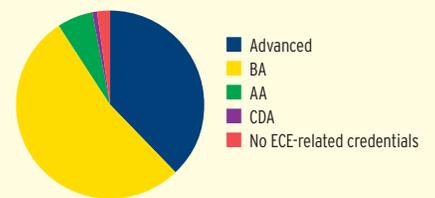
Assistant teacher degree qualifications



Home visitor degree qualifications

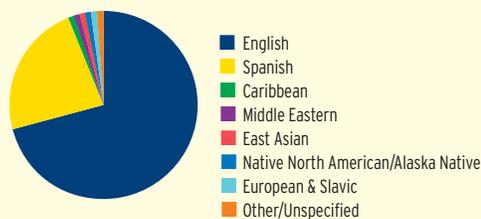


ECD management degree qualifications

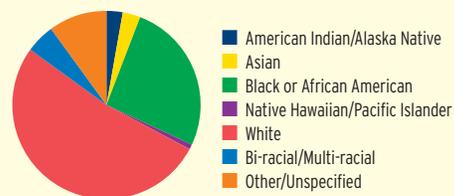


STAFF DEMOGRAPHIC CHARACTERISTICS

Staff language proficiency



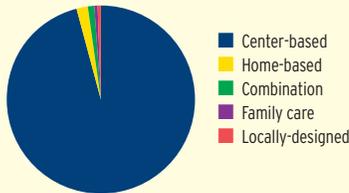
Staff race



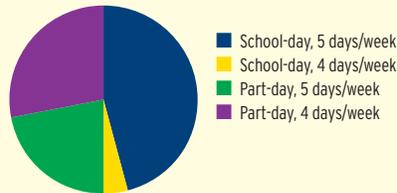
TYPE AND DURATION OF HEAD START SERVICES

PROGRAM TYPE AND DURATION

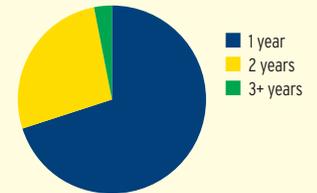
Enrollment by program type



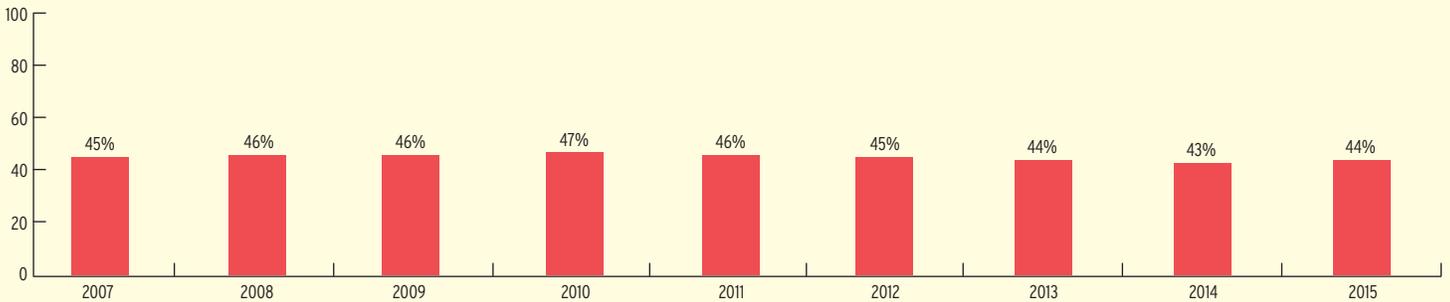
Enrollment in center-based programs by operating schedule



Number of years enrolled in Head Start

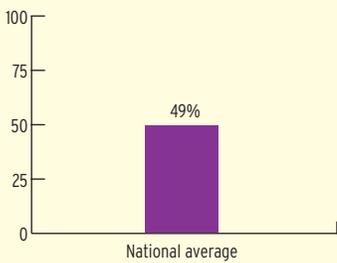


PERCENT OF CHILDREN IN SCHOOL-DAY, 5-DAY PER WEEK PROGRAMS

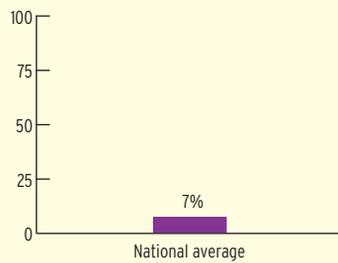


ADDITIONAL TYPE AND DURATION INFORMATION

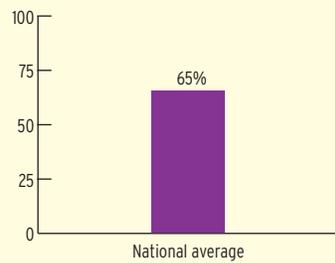
Percent of children in school-day programs



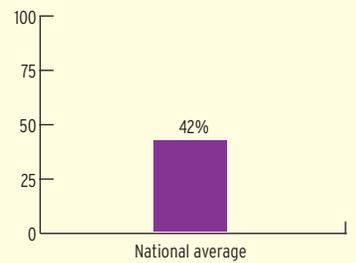
Percent of children in full-working-day, full-calendar-year programs



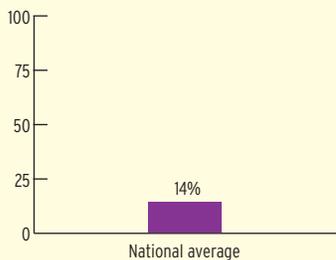
Percent of children in 5-day/week programs



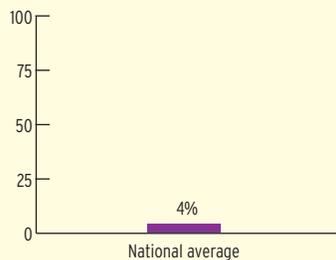
Percent of children receiving at least 1,020 hours of Head Start per year



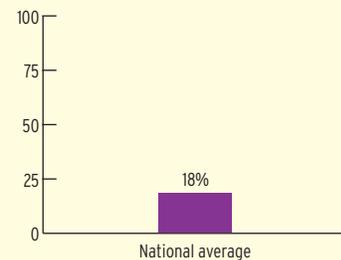
Child turnover rate



Percent of children receiving a child care subsidy



Percent of children in double sessions



STATE(S) OF HEAD START

GUIDE TO THE STATE PROFILES



For each state and territory, the report provides a one-page overview of Head Start and Early Head Start in 2014-2015. An additional six pages provide in-depth data on enrollment, funding, child and family characteristics, support services, staff, and program type and duration for the 2014-15 program year with historical data back to 2006-2007. See the full report at nieer.org for this information for all states and territories.

Each state's information includes data on Head Start (HS), Early Head Start (EHS), HS AIAN, and EHS AIAN programs (unless otherwise noted). Migrant and Seasonal Head Start (MSHS) data are not reported by state and territory, but are summarized in a separate MSHS section. AIAN programs are summarized in a separate section as well.

For comparison purposes, each state profile includes information on national averages. The national average on the state pages is based on the 50 states, District of Columbia, and six U.S. territories

(American Samoa, Guam, Northern Mariana Islands, Palau, Puerto Rico, and Virgin Islands), and includes data on the American Indian and Alaska Native (AIAN) programs. Data on the National Overview page also include MSHS.

HEAD START & EARLY HEAD START 2014-2015 OVERVIEW

The one-page overview for each state reports specific information from the 2014-2015 school year. State-specific information is presented in green and national averages in purple. The overview is divided into eight sections:

Federally Funded Enrollment: The first column shows the number of federally-funded children and pregnant women enrolled in Head Start.¹ The second column shows the percent of children in the state enrolled in Head Start, and the third column shows the percent of low-income children (less than 200

percent of the FPL) in the state enrolled in Head Start. We do this because family income is not locked below the FPL permanently after children enter Head Start and children are not required to leave the program if their family income rises above the FPL after they enroll. For many children served by Head Start, family income ends up above the FPL by the end of their 4-year-old year.² For each of these three data points, the first row of the enrollment table shows the total number of children and pregnant women served by Head Start. Subsequent rows show the number of pregnant women, children under age 3, 3-year-olds and 4-year-olds.³

Federal Funding: The first row presents the total federal funding for Head Start programs in the state.⁴ The second and third rows split this into funding for Early Head Start and Head Start, respectively. EHS AIAN funding was not reported by state and is not reported here, but HS AIAN is included.

Enrollment: This figure shows the percent of low-income children under age 3, age 3, and age 4 enrolled in Head Start in the state (in green) and nationally (in purple).⁵ Percentages reported on the national overview page include MSHS but this is not the case on the individual state profiles.

Quality: This figure presents average scores for each state on the Classroom Assessment Scoring System (CLASS).⁶ CLASS data are from the Head Start monitoring process and may not reflect all grantees in a state. Green bars show the average scores across observed classrooms on the three CLASS domains: Instructional Support, Emotional Support, and Classroom Organization. National averages for each domain are purple. For each CLASS domain, a research-based threshold is also presented by a black line. A **red X** above a state's data indicates the score is statistically significantly below the research-based threshold. A **green ✓** above a state's data indicates the score is statistically significantly above the research-based threshold. No mark indicates the score is not statistically different from the research-

based threshold.

Teacher Degree: The green bars in this figure present the percentage of all Early Head Start and Head Start teachers in the state holding a bachelor's degree or higher in early childhood education or a related field. For comparison, national averages are provided in purple. Early Head Start and Head Start teachers include lead teachers and co-lead teachers. All Early Head Start infant and toddler classrooms must have two teachers.

Teacher Salary: This figure shows the average salary in each state for Early Head Start and Head Start teachers holding a bachelor's degree or higher (green bars). The average salary of a public elementary school teacher in each state is the third green bar. For comparison, the national averages are provided, in purple.

Program Duration: This figure shows the percent of the Early Head Start and Head Start funded enrollment served in school-day, 5-day per week programs. Green bars present this information for the state and purple bars provide the national average. School-day programs are those that operate more than 6 hours per day.

Funding: This final figure presents the average federal funding per child enrolled in Early Head Start and Head Start in the state (green bars). The light green bars show federal funding per child that has been adjusted to account for differences in the cost of living across states. The purple bars show the national average Early Head Start and Head Start federal funding per child. The EHS spending per child in each state does not include EHS AIAN as this funding was not reported by state. However, on the national overview page Early Head Start funding per child figure does include EHS and EHS AIAN.

For additional information about data included in this report and complete methodology, please download the full report from nieer.org.

FOOTNOTES

¹ This section reports on only federally funded Head Start enrollment. Additional children may be enrolled in Head Start but funded by other sources.

² For example, over 35 percent of children in the 2009 Head Start Family and Child Experiences Survey had a household income above the FPL.

³ Due to rounding, enrollment numbers by age may not add up to the total. See methodology for additional information.

⁴ This section reports on only federal funds for Head Start. Additional state, local, and/or private funding, including a mandatory 20 percent match, may also be used to support Head Start programs.

⁵ This section reports on only federally funded Head Start enrollment. Additional children may be enrolled in Head Start but funded by other sources.

⁶ Pianta, R. C., LaParo, K. M., & Hamre, B. K. (2008). *Classroom Assessment Scoring System (CLASS)*. Baltimore, MD: Brookes.

DATA POINTS IN THE STATE(S) OF HEAD START REPORT

HEAD START AND EARLY HEAD START 2014-2015 OVERVIEW

Federally Funding Enrollment

- Total number of children and pregnant women enrolled (funded by federal dollars)
 - Total (children and pregnant women)
 - Pregnant women
 - Children under 3 years old
 - 3-year-olds
 - 4-year-olds
- Percent of children in the state enrolled in Head Start (funded by federal dollars)
 - Total children birth through 5 years
 - Children under 3 years old
 - 3-year-olds
 - 4-year-olds
- Percent of low-income children in the state enrolled in Head Start (funded by federal dollars)
 - Total children birth through 5 years
 - Children under 3 years old
 - 3-year-olds
 - 4-year-olds

Federal Funding

- Total federal funding for Head Start and Early Head Start
 - Total federal funding for Early Head Start (does not include AIAN EHS other than on national overview)
 - Total federal funding for Head Start (includes HS AIAN)

Enrollment (Percent of Low-Income Children Served by Head Start)

- Percent of low-income children under 3 years old enrolled in Head Start
- Percent of low-income 3-year-olds enrolled in Head Start
- Percent of low-income 4-year-olds enrolled in Head Start

Quality (Classroom Quality Scores)

- CLASS Instructional Support score
 - Is the score significantly higher or lower than the research-based threshold (3)

- CLASS Emotional Support score
 - Is the score significantly higher or lower than the research-based threshold (5.5)
- CLASS Classroom Organization score
 - Is the score significantly higher or lower than the research-based threshold (5.5)

Teacher Degree (Percent of Teachers with a Bachelor's Degree or Higher)

- Percent of Early Head Start teachers with a bachelor's degree or higher in infant and toddler development or a related field
- Percent of Head Start teachers with a bachelor's degree or higher in ECE or a related field

Teacher Salary (Average Salary of Teachers with a Bachelor's Degree)

- Average salary of Early Head Start teachers with a bachelor's degree or higher in infant and toddler development or a related field
- Average salary of Head Start teachers with a bachelor's degree or higher in ECE or a related field
- Average salary of public elementary school teachers

Program Duration (Percent of Children in School-Day, 5-Day per Week Programs)

- Percent of Early Head Start children enrolled in school-day (more than 6 hours), 5-day per week programs
- Percent of Head Start children enrolled in school-day (more than 6 hours), 5-day per week programs

Funding

- Federal funding per child enrolled in Early Head Start (does not include EHS AIAN other than on the national overview)
- Federal funding per child enrolled in Early Head Start, adjusted for state cost of living
- Federal funding per child enrolled in Head Start
- Federal funding per child enrolled in Head Start, adjusted for state cost of living

FOR ADDITIONAL DATA,
PLEASE DOWNLOAD THE FULL REPORT FROM NIEER.ORG

GLOSSARY OF ABBREVIATIONS

AA	Associate's of Arts
ACF	Administration for Children and Families
AIAN	American Indian and Alaska Native
ARRA	American Recovery and Reinvestment Act of 2009
BA	Bachelor's of Arts
CDA	Child Development Associate credentials
CLASS	Classroom Assessment Scoring System
COL	Cost of Living
ECD	Early Childhood Development
ECE	Early Childhood Education
EHS	Early Head Start
EHSRE	Early Head Start Research and Evaluation Project
FACES	Family and Child Experiences Survey
FPL	Federal Poverty Level
GED	General Equivalency Diploma
HHS	Department of Health and Human Services
HS	Head Start
HSD	High School Diploma
HSES	Head Start Enterprise System
HSIS	Head Start Impact Study
IEP	Individualized Education Plan
IFSP	Individualized Family Service Plan
MIECHV	Maternal, Infant and Early Childhood Home Visiting
MSHS	Migrant and Seasonal Head Start
OHS	Office of Head Start
PIR	Program Information Report
SNAP	Supplemental Nutrition Assistance Program
SSI	Supplemental Security Income
TANF	Temporary Assistance for Needy Families
WIC	Special Supplemental Nutrition Assistance Program for Women, Infants, and Children

**TO ACCESS THE FULL REPORT, INCLUDING DATA ON ALL STATES AND TERRITORIES
AND FULL REPORT METHODOLOGY, PLEASE VISIT NIEER.ORG**

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