

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.

DETAILED HEAD START & EARLY HEAD START STATE PROFILES

For each state, the report provides an additional six pages of data, divided into eight sections described below. These pages focus primarily on the 2014-2015 program year but also show trends over time, beginning with the 2006-2007 program year. The first four sections (two pages) present information combined across Early Head Start (EHS and EHS AIAN) and Head Start (HS and HS AIAN). The next two sections focus on Early Head Start (including EHS AIAN) while the final two show data on Head Start (including HS AIAN).

Enrollment: The enrollment section begins with a table showing the *total* number of children and pregnant women enrolled, and per Early Head Start and Head Start. The first row shows the total number of funded slots for children and pregnant women. The second row shows the number of children and pregnant women who participated in Head Start and were funded by federal dollars. This second row includes funded children and pregnant women in Early Head Start and Head Start, but does not include those funded by the AIAN programs. The third row shows the number of children and pregnant women who were enrolled through state funding that

supplemented federal Head Start funding. The fourth row shows the number of children and pregnant women who participated in Early Head Start and Head Start who were funded by the federal Maternal, Infant and Early Childhood Home Visiting (MIECHV) program. The fifth row shows the number of children funded by the AIAN programs. When added together, rows two through five equal the total in row one. Row six shows the cumulative enrollment for Early Head Start and Head Start. Cumulative enrollment is different from, and typically exceeds, funded enrollment. It represents the total number of children and pregnant women who have been enrolled in the program at any time during the program year, including children who may have left early or started late. Some children may be counted more than once in the cumulative enrollment count if they leave one location and re-enroll in another. The final row represents data on the number of children served through a partnership between Head Start and a center-based child care program.

The “Number of Children Enrolled Over Time, By Age” figure illustrates how the number of federally-funded children has changed from 2006-2007 to 2014-2015. This figure also shows how enrollment age composition has changed over time. Note the scale of the vertical axis is not fixed across states in order to accommodate both small and large states.

The “Percent of Children in the State Served” figure illustrates how the percentage of children in the state funded by Early Head Start and Head Start changed from 2006-2007 to 2014-2015. Note that the vertical axis is the same for all states, always 0 to 100 percent.

The “Percent of Low-Income Children in the State Served” figure shows how the percent of children from low-income families in the state funded to enroll in Head Start changed from 2006-2007 to 2014-2015. This figure focuses on the state’s low-income children (defined as less than 200 percent FPL), rather than all children in the state. Note that the vertical axis is the same for all states, always 0 to 100 percent.

Funding: The funding section begins with a table showing the amounts of Early Head Start and Head Start federal funding and state supplements. Early Head Start and Head Start programs receive other funding that is not captured by this report. For example, Head Start providers are required to obtain a 20 percent match which may be cash or in-kind (i.e., donated goods and services). The first column shows the total funding for Head Start and Early Head Start programs in the state and this amount is broken out into Early Head Start and Head Start in the next two

columns. The first row shows the total federal funding, including funding for AIAN programs, plus any state supplemental funding. The second row shows the total federal funding for Head Start and Early Head Start programs (including HS AIAN and EHS AIAN). This amount is broken out in the third and fourth rows: the third row reflects HS and EHS whereas the fourth row reflects HS AIAN and EHS AIAN. Note that AIAN EHS funding could not be broken out by state and is listed as “Not available” in this table for states that had EHS AIAN funded enrollment. The fifth row in this table shows the amount of state supplemental funding for Head Start. This information was not available for Early Head Start (with two exceptions) and is listed as “Not available” in the table.

The “Federal Funding Per Child (2015 Dollars)” figure shows how federal funding per child has changed between 2006-2007 and 2014-2015. All dollar amounts are adjusted for inflation and converted to “2015 Dollars.” From 2006-2007 through 2010-2011, spending could not be separately allocated for EHS and HS so only one amount is shown. The green bars show the amount of federal funding for HS and EHS divided by the total federally-funded enrollment in HS and EHS. Beginning in 2011-2012, funding per child is separated into EHS and HS. As a transitional comparison, the overall funding per child is also presented for 2011-2012. Purple bars show the federal funding per child for EHS while the pink bars show the federal funding per child for HS (including HS AIAN in 2014 and 2015). The darker purple and pink bars show the EHS and HS (respectively) 2014-2015 federal funding per child that have been adjusted for cost of living differences across the states. Finally, the light purple and pink hashed bars show the average federal funding per child across the 50 states, DC, and 6 U.S. territories.

Child and Family Characteristics: This section describes the children and families enrolled in HS and EHS programs during the 2014-2015 program year. Information in this section is based on cumulative enrollment (i.e., all children who attended HS or EHS at any point during the 2014-2015 school year).

- The “Ethnicity” figure shows the percent of children who are Hispanic/Latino and the percent of children who are Non-Hispanic/Non-Latino.
- The “Race” figure shows the percent of children by their racial background: American Indian/Alaska Native, Asian, Black or African American, Native Hawaiian/Pacific Islander, White, Biracial/Multi-racial, and other or unspecified race.
- The “Home Language” figure shows the percent

of children by the primary language spoken by the child's family at home. The languages presented for each state vary in order to show the languages represented in each state. If a language is not shown on a state's page, that means the percent of children reported to have that home language was less than half a percent.

- The "Parent Education" figure shows the percent of HS and EHS families in the state by highest level of education earned by either parent. Some families did not report their highest level of education; therefore, percentages may not always add up to 100 percent.
- The "Family Use of Public Assistance" figure shows the percent of HS and EHS families in the state who received each of four different types of public assistance: federal Temporary Assistance for Needy Families (TANF); Supplemental Security Income (SSI); Special Supplemental Nutrition Program for Women, Infants, and Children (WIC); and Supplemental Nutrition Assistance Program (SNAP).
- The "Other Child and Family Characteristics" figure provides data on some additional characteristics of HS and EHS children and families in the state:
 - *Meets income requirement* is the percent of children enrolled in EHS or HS in the state who were eligible for HS or EHS based on family income below 100 percent of the federal poverty level, being homeless, or receiving public assistance.
 - *Child has an IEP/IFSP* is the percent of children enrolled in HS or EHS in the state who were eligible for special education or early intervention at any point during the 2014-2015 program year.
 - *Child was referred to Head Start by child welfare* is the percent of children enrolled in HS or EHS in the state who were referred to the program by a child welfare agency.
 - *Child experienced homelessness* is the percent of children enrolled in HS or EHS in the state who experienced homelessness at some point during the 2014-2015 program year.
 - *Single parent family* is the percent of HS and EHS families in the state who were one-parent households.
 - *Parental unemployment* is the percent of HS and EHS families in the state where no parents were employed. This number includes both one- and two-parent families.

Support Services: The "Children Receiving Health Services" figure shows five health services indicators for 2014-2015 at the time of entry and at the end of enrollment.

- *Up-to-date immunizations* shows the percent of HS and EHS children who had received all age-appropriate immunizations, had received all possible immunizations (although not all appropriate for their age), or met the state's guidelines for exemption from immunizations.
- *Health insurance* shows the percent of HS and EHS children who had health insurance.
- *Medical home* shows the percent of HS and EHS children in who had "an ongoing source of continuous, accessible health care excluding urgent care centers and emergency room settings."
- *Up-to-date on age-appropriate preventive and primary health* shows the percent of HS and EHS children who had received all screenings and health care as stipulated by the state's Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) guidelines.
- *Dental home* shows the percent of HS and EHS children who had "an ongoing source of continuous, accessible dental care provided by a dentist."

The "Children Receiving Transportation" pie chart shows the percent of HS and EHS children for whom Head Start provided transportation.

The "Families' Use of Support Services" figure shows the percent of HS and EHS families who used any of five of the many support services offered by Head Start programs. The five support services included (parenting education; health education; emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter; adult education such as GED programs and college selection; and mental health services) were selected because they were the five most frequently used support services across the country. Families can utilize more than one support service.

The "Families Receiving at Least One Support Service" pie chart shows the percent of HS and EHS families who utilized at least one of the support services offered by their Head Start program.

Early Head Start Staff: The "Percent of Teachers by Highest Degree in ECE or Related Field" figure shows how EHS teacher qualifications in the state changed from 2006-2007 to 2014-2015. Each bar shows the percentage of teachers by degree level in a given year. Higher qualifications are at the bottom, fewer qualifications are at the top. All degrees are in ECE or

a related field. Teachers include lead teachers and co-lead teachers. All Early Head Start infant and toddler classrooms are required to have two teachers.

The “Average Teacher Salary” figure provides information about average EHS teacher and assistant teacher salaries in the state overall and by level of qualifications. It also shows the difference in average salary between EHS teachers in the state with a BA or higher and public elementary school teachers in the state.

The “Staff Characteristics” figure provides additional information about EHS staff including the percent of EHS “child development” staff in the state who identify as Hispanic or Latino and the percent who speak a language other than English. “Child development” staff includes EHS teacher and assistant teachers, home-based visitors, and family child care providers. Also reported is the percent of all EHS staff who currently are, or previously were, parents of Head Start children.

The “Staff Turnover” figure provides information about EHS staff turnover among teachers and home visitors in the state.

- *Teacher left* shows the percent of EHS teachers in the state who left their Head Start program during the 2014-2015 school year.
- *Teacher left for better compensation* is the percent of all EHS teachers in the state who left their Head Start program for a job in ECE with higher compensation and/or a better benefits package.
- *Teacher vacancies over 3 months* shows the percent of all EHS teacher positions in the state that remained unfilled for 3 months or longer.
- *Teacher vacancies filled* shows the percent of EHS teacher vacancies in the state that were filled due to hiring new teachers during the program year.
- *Home visitor left* shows the percent of EHS home visitors in the state who left their Head Start program during the 2014-2015 school year.
- *Home visitor left for better compensation* is the percent of all EHS home visitors in the state who left their Head Start program for a job in ECE with higher compensation and/or a better benefits package.
- *Home visitor vacancies over 3 months* shows the percent of all EHS home visitor positions in the state that remained unfilled for 3 months or longer.
- *Home visitor vacancies filled* shows the percent of EHS home visitor vacancies in the state that were filled due to hiring new home visitors during the

program year.

The three “Additional Staff Qualifications” pie charts show the degree qualifications for EHS assistant teachers, EHS home visitors, and EHS ECD managers in the state. EHS assistant teachers are the third paid staff in infant and toddler classrooms working as teacher aides.

The two “Staff Demographic Characteristics” pie charts show additional information on EHS “Child Development” staff, including language proficiency and self-identified race.

Type and Duration of Early Head Start Services:

The three “Program Type and Duration” pie charts provide information about the types of EHS programs serving children in the state and the number of hours per day, days per week, and years children attended.

- The “Enrollment by program type” pie chart shows the percent of the funded EHS enrollment by setting. Children enrolled in center-based EHS received services in classroom-based settings. Children in home-based EHS received services primarily in their own home alongside their parents and family. Some children received both types, referred to as “combination.” Children in family care received EHS services in the home of a family child care provider. Other children received EHS services through other means that were approved by the Office of Head Start, referred to here as “Locally-designed.” The pie chart also includes the percent of EHS funded enrollment that were pregnant women.
- The “Enrollment in center-based programs by operating schedule” pie chart shows the percent of EHS children in centers who attended for a school-day, 5 days per week; a school-day, 4 days per week; a part-day, 5 days per week; or a part-day 4 days per week. School-day programs provide services for more than 6 hours per day. Part-day programs provide services for 6 hours or less per day.
- The “Number of years enrolled in Early Head Start” pie chart shows the percent of EHS children in each state who have been enrolled in Head Start for three or more years, two years, or only one year (the current year). Prior enrollment is only included if the child was enrolled for at least half of the program year.

The “Percent of Children in School-Day, 5-Day Per Week Programs” figure shows the percent of EHS funded enrollment in the state who attended center-based EHS programs for a school-day, five days per

week. This figure shows also how this percentage changed from 2006-2007 to 2014-2015.

The “Percent of Children in Child Care Partnerships” figure shows the percent of EHS funded enrollment in the state who attended EHS through enrollment in either a center-based child care center or family child care that had a formal contractual agreement with Head Start to provide child care services that met the Head Start Program Performance Standards. This figure also shows how this percentage changed between 2006-2007 and 2014-2015.

This section includes three other figures that provide additional information about the type of EHS programs and the amount of services received by EHS participants in the state.

- *Child turnover rate* shows the percent of children who left their EHS program before the end of the program year. This is calculated as the difference between cumulative enrollment and funded enrollment divided by funded enrollment (as reported in the PIR).
- *Percent of children receiving a child care subsidy* shows the percent of EHS children with care paid for by a child care subsidy.
- *Percent of pregnant women who left the program before giving birth* shows the percent of pregnant women receiving EHS services who left the program prior to giving birth and did not re-enroll in the program.

Head Start Staff: The “Percent of Teachers by Highest Degree in ECE or Related Field” figure shows how Head Start teacher qualifications in the state changed from 2006-2007 to 2014-2015. Each bar shows the percentage of teachers by degree level in a given year. Higher qualifications are at the bottom, fewer qualifications are at the top. All degrees are in ECE or a related field.

The “Average Teacher Salary” bar graph provides information about average HS teacher and assistant teacher salaries in the state overall and by level of qualifications. The report also presents the average salary for public elementary school teachers in the state for comparison, and the difference in average salary between HS teachers with a BA or higher and public elementary school teachers.

The “Staff Characteristics” figure provides additional information about HS staff.

- *Hispanic or Latino* shows the percent of HS “child development” staff in the state who identify as Hispanic or Latino. “Child development” staff includes HS teachers and assistant teachers, home-

based visitors, and family child care providers.

- *Current/Former Head Start parent* shows the percent of all HS staff in the state who currently are or previously were parents of Head Start children.
- *Speaks a language other than English* shows the percent of all HS “child development” staff who are proficient in a language other than English.

The “Staff Turnover” figure provides information about HS staff turnover among teachers and home visitors in the state.

- *Teacher left* shows the percent of HS teachers in the state who left their Head Start program during the 2014-2015 school year.
- *Teacher left for better compensation* is the percent of all HS teachers in the state who left their Head Start program for a job in ECE with higher compensation and/or a better benefits package.
- *Teacher vacancies over 3 months* shows the percent of all HS teacher positions in the state that remained unfilled for 3 months or longer.
- *Teacher vacancies filled* shows the percent of HS teacher vacancies in the state that were filled due to hiring new teachers during the program year.
- *Home visitor left* shows the percent of HS home visitors in the state who left their Head Start program during the 2014-2015 school year.
- *Home visitor left for better compensation* is the percent of all HS home visitors in the state who left their Head Start program for a job in ECE with higher compensation and/or a better benefits package.
- *Home visitor vacancies over 3 months* shows the percent of all HS home visitor positions in the state that remained unfilled for 3 months or longer.
- *Home visitor vacancies filled* shows the percent of HS home visitor vacancies in the state that were filled due to hiring new home visitors during the program year.

The three “Additional Staff Qualifications” pie charts show the degree qualifications for HS assistant teachers, HS home visitors, and HS ECD managers in the state.

The two “Staff Demographic Characteristics” pie charts show the percent of HS staff in the state by language proficiency and self-identified race.

Type and Duration of Head Start Services: The three “Program Type and Duration” pie charts provide information about the types of HS programs children in the state are enrolled in and the number of hours

per day, days per week, and years of HS children attend.

- The “Enrollment by program type” pie chart shows the percent of the funded HS enrollment by setting. Children enrolled in center-based HS received services in classroom-based settings. Children in home-based HS received services primarily in their own home alongside their parents and family. Some children received both, referred to as “combination.” Children in family care received HS services in the home of a family child care provider. Other children received HS services through other means that were approved by the Office of Head Start, referred to here as “Locally-designed.”
- The “Enrollment in center-based programs by operating schedule” pie chart shows the percent of HS children in center-based programs who attended for a school-day, 5 days per week; a school-day, 4 days per week; a part-day, 5 days per week; or a part-day 4 days per week. School-day programs provide services for more than 6 hours per day. Part-day programs provide services for 6 hours or less per day.
- The “Number of years enrolled in Head Start” pie chart shows the percent of HS children in each state who have been enrolled in Head Start for three or more years, two years, or only one year (the current year). Years enrolled includes enrollment in HS as well as EHS. Prior enrollment is only included if the child was enrolled for at least half of the program year.

The “Percent of Children in School-Day, 5-Day Per Week Programs” figure shows the percent of HS funded children who attended center-based HS programs for a school-day, five days per week. This figure also shows how this percentage changed between 2006-2007 and 2014-2015.

This section includes seven other figures that provide additional information about the type of HS programs and the amount of services received by HS

participants in the state.

- *Percent of children in school-day programs* shows the percent of funded HS children in school-day center-based programs and family child care arrangements (either 4 or 5 days per week).
- *Percent of children in full-working-day, full-calendar-year programs* shows the percent of funded HS children who attended programs providing services every week day other than legal public holidays for 10 hours per day or more (in accordance with State law).
- *Percent of children in 5-day/week programs* shows the percent of funded HS children in each state who attended center-based HS programs 5 days per week (either school- or part-day).
- *Percent of children receiving at least 1,020 hours of Head Start per year* shows the percent of HS children in each state who received at least 1,020 hours of Head Start in 2014-2015. The 1,020 hours is equivalent to a 6-hour day for 170 days per year (similar to public school schedules exclusive of staff professional development days). However, programs can decide how to distribute those 1,020 hours per year. For example, programs could offer fewer hours per day for a full-calendar year.
- *Child turnover rate* shows the percent of children who left their HS program before the end of the program year. This is calculated as the difference between cumulative enrollment and funded enrollment divided by funded enrollment (as reported in the PIR).
- *Percent of children receiving a child care subsidy* shows the percent of HS children in the state for whom the Head Start program (or a partner) received a child care subsidy.
- *Percent of children in double sessions* shows the percent of HS-funded children in the state who were enrolled in part-day center-based programs in which the same teacher had a morning class and an afternoon class.

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

DETAILED HEAD START & EARLY HEAD START STATE PROFILES

Enrollment

- Total funded enrollment (Total, Early Head Start, and Head Start)
 - Federally funded enrollment (Total, Early Head Start, and Head Start)
 - Enrollment funded by state supplement (Total, Early Head Start, and Head Start)
 - Maternal, Infant and Early Childhood Home Visiting enrollment (Total, Early Head Start, and Head Start)
 - American Indian and Alaska Native funded enrollment (Total, Early Head Start, and Head Start)
- Cumulative enrollment (Total, Early Head Start, and Head Start)
- Funded enrollment in center-based child care partner (Total, Early Head Start, and Head Start)
- Number of Children Enrolled Over Time, By Age
 - Number of children under 3 years old enrolled in Head Start each year from 2007 through 2015
 - Number of 3-year-olds enrolled in Head Start each year from 2007 through 2015
 - Number of 4-year-olds enrolled in Head Start each year from 2007 through 2015
- Percent of Children In the State Served
 - Percent of children under 3 years old in the state enrolled in Head Start each year from 2007 through 2015
 - Percent of 3-year-olds in the state enrolled in Head Start each year from 2007 through 2015
 - Percent of 4-year-olds in the state enrolled in Head Start each year from 2007 through 2015
- Percent of Low Income Children In the State Served
 - Percent of low-income children under 3 years old in the state enrolled in Head Start each year from 2007 through 2015
 - Percent of low-income 3-year-olds in the state enrolled in Head Start each year from 2007 through 2015
 - Percent of low-income 4-year-olds in the state enrolled in Head Start each year from 2007 through 2015

Funding

- Total funding (including federal and state supplemental funding) for Head Start (Total, Early Head Start, and Head Start)
 - Total federal funding for Head Start (Total, Early Head Start, and Head Start)

- Head Start federal funding (Total, Early Head Start, and Head Start)
- Head Start federal funding for American Indian/Alaska Native programs (Total, Early Head Start, and Head Start)
- State supplemental funding for Head Start (Total, Early Head Start, and Head Start)
- Federal Funding Per Child (2015 Dollars)
 - Federal funding per child for Head Start and Early Head Start (together) each year from 2007 through 2012
 - Federal funding per child for Early Head Start each year from 2012 through 2015
 - Federal funding per child for Head Start each year from 2012 through 2015
 - Federal funding per child for Early Head Start and Head Start in 2015 adjusted for state cost of living
 - National average federal funding per child in 2015 for Early Head Start and Head Start

Child and Family Characteristics

- Ethnicity: Percent of children enrolled in Head Start and Early Head Start who are:
 - Hispanic/Latino
 - Non-Hispanic/Non-Latino
- Race: Percent of children enrolled in Head Start and Early Head Start who are:
 - American Indian/Alaskan Native
 - Asian
 - Black or African American
 - Native Hawaiian/Pacific Islander
 - White
 - Biracial/Multi-racial
 - Other or unspecified races
- Home Language: Percent of children enrolled in Head Start and Early Head Start whose home language is:
 - English
 - Spanish
 - Native Central American, South American, or Mexican
 - Caribbean
 - Middle Eastern or South Asian
 - East Asian
 - Native North American or Alaska Native
 - Pacific Island
 - European or Slavic
 - African
 - Another or unspecified languages

- Parent Education: Percent of parents of children enrolled in Head Start and Early Head Start whose highest educational attainment is:
 - Bachelor's degree or higher
 - Associates degree, vocational school, or some college
 - High school diploma or a GED
 - Less than a high school diploma or a GED
- Family Use of Public Assistance: Percent of Head Start and Early Head Start families who receive:
 - Temporary Assistance for Needy Families (TANF)
 - Social Security Income (SSI)
 - Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)
 - Supplemental Nutrition Assistance Program (SNAP)
- Other Child and Family Characteristics: Percent of Children or Families enrolled in Head Start and Early Head Start who:
 - Meet the Head Start Income Requirements (below 100 percent FPL, homeless, or received public assistance)
 - Have an Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP)
 - Were referred to Head Start by child welfare
 - Experienced homelessness
 - Are single-parent families
 - Have no parents employed

Support Services

- Children Receiving Health Services
 - Percent of children enrolled in Head Start and Early Head Start who had up-to-date immunizations
 - At enrollment to Head Start
 - At the end of Head Start enrollment
 - Percent of children enrolled in Head Start and Early Head Start who had health insurance
 - At enrollment to Head Start
 - At the end of Head Start enrollment
 - Percent of children enrolled in Head Start and Early Head Start who had a medical home
 - At enrollment to Head Start
 - At the end of Head Start enrollment
 - Percent of children enrolled in Head Start and Early Head Start who were up-to-date on age-appropriate preventive and primary health care
 - At enrollment to Head Start
 - At the end of Head Start enrollment
 - Percent of children enrolled in Head Start and

Early Head Start who had a dental home

- At enrollment to Head Start
- At the end of Head Start enrollment

- Percent of children enrolled in Head Start and Early Head Start receiving transportation
- Families' Use of Support Services
 - Percent of families who used the following support services:
 - Parenting education
 - Health education
 - Emergency or crisis intervention
 - Adult education
 - Mental health services
- Percent of Head Start and Early Head Start families who used at least one support service

Early Head Start Staff

- Percent of Teachers By Highest Degree in ECE or Related Field
 - Percent of Early Head Start Teachers each year from 2007 through 2015 who had the following educational attainment
 - Advanced degree in ECE or a related field
 - Bachelor's degree in ECE or a related field
 - Associate's degree in ECE or a related field
 - CDA
 - No ECE-related credentials
 - Education was not reported
- Average Teacher Salary for:
 - Early Head Start assistant teachers
 - Early Head Start teachers
 - Early Head Start teachers with a CDA or no ECE credentials
 - Early Head Start teachers with an associate's degree
 - Early Head Start teachers with a bachelor's degree or higher
 - Difference in salary between public elementary school teachers and Early Head Start teachers with a bachelor's degree or higher
 - Public elementary school teachers
- Staff characteristics:
 - Percent of Early Head Start child development staff who are Hispanic or Latino
 - Percent of Early Head Start staff who are current or former Head Start parents
 - Percent of Early Head Start child development staff who speak a language other than English
- Staff Turnover

- Percent of Early Head Start teachers who left their job during the year
- Percent of Early Head Start teachers who left their job during the year for a job in ECE with higher salaries and/or better benefits
- Percent of Early Head Start teacher vacancies that were unfilled for more than 3 months
- Percent of Early Head Start teacher vacancies that were filled through hiring new teachers
- Percent of Early Head Start home visitors who left their job during the year
- Percent of Early Head Start home visitors who left their job during the year for a job in ECE with higher salaries and/or better benefits
- Percent of Early Head Start home visitors vacancies that were unfilled for more than 3 months
- Percent of Early Head Start home visitors vacancies that were filled through hiring new home visitors
- Additional Staff Qualifications
 - Assistant teacher degree qualifications: Percent of Early Head Start assistant teachers with the following educational attainment:
 - Advanced degree in ECE or a related field
 - Bachelor's degree in ECE or a related field
 - Associate's degree in ECE or a related field
 - CDA
 - No ECE-related credentials
 - Home visitor degree qualifications: Percent of Early Head Start home visitors with the following educational attainment:
 - Advanced degree in ECE or a related field
 - Bachelor's degree in ECE or a related field
 - Associated degree in ECE or a related field
 - CDA
 - No ECE-related credentials
 - ECD management degree qualifications: Percent of Early Head Start ECD managers with the following educational attainment:
 - Advanced degree in ECE or a related field
 - Bachelor's degree in ECE or a related field
 - Associate's degree in ECE or a related field
 - CDA
 - No ECE-related credentials
- Staff Demographic Characteristics
 - Staff language proficiency: Percent of Early Head Start child development staff who speak the following languages:
 - English
 - Spanish
 - Native Central American, South American, or Mexican
 - Caribbean
 - Middle Eastern or South Asian
 - East Asian
 - Native North American or Alaska Native
 - Pacific Island
 - European or Slavic
 - African
 - Another or unspecified language
 - Staff race: Percent of Early Head Start child development staff who self-identify as the following races:
 - American Indian/Alaskan Native
 - Asian
 - Black or African American
 - Native Hawaiian/Pacific Islander
 - White
 - Biracial/Multi-racial
 - Other or unspecified races

Type and Duration of Early Head Start Services

- Program Type and Duration
 - Enrollment by program type:
 - Percent of children enrolled in Early Head Start who are served in the following types of program:
 - Center-based
 - Home-based
 - Combination
 - Family care
 - Locally-designed
 - Percent of Early Head Start enrollment who are pregnant women
 - Enrollment in center-based programs by operating schedule: Percent of children enrolled in center-based Early Head Start programs who are in programs with the following operating schedules:
 - School-day, 5 days per week (school-day programs operated for more than 6 hours per day)
 - School-day, 4 days per week
 - Part-day, 5 days per week (part-day programs operate for 6 or fewer hours per day)
 - Part-day, 4 days per week
 - Number of years enrolled in Early Head Start: Percent of children who have been enrolled in Early Head Start for:
 - One year

- Two years
- Three or more years
- Percent of Children School-Day, 5-Day Per Week Programs
 - The percent of children enrolled in Early Head Start who are enrolled in school-day (more than 6 hours), 5-day per week programs each year from 2007 through 2015
- Percent of Children in Child Care Partnerships
 - The percent of children enrolled in Early Head Start who are served through partnerships with child care (including center-based programs and family child care)
- Additional Type and Duration Information:
 - Child Turnover: Based on a ratio of funded enrollment to cumulative enrollment (State and national average)
 - Percent of children enrolled in Early Head Start who received a child care subsidy (State and national average)
 - Percent of pregnant women who left Early Head Start before giving birth (State and national average)

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 - Percent of Head Start teachers who left their job during the year
 - Percent of Head Start teachers who left their job during the year for a job in ECE with higher salaries and/or better benefits
 - Percent of Head Start teacher vacancies that were unfilled for over 3 months
 - Percent of Head Start teacher vacancies that were filled through hiring new teachers
 - Percent of Head Start home visitors who left their job during the year
 - Percent of Head Start home visitors who left their job during the year for a job in ECE with higher salaries and/or better benefits
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 - School-day, 5 days per week (school-day programs operated for more than 6 hours per day)
 - School-day, 4 days per week
 - Part-day, 5 days per week (part-day programs operate for 6 or fewer hours per day)
 - Part-day, 4 days per week
 - Number of years enrolled in Head Start: Percent of children who have been enrolled in Head Start (or Early Head Start) for:
 - One year

- Two years

- Three or more years

- Percent of Children School-Day, 5 Day Per Week Programs
 - The percent of children enrolled in Head Start who are enrolled in school-day (more than 6 hours), 5-day per week programs each year from 2007 through 2015
- Additional Type and Duration Information:
 - Percent of children enrolled in Head Start who are in school-day programs (State and national average)
 - Percent of children enrolled in Head Start who are in full-working-day, full-calendar-year programs (State and national average)
 - Percent of children enrolled in Head Start who are in 5-day per week programs (State and national average)
 - Percent of children enrolled in Head Start who received at least 1,020 hours of Head Start per year (State and national average)
 - Child Turnover: Based on a ratio of funded enrollment to cumulative enrollment (State and national average)
 - Percent of children enrolled in Head Start who received a child care subsidy (State and national average)
 - Percent of children enrolled in Head Start who were enrolled in double sessions

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