Virginia

FUNDING OVERVIEW

$135,302,532
Federal Funding

$0
State Supplemental Funding

POVERTY

Both Head Start and Early Head Start are falling short of reaching children in poverty, despite a decrease in the number of children in poverty.

Nationally, Head Start funding per child is less in states with higher child poverty whereas Early Head Start funding per child is higher in states with higher child poverty. How does your state compare?

Learn more on page 16 of this report.

IMPACTS OF COVID-19

Impact of Covid-19 on:
Number Enrolled


Percent of Children in Poverty Enrolled


-1 percentage point lower in 2020-2021 than 2018-2019.

Learn more about the impact of the COVID-19 Pandemic on page 12.

All funding and salary amounts have been adjusted for differences in cost of living between states. See the Methodology for more information.
**Head Start and Early Head Start Federal Funding Per Child**

![Bar Chart](chart1)

**Head Start and Early Head Start Funded Enrollment**

![Bar Chart](chart2)

**Average CLASS Pre-K Scores 2016-2019**

![Bar Chart](chart3)

**Percent of Children Enrolled in Head Start and Early Head Start With an IEP/IFSP**

![Bar Chart](chart4)

**Average Head Start and Early Head Start Education & Child Development Staff Salaries Compared to Public School Teacher Salaries**

![Bar Chart](chart5)

**Head Start and Early Head Start Staff Turnover**

![Bar Chart](chart6)

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**STATE VARIATION**

There are large state-by-state differences in Head Start and Early Head Start funding, enrollment, teacher salaries, program components, and quality that are not explained by differences in state population eligibility and needs. How does your state compare?

*Learn more on page 22 of this report.*

**IMPACTS OF COVID-19**

Nationally, the Covid-19 pandemic did not have a negative impact on staff turnover, though it is still concerning that 14% of Head Start and Early Head Start staff left during the program year. How did your state compare?

*Learn more on page 18 of this report.*

**RACE & ETHNICITY**

Nationally, Head Start funding per child is less in states with a higher percent of Black children in enrolled. Additionally, observed classroom quality—specifically Emotional Support and Classroom Organization scores—was significantly lower in states in which Black children were a larger percentage of Head Start enrollment.

*Learn more on page 22 of this report.*
### Percent of Children in Poverty Enrolled, by Race:

#### HEAD START
- **Asian**: 26%
- **Black or African American**: 36%
- **White**: 17%
- **Other**: 24%

#### EARLY HEAD START
- **Asian**: 5%
- **Black or African American**: 8%
- **White**: 5%
- **Other**: 11%

### Percent of Children in Poverty Enrolled, by Ethnicity:

#### HEAD START
- **Hispanic or Latino**: 20%
- **Non-Hispanic or Non-Latino**: 28%

#### EARLY HEAD START
- **Hispanic or Latino**: 7%
- **Non-Hispanic or Non-Latino**: 7%

### Percent of Education & Child Development Staff, by Race:

#### HEAD START
- **American Indian or Alaska Native**: 1%
- **Asian**: 3%
- **Black or African American**: 44%
- **Native Hawaiian or other Pacific Islander**: < 1%
- **White**: 48%
- **Biracial or Multi-racial**: 2%
- **Other or Unspecified**: 2%

#### EARLY HEAD START
- **American Indian or Alaska Native**: 1%
- **Asian**: 4%
- **Black or African American**: 33%
- **Native Hawaiian or other Pacific Islander**: 0%
- **White**: 51%
- **Biracial or Multi-racial**: 8%
- **Other or Unspecified**: 3%

### Percent of Education & Child Development Staff, by Ethnicity:

#### HEAD START
- **Hispanic or Latino**: 8%
- **Non-Hispanic or Non-Latino**: 92%

#### EARLY HEAD START
- **Hispanic or Latino**: 24%
- **Non-Hispanic or Non-Latino**: 76%

### Child Home Languages

#### HEAD START
- **English**: 81%
- **Spanish**: 12%
- **Middle Eastern & South Asian**: 3%
- **Other**: 2%

#### EARLY HEAD START
- **English**: 69%
- **Spanish**: 21%
- **Middle Eastern & South Asian**: 4%
- **Other**: 2%

### Education & Child Development Staff Language Proficiency

- **Early Head Start**: 32% proficient in a language other than English.
The location of Head Start programs in relation to where children in poverty live varies greatly by state. In some states centers tend to be concentrated in higher poverty counties; but in other states, the location of Head Start centers is related to population density.

States should ensure programs are accessible to eligible families. This could include ensuring programs are located in neighborhoods near children living in poverty and/or providing transportation to a greater number of children.

Learn more on page 22 of this report.