



Endnotes & Citations

diversitydatakids.org Head Start Policy Equity Assessment: Capacity

Equity in Head Start's capacity

- ¹ Barnett, W. S. (2011). Effectiveness of early educational intervention. *Science*, 333(6045), 975-978.
- ² diversitydatakids.org calculations using 2010 American Community Survey data and 2010-2011 Head Start Program Information Report data.
- ³ Aikens, N., Hulseley, L.K., Moiduddin, E., Kopack, A., Takyi-Laryea, A., Tarullo, L., & West, J. (2011). Data tables for FACES 2009 *Head Start children, families and programs: Past and present data from FACES report* (OPRE report 2011-33b). Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.
- ⁴ Laosa, L.M. & Ainsworth, P. (2007). *Is public pre-k preparing Hispanic children to succeed in school?* Preschool policy brief, issue 13. New Brunswick, NJ: National Institute for Early Education Research.
- ⁵ Zill, N., Resnick, G., Kim, K., O'Donnel, K., Sorongon, A., Hubbell, R...D'Elio, M.A. (2003). *Head Start FACES 2000: A whole child perspective on program performance*. Washington, D.C.: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from <http://www.acf.hhs.gov/programs/opre/resource/head-start-faces-2000-a-whole-child-perspective-on-program-performance>; McKey, R.H., Pai-Samant, S. & Sorongon, A. (2002, June). *Curricula being used in Head Start programs: Who gets what?* Presentation at the Sixth National Head Start Research Conference, Washington, D.C. Retrieved from http://www.acf.hhs.gov/sites/default/files/opre/curriculum_being.pdf.

Who is eligible for Head Start?

- ⁶ Income-eligibility may be determined by either of the following two methods, depending on which is thought to better reflect the family's need: (1) Using the 12 months of family income preceding the month of application, or (2) using family annual income in the year preceding the year of application.
- ⁷ 'Categorically eligible' means that if a child is determined to be homeless or in foster care, he or she is eligible for Head Start regardless of all other requirements.
- ⁸ Children with disabilities are subject to the same income requirements and exceptions as other children. Since each agency can oversee multiple centers, some centers may have more or less than 10% enrollment as long as children with disabilities continue to comprise at least 10% of overall agency enrollment. Source: Office of Head Start, personal communication, August 23, 2013.
- ⁹ Head Start program performance standards on services for children with disabilities, 45 CFR § 1308 (2005). Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/fiscal/regulations/HSstandards/fiscal_pps_00257_100605.html.
- ¹⁰ Ward, H., Morris, L., Atkins, J., Herrick, A., Morris, P. & Oldham, E. (2006). *Child care and children with special needs: Challenges for low-income families*. University of Southern Maine, Muskie School of Public Service, Cutler Institute for Child and Family Policy. Retrieved from: <http://muskie.usm.maine.edu/specialneeds/PDFs/Final%20Report%20%20-%20USM%20-%20Special%20Needs.pdf>.

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¹¹ Chaudry, A., Pedroza, J.M., Sandstrom, H., Danziger, A., Grosz, M., Scott, M., & Ting, S. (2011). *Child care choices of low-income families*. Washington, D.C.: The Urban Institute. Retrieved from: <http://www.urban.org/UploadedPDF/412343-Child-Care-Choices.pdf>.

¹² In the context of eligibility redetermination, 'income eligible' includes children from families with incomes below the Federal Poverty Line, from families receiving public assistance, or in foster care. Source: Eligibility, recruitment, selection, enrollment and attendance in Head Start, Definitions, 45 CFR § 1305.2 (2007). Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements/1305/1305.2%20Definitions..htm>.

¹³ Income-eligible children are allowed to participate for up to two years without eligibility redetermination unless they are transitioning from Early Head Start to Head Start.

¹⁴ Eligibility, recruitment, selection, enrollment and attendance in Head Start, Enrollment and re-enrollment, 45 CFR § 1305.7 (2007). Retrieved <http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements/1305/1305.7%20Enrollment%20and%20re-enrollment..htm>.

¹⁵ Zigler, E. & Styfco, S.J. (2010). *The hidden history of Head Start*. New York, NY: Oxford University Press, (pp. 126-127).

¹⁶ Child Care Aware of America. (2012). *Parents and the high cost of child care* (2012 report). Arlington, VA: Child Care Aware of America. Retrieved from http://www.naccrra.org/sites/default/files/default_site_pages/2012/cost_report_2012_final_081012_0.pdf.

¹⁷ Reid, J.L. (2012). "Socioeconomic Diversity and Early Learning: The Missing Link in Policy for High-Quality Preschools." In R.D. Kahlenberg, (Ed.). *The future of school integration: Socioeconomic diversity as education reform strategy* (pp 67-126). New York: The Century Foundation.

Who participates in Head Start?

¹⁸ diversitydatakids.org calculations using 2010-2011 Program Information Report (PIR) data. The PIR is an annual survey-based census of all Head Start programs. Slots are defined here as funded enrollment, "the total number of enrollees (children and pregnant women) the program was funded to serve for [a specific] enrollment year" (2011-2012 Head Start Program Information Report (Advance Copy, Version 1.1)). Total number of slots only includes slots in the 50 states and the District of Columbia (not U.S. territories) and does not include Early Head Start slots. Non-federally funded slots outside of the 20% required match are not included. Funded enrollment (slots) is the maximum number of children that were funded to be served by Head Start at any time and represents the true capacity of the federally funded program to serve children. In comparison, cumulative enrollment is the number of children that have been served by the program during the course of the school year. This includes children who stayed in the program for the entire school year, children who have left the program and children who entered the program when a slot opened up. Since there is some turnover in children participating in Head Start, cumulative enrollment will often be greater than funded enrollment (slots).

¹⁹ There are four types of programs within Head Start: Head Start programs, Early Head Start programs, Migrant & Seasonal Head Start programs or American Indian/Alaska Native Head Start programs. Head Start programs constitute the largest of the four types of programs, and serve children aged three to mandatory school age (usually five). Throughout diversitydatakids.org, Head Start programs are often referred to as 'traditional' Head Start programs when juxtaposed with any of the other types of programs, for clarity.

²⁰ Head Start programs serve preschoolers ages three to five. American Indian/Alaska Native Head Start programs serve preschoolers ages three to five who live on or near a Native American reservation. Migrant and Seasonal

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Head Start programs serve pregnant women and serving children ages zero to five from migrant and seasonal farmworking families.

²¹ Source: Head Start Statistical Fact Sheet (January 1988). Requested from Office of Head Start. This number includes traditional Head Start programs, American Indian/Alaska Native Head Start programs, and Migrant and Seasonal Head Start programs. It does not include Early Head Start slots (which was created in 1994).

²² Data limitations preclude an analysis of slots by race/ethnicity of participant, therefore we use cumulative enrollment which can overestimate Head Start's funded capacity.

²³ diversitydatakids.org calculations using 2010-2011 Program Information Report survey data.

²⁴ Program Information Report (PIR) is an annual survey of all Head Start programs, which includes the collection of basic demographic information such as participant race and ethnicity.

²⁵ diversitydatakids.org calculations using Head Start Program Information Report 2010-2011 and American Community Survey Public Use Micro Data Series data 2010.

²⁶ diversitydatakids.org calculations using Program Information Report 2010-2011.

²⁷ Kutz, G.D. (2010). *Head Start: Undercover testing finds fraud and abuse at selected Head Start centers*. Testimony before the Committee on Education and Labor, House of Representatives (GAO-10-733T).

²⁸ Office of Inspector General. (2007). *Enrollment levels in Head Start* (OEI-05-06-00250). Retrieved from: <http://oig.hhs.gov/oei/reports/oei-05-06-00250.pdf>; United States General Accounting Office. (2003). *Head Start: Better data and processes needed to monitor underenrollment* (GAO-04-07). Report to Congressional Requesters. Retrieved from: <http://www.gao.gov/new.items/d0417.pdf>.

²⁹ diversitydatakids.org calculations using Head Start Program Information Report 2010-2011.

How is Head Start administered and funded?

³⁰ There are four types of programs within Head Start: Head Start programs, Early Head Start programs, Migrant & Seasonal Head Start programs or American Indian/Alaska Native Head Start programs. Head Start programs constitute the largest of the four types of programs, and serve children aged three to mandatory school age (usually five). Throughout diversitydatakids.org, Head Start programs are often referred to as 'traditional' Head Start programs when juxtaposed with any of the other types of programs, for clarity.

³¹ The Improving Head Start for School Readiness Act of 2007, 42 U.S.C. § 9801 *et. seq.* (2007).

³² *Ibid.*

³³ Barnett, W.S., Carolan, M.E., Fitzgerald, J., & Squires, J.H. (2011). *The state of preschool 2011: State preschool yearbook* (Appendix B: Head Start data, Notes). National Institute for Early Education Research (NIEER). New Jersey: Rutgers University.

³⁴ Barnett, W. S. (2011). Effectiveness of early educational intervention. *Science*, 333(6045), 975-978.

How does Head Start work in practice?

³⁵ Requirements for teacher qualifications are outlined in the Improving Head Start for School Readiness Act of 2007 (Section 648A). Class size requirements are delineated in the Code of Federal Regulations: Staffing Requirements and program options, Center-based program option, 45 CFR §1306.32 (2007). Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements/1306/1306.32%20%20Center->

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based%20program%20op-tion..htm.

³⁶ According to Head Start technical assistance materials, a research-based curriculum, “is based on scientifically valid research and has standardized training procedures and curriculum materials to support implementation.” Office of Head Start, the National Center for Quality Teaching and Learning. *Choosing a Preschool Curriculum*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/preschool-curriculum.pdf>.

³⁷ The Improving Head Start for School Readiness Act of 2007 contains provisions referring to Limited English Proficient (LEP) children. The Act defines a LEP child as a child who was not born in the U.S. or whose native language is not English, who is Native American, Alaska Native, or from an outlying area, or a child who has difficulties speaking English to the point that it may impede him/her from success in school or society where English is spoken. In practice, however, Head Start aims to support a wider population of Dual Language Learners (DLLs), defined as “a child learning two (or more) languages at the same time, or a child learning a second language while continuing to develop their first (or home) language,” including children with Limited English Proficiency. Because the DLL definition has become more predominant in practical terms, this informational brief refers DLL children instead of children with LEP throughout. Sources: The Improving Head Start for School Readiness Act of 2007, 42 U.S.C. § 9801 *et. seq.* (2007), Sec. 637; *Report to Congress on Dual Language Learners in Head Start and Early Head Start programs*. (2013). Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from http://www.acf.hhs.gov/sites/default/files/opre/report_to_congress.pdf.

³⁸ The Improving Head Start for School Readiness Act of 2007, 42 U.S.C. § 9801 *et. seq.* (2007), Sec. 641 (d)(2)(K).

³⁹ The Improving Head Start for School Readiness Act of 2007, 42 U.S.C. § 9801 *et. seq.* (2007), Sec. 641A (a)(1)(B)(x).

⁴⁰ *Report to Congress on Dual Language Learners in Head Start and Early Head Start programs*. (2013), *op. cit.*

⁴¹ diversitydatakids.org calculations using 2010-2011 Head Start Program Information Report (PIR) survey data.

⁴² diversitydatakids.org calculations using Head Start Family and Child Experiences Survey (FACES) 2009 data.

⁴³ Burchinal, M., Vandergrift, N., Pianta, R., & Mashburn, A. (2010). Threshold analysis of association between child care quality and child outcomes for low-income children in pre-kindergarten programs. *Early Childhood Research Quarterly*, 25, 166–176.

⁴⁴ Barnett, S., Carolan, M. & Johns, D. (2013). *Equity and excellence: African-American children’s access to quality preschool*. National Institute for Early Education Research (NIEER). New Brunswick, NJ: Rutgers University. Retrieved from http://nieer.org/sites/nieer/files/Equity%20and%20Excellence%20African-American%20Children%E2%80%99s%20Access%20to%20Quality%20Preschool_0.pdf.

⁴⁵ The diversitydatakids.org Early Childhood Database is a national, state-by-state integrated data source drawing from State Early Childhood Care and Education Licensing Databases 2012 and 2013, National Center for Education Statistics 2009-2010, and the National Association for the Education of Young Children (NAEYC) Accredited Program Database, 2012 and 2013.

⁴⁶ By NAEYC (National Association for the Education of Young Children).

⁴⁷ Acevedo-Garcia, D., Hardy, E., Reece, J., Gambhir, S. (2011). *Equity in Early Learning Opportunities: Examining the Roles of Place, Space and Race: Exploratory Spatial Analysis of Availability of High-Quality Early Care and Education Centers, Neighborhood Opportunities, and Race-, Ethnicity- and Nativity-Based Differences in Selected U.S. States*. Conference Paper Prepared for The Federal Reserve Bank of Cleveland 2011 Policy Summit, June 2011.



⁴⁸ Ibid.

How does Head Start track program quality?

⁴⁹ Vandell, D. (2004). Early child care: The known and the unknown. *Merrill-Palmer Quarterly*, 50, 387–414; McCartney, K., Dearing, E., Beck, A., & Bub, K. (2007). New findings from secondary data analysis – Results from the NICHD Study of Early Child Care and Youth Development. *Journal of Applied Developmental Psychology*, 28, 411–426.

⁵⁰ Burchinal, M., Kainz, K. & Cai, Y. (2011). How well are our measures of quality predicting to child outcomes: A meta-analysis and coordinated analysis of data from large scale studies of early childhood settings. In M. Zaslow, I. Martinez-Beck, K. Tout, & T. Halle (Eds.), *Quality Measurement in Early Childhood Settings* (pp. 389-410). Baltimore, MD: Paul H. Brooks Publishing Co.

⁵¹ Burchinal, P., Kainz, K., Cai, K., Tout, K., Zaslow, M., Martinez-Beck, I., Rathgeb, C. (2009). *Early care and education quality and child outcomes* (ACF-OPRE Research-to-Policy Brief, OPRE 2009-15). Washington, D.C.: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from: http://www.acf.hhs.gov/sites/default/files/opre/early_ed_qual.pdf.

⁵² Zaslow, M., Tout, K., & Martinez-Beck, I. (2010). *Measuring the Quality of Early Care and Education Programs at the Intersection of Research, Policy, and Practice*, OPRE Research-to-Policy, Research-to-Practice Brief OPRE 2011-10a. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

⁵³ Ibid.

⁵⁴ Zaslow, M., Martinez-Beck, I., & Tout, K. (2011). Differing purposes for measuring quality in early childhood settings: Aligning purpose with procedures. In M. Zaslow, I. Martinez-Beck, K. Tout, & T. Halle (Eds.), *Quality Measurement in Early Childhood Settings* (pp. 389-410). Baltimore, MD: Paul H. Brooks Publishing Co.

⁵⁵ The Improving Head Start for School Readiness Act of 2007, 42 U.S.C. § 9801 *et. seq.* (2007); Staffing Requirements and program options, Center-based program option, 45 CFR §1306.32 (2007). Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements/1306/1306.32%20Center-based%20program%20option..htm>.

⁵⁶ *Head Start Self-Assessment: Your Foundation for Building Program Excellence.* (2005). Office of Head Start, Early Childhood Learning & Knowledge Center. Retrieved from: https://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/Head%20Start%20Self%20Assessment%20Guide.pdf.

⁵⁷ Office of Head Start. (2012). *FY 2013 Office of Head Start monitoring protocol*. Washington, D.C.: Administration for Children and Families, U.S. Department of Health and Human Services.

⁵⁸ The Improving Head Start for School Readiness Act of 2007, 42 U.S.C. § 9801 *et. seq.* (2007).

⁵⁹ Zigler, E. & Styfco, S.J. (2010). *The hidden history of Head Start*. New York, NY: Oxford University Press, (p. 60); U.S. General Accounting Office. (1981, July 23). *Head Start: An effective program but the fund distribution formula needs revision and management controls need improvement*. Retrieved from: <http://www.gao.gov/assets/140/134239.pdf>; U.S. General Accounting Office. (1998). *Head Start: Challenges in monitoring program quality and demonstrating results*. Retrieved from: <http://www.gao.gov/archive/1998/he98186.pdf>.

⁶⁰ Office of Head Start (2009, April 2). *Program Instruction: Head Start Funding Increase* (Log No. ACF-PI-HS-09-

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06). Administration for Children and Families, Department of Health and Human Resources.

⁶¹ Nealy-Shane, D.L. (2002). *Making the Most of Quality Improvement Funds: Lessons Learned*. Head Start Bulletin #72. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/pd/staff%20development/teaching%20teams/prodev_art_00024_060905.html.

⁶² Office of Head Start, personal communication, January 31, 2014.

⁶³ Barnett, S., Carolan, M. & Johns, D. (2013). *Equity and excellence: African-American children's access to quality preschool*. National Institute for Early Education Research (NIEER). New Brunswick, NJ: Rutgers University. Retrieved from http://nieer.org/sites/nieer/files/Equity%20and%20Excellence%20African-American%20Children%E2%80%99s%20Access%20to%20Quality%20Preschool_0.pdf.