

### **PRESCHOOL DEVELOPMENT GRANTS AND HEAD START: PARTNERS IN REALIZING THE PROMISE**

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Preschool Development Grants (PDG) are funded to provide high-quality preschool education and comprehensive services to support four-year-olds and their families who are living at or below 200% of federal poverty. At the same time, Head Start is funded to offer high-quality preschool and comprehensive services to children living with families with income at or below federal poverty levels. The overlap between these two programs presents a unique opportunity for PDG and Head Start to form mutually beneficial partnerships.

There are both opportunities and challenges in implementing programs to meet both the Head Start and PDG standards. Issues of standards, program requirements and policies, personnel, and budgeting reflect just a few of the partnership elements that confront programs. Many PDG states have successfully worked through these partnership components. This document will highlight the opportunities PDG/Head Start partnerships can provide. The brief provides descriptions of collaborations within states that received PDG awards along with information on the strategies states can use to successfully work through the issues these partnerships face.

#### **BENEFITS AND CHALLENGES OF PARTNERSHIPS**

Research demonstrates that many benefits can be accrued from partnerships between Pre-K and Head Start and/or community-based early childhood programs (e.g., Wat & Gayl, 2009; Stebbins & Scott, 2007). Children, families, and programs benefit when state Pre-K programs, whether administered at the state or at the local school district or community level, work together to create and increase access to high-quality Pre-K. A study by the Pew Research Center of Head Start and state Pre-K partnerships found that such partnerships led to improved quality for all partners, as well as expanding access to more children and providing more options so families can select a program they prefer and feel best meets their child's and family's needs (Stebbins & Scott, 2007). Partnerships leverage the resources and expertise of both partners. Building upon programs that already exist in a community engenders trust, rather than competition, and is more cost effective than building something new.

Partnerships can benefit all involved, but require dialogue to develop and maintain. There are both attitudinal and mechanical obstacles to partnerships between state Pre-K and community programs, including Head Start. There are "perceived and real gaps in attitudes, beliefs and cultures" between school districts and community programs (Wat & Gayl, 2009).

Wat and Gayl (2009) present a model identifying the "Elements of Pre-K Collaboration" or partnerships. The core elements include: (1) basic program features; (2) quality standards; and (3) comprehensive and supportive services. The core elements are "held together" by several components that include:

- A vehicle for convening and communicating in order to build relationships and a "common vision and set of goals",
- Opportunities for shared planning and decision making, and
- A formal partnership agreement.

This model can function as a backdrop to the discussion of partnerships between the PDG grantees and Head Start.

## PRESCHOOL DEVELOPMENT GRANTS AND HEAD START: MANY SIMILARITIES

Preschool Development Grants (PDG) and the Head Start program are both federal investments designed to support young children and their families. The side by side comparison of PDG and Head Start (refer to Table 1) clearly illustrates the many similarities inherent in these two federally funded programs. Although there are differences, especially in terms of staff compensation, many of the programs’ features are aligned or comparable. These similarities create a foundation for several types of PDG and Head Start partnerships.

## HEAD START HAS EXPERIENCE PARTNERING WITH STATE AND LOCAL PRE-K PROGRAMS

Head Start has had successful experiences collaborating with state and local publicly-funded prekindergarten education (Pre-K) programs for several years. Head Start collaborations with Pre-K can be classified into three types of relationships: (1) “blended programs” in which Pre-K and Head Start funding is used to serve children together in the same classrooms either in a school-based or Head Start setting; (2) “parallel programs” that use Head Start and Pre-K funding to expand access by using Head Start providers to deliver Head Start and Pre-K in separate classrooms; and (3) “expand services” such as increasing a part-time program to a full-day program for children enrolled in either Head Start or Pre-K (Dropkin, 2013). Some examples of each type of Pre-K and Head Start collaboration are described below.

Oregon’s Pre-K program is a “blended program” that is essentially an extension of Head Start. It uses the Head Start Performance Standards, only enrolls children who meet Head Start eligibility, and provides comprehensive services to children and their families. In Oregon, Pre-K is offered primarily through Head Start providers in either center- or school-based settings. Chicago’s Preschool for All is a universal Pre-K program that can also be considered a “blended program”. The City of Chicago provides Pre-K funds to Head Start for the expansion of services to children whose families’ incomes exceed Head Start income eligibility guidelines. While all children participating in Chicago’s Head Start/Pre-K partnership programs attend the Head Start preschool classes, only Head Start eligible children and families receive the full range of comprehensive services Head Start provides.

**Table 1: Side-by-side Comparison of Features of the Preschool Development Grant and Head Start**

	PRESCHOOL DEVELOPMENT GRANT	HEAD START PRESCHOOL PROGRAM
TARGET POPULATION	4-year-olds at or below 200% federal poverty guidelines	3- and 4-year-olds at 100% federal poverty level (FPL). There are some exceptions that allow enrolling children up to 130% FPL
INCLUSIVE ENVIRONMENTS	Percentage of children on IEPs must be at the national or state’s average of 4-year-olds with IEPs, whichever is greater	10% or more of class enrollment must be children with IEPs
STAFF QUALIFICATIONS	Teacher with a bachelor’s degree in Early Childhood Education or in field with a state-approved alternative pathway	At least 50% of Head Start teachers nation-wide must have a bachelor’s or advanced degree in Early Childhood Education or in any subject with coursework equivalent to a major in early childhood education
STAFF COMPENSATION	Salaries comparable to local K-12 instructional staff	Comparable salaries not required
CLASS SIZE	No more than 20 children	No more than 17 children (3 and 4 year olds)
CHILD-TO-STAFF RATIOS	No more than 10:1 child/staff ratio	No more than 10:1 child/staff ratio

	PRESCHOOL DEVELOPMENT GRANT	HEAD START PRESCHOOL PROGRAM
<b>PROGRAM TIME</b>	Full-day that is comparable to local public elementary school day	Part-day: 3.5 hours/day for a minimum of 128 days/year OR full-day: 6 hours/day
<b>LEARNING STANDARDS</b>	Aligned with the State Early Learning and Development Standards	Aligned with the Head Start Early Learning Outcomes Framework
<b>CURRICULUM</b>	Culturally, linguistically, and developmentally appropriate instruction using evidence-based curriculum	Written plan that includes: goals for child development and learning, experiences to achieve these goals, what staff and parents do to help children achieve these goals, materials that support implementation, and consistent with <i>Head Start Program Performance Standards</i>
<b>COMPREHENSIVE SERVICES</b>	On-site or accessible comprehensive services that include: screenings for hearing, vision, dental, health (including mental health), and development; nutrition services; physical activity; partnerships with and linkages to community services to enhance family well-being	Includes comprehensive health and developmental screenings, health care referrals, and follow-up; special services for children with disabilities; nutritious meals; vision and hearing tests; immunizations; onsite family caseworkers; and home visits. These are provided either directly or through linkages with community organizations.
<b>HEALTH &amp; SAFETY STANDARDS</b>	Evidence-based health and safety standards	Adhere to Section 1304.22 Child Health and Safety of the <i>Head Start Program Performance Standards</i>
<b>FAMILY ENGAGEMENT</b>	Culturally and linguistically responsive strategies that are successfully used to engage families, help them build protective factors, and strengthen their capacity to support their children's development and learning	<i>Head Start Parent, Family and Community Engagement (PFCE) Framework</i> that includes culturally and linguistically responsive strategies
<b>PROGRAM EVALUATION</b>	Program evaluation to ensure continuous improvement	Complete annual Head Start Program Information Report (PIR), participate in Aligned Monitoring System

**Sources:** Office of Head Start documents; Notice Inviting Applications for PDG, Federal Register

Virginia’s Preschool Initiative Program (VPI) funds Pre-K for children who live at or below 250% poverty. The city of Alexandria in Virginia matches the VPI funds it receives and allocates some funds to schools and some to the Campagna Center, Alexandria’s Head Start program. The Campagna Center is an example of a “parallel program”; it offers Head Start services to income eligible children and Pre-K to others eligible for VPI, but in separate classrooms that are located in schools. While the program looks essentially the same in the Pre-K and Head Start classrooms, only Head Start eligible children and families receive comprehensive services.

California State Preschool Program and New Jersey’s Abbott Preschool Program<sup>1</sup> are examples of how Pre-K funds can be used to “expand services”. Pre-K in California is a part-day program for children living at or below 200% of poverty. State Pre-K funding is awarded to various community early childhood programs. Many of California’s Head Start programs receive Pre-K dollars that enable them to offer a part-day program to children who exceed Head Start income eligibility, or to augment part-day Head Start to provide a full-day program. For the children who are

<sup>1</sup> New Jersey is a Preschool Development Grants grantee.

only eligible for Pre-K, they do not receive comprehensive services. New Jersey's Abbott Preschool Program is full-day, full-year preschool available to all three and four year old children living in Abbott districts. Abbott Preschool includes nutrition and comprehensive services. Abbott funding is provided to schools, Head Start, and other community early childhood programs to deliver preschool (or Pre-K) services. Head Start also receives additional state funding beyond the regular per child Pre-K funds to support the Head Start program to meet the higher Abbott requirements (e.g., teachers must have baccalaureate degrees).

## CURRENT PDG STATES' PARTNERSHIPS WITH HEAD START

Eighteen states were awarded Preschool Development Grants (PDG) in December 2014 for implementation to begin in 2015. Five states – Alabama, Arizona, Hawaii, Montana, Nevada – received Development grants either because the state did not have publicly-funded state Pre-K or, if it had a Pre-K program, the program served fewer than 10% of the state's four-year-olds. Thirteen states – Arkansas, Connecticut, Illinois, Louisiana, Maine, Maryland, Massachusetts, New Jersey, New York, Rhode Island, Tennessee, Vermont, Virginia – received Expansion grants either because their state Pre-K program served more than 10% of the state's four-year-olds and/or the state had a Race to the Top - Early Learning Challenge grant.

All eighteen PDG state grantees have some level of collaboration with Head Start (PDG State Applications, 2014). Some of the details of these PDG/Head Start connections and partnerships are summarized in the *Summary of PDG/Head Start Partnerships* table (refer to Appendix A) while other details are summarized below.

An analysis of the PDG states' applications (2014) reveals several themes regarding possible collaborations and partnerships PDG states can have with Head Start. For nearly all PDG states, their early learning and development standards are aligned with the *Head Start Child Development and Early Learning Framework*. Some states use elements of Head Start policies and guidelines to guide the development or implementation of aspects of their PDG Pre-K. For example, Illinois and Virginia are adopting or adapting the *Head Start Parent, Child and Community Engagement Framework* to design and measure their PDG family engagement activities. All of Tennessee's PDG subgrantees use Head Start Performance Standards around comprehensive services as a guide to the services they provide. Rhode Island has proposed using the Family Provider/Teacher Relationship Quality Measures (FPTRQ) in its second year of implementing PDG (PDG Applications, 2014). The FPTRQ was developed through the Administration for Children and Families' Office of Head Start and Office of Planning, Research, and Evaluation, to provide data on the effectiveness of family engagement efforts.

Many PDG states include Head Start in their Tiered Quality Rating and Improvement Systems (TQRIS); these include Virginia, Arkansas, Illinois, Maryland, Nevada, and Vermont (PDG Applications, 2014). These many intersections among state Pre-K, PDG, and Head Start programs and policies support partnerships. When programs are guided by comparable standards, collaborating on programming becomes an easier process.

Establishing contractual relationships with Head Start is another recurring theme in many PDG states. These contracts constitute formal partnership agreements, a component of successful collaborations (Wat and Gayl, 2009). In states such as Alabama, Massachusetts, Nevada, Maryland, Montana, Illinois, and Vermont, Head Start is a direct PDG subgrantee. In other states where PDG funds flow from the state grantee to school districts, the school districts partner with Head Start to provide Pre-K through a sub-contract. These states include Maine, Virginia, and Tennessee (PDG Applications, 2014).

The current PDG states' Pre-K partnerships with Head Start demonstrate that partnerships of various types are flourishing in states. The way in which PDG funds are used to support PDG/Head Start partnerships depends largely on how the state's Pre-K program was legislated or has evolved rather than on the PDG grant per se. Nevada is an exception to this trend since its state Pre-K program was limited primarily to school districts until it received PDG funding. There is still room for growth for all states. Partnerships take commitment, relationship building, and time.

## A CLOSER LOOK AT PDG AND HEAD START PARTNERSHIPS

Two interviews were conducted with leaders from Arizona (PDG Development state) and Maine (PDG Expansion state) to illustrate the benefits and challenges inherent in establishing and maintaining PDG/Head Start partnerships. According to Nicol Russell, Deputy Associate Superintendent of Early Childhood Education at the Arizona Department of Education, as well as the Director of the Head Start State Collaboration Office, PDG funding has increased opportunities for partnerships. Partnerships between Head Start and the school district promote the creation of inclusive preschool environments for children with disabilities. In Arizona, early childhood special education is often provided in self-contained classrooms since Arizona does not have state or local funding to support Pre-K. Hence, braiding federal IDEA and Head Start funds is one of the strategies used to create inclusive classrooms. According to Ms. Russell, when the PDG funds were added these funding streams in high-need communities, the results for the district, Head Start, children and families were evident: more inclusive classrooms offering a full-day, high-quality preschool program.

Arizona's Deputy Associate Superintendent described the experience of one school district that operated a half-day, self-contained early childhood special education (ECSE) program to illustrate the benefits of partnership. The children attending the half-day ECSE program had to travel to a Head Start site to complete the other half of their day. The PDG grant enabled all but one class in this district to create partnership classes so that the children now have a full-day program at one location, fewer transitions, and all of the children have the opportunity to play and learn together.

Sue Reed, Early Childhood Specialist at the Maine Department of Education, highlighted in her interview the state's public preschool program (Pre-K) law and its strong support for utilizing existing community-based early childhood programs to deliver Pre-K. A public school seeking to open a new Pre-K classroom must demonstrate that it has coordinated with early childhood programs in the community, considered the child care needs of working parents, and notified the community of its intention. The PDG funding is expanding the state Pre-K program which in turn is spurring the growth of new partnerships between school districts and Head Start.

According to Maine's Early Childhood Specialist, there are basically two school district/Head Start partnership models used in Maine. In the first model, the district uses its state Pre-K funds to contract with Head Start to provide Pre-K by expanding the Head Start center-based preschool program to include both Head Start eligible and non-eligible children. In the second model, used mainly by districts that receive PDG funding, the Pre-K classroom is often located in the school. The school district hires the licensed teacher, and Head Start hires the paraprofessional or sometimes another certified teacher to use a co-teaching approach.

While there are many benefits to PDG/Head Start partnerships, they also present concrete implementation challenges. These challenges include the consequences of the regulations and requirements of different funding sources: state, PDG, and Head Start. In Maine and in other states, when the school district partners with Head Start to provide Pre-K within the school, the classroom is then subject to child care licensing regulations since Head Start is subject to these regulations. Child care requirements differ for what is required for public schools sometimes resulting in the need for costly modifications that can impede the partnership process. In Arizona, PDG enrollment became a challenge when both the districts and the Head Start programs were reluctant to share names of children who were on their waiting lists. This challenge was resolved when the state intervened and worked with the parties to see that they needed to communicate and work with each other. Another challenge is monitoring. Head Start has a mature monitoring system with specific indicators for accountability. PDG also requires monitoring and accountability; however, it may not require all of the same indicators as Head Start monitoring, possibly subjecting partnership programs to two sets of monitoring requirements.

Perhaps the most challenging issues PDG/Head Start partnerships face relate to staffing; these include the lack of qualified staff and teacher compensation. PDG requires that all teachers in PDG funded classes receive salaries comparable to the local K-12 teachers. This requirement is a breakthrough in workforce compensation; but Head Start programs, in which teachers are paid less than comparable K-12 salaries, must contend with managing the fallout of raising salaries for the PDG-funded classroom teacher while not being able to raise salaries for all. In some Head Start programs where teachers and assistants are unionized, providing some but not all similarly qualified teachers with this pay differential is problematic and has the potential to impact staff morale.

States seeking to expand quality early learning experiences to more children are finding that there aren't enough qualified staff; however, partnerships may be part of the solution. In Arizona, the Deputy Associate Superintendent said that the shortage of qualified teachers prompted the formation of a state-level Community of Practice with various stakeholders to work on strategies for increasing the number of qualified staff through various means (e.g., recruitment, teacher preparation programs).

## **SPOTLIGHT ON A PDG/HEAD START PARTNERSHIP: VASSALBORO COMMUNITY SCHOOL IN MAINE**

The Early Childhood Specialist from Maine identified Vassalboro Community School as a successful school district/Head Start partnership. A conversation with Dianna Gram, principal at Vassalboro Community School, and Penny Poolman, the Education Manager of the partnering Head Start program of Southern Kennebec Child Development Center, identified what has led to their successful partnership.

The Vassalboro Community School is located in a rural part of Maine. The closest city is Augusta, 12 miles away. PDG has enabled the establishment of the school's first ever preschool classroom. The preschool enrolls 16 children; all but one child meets both the PDG and Head Start income levels. The classroom is staffed by a licensed teacher and paraprofessional under the district contract, and a bachelor's level Head Start teacher who also works with the children's families, and is responsible for the provision of comprehensive services.

According to the school principal and Head Start Education Manager, the elements that led to their successful partnership can be summarized as follows:

- **Administrative Support:** The initial meeting started with the superintendent, principal, and Head Start administrators who supported the idea of partnering to establish a preschool classroom.
- **Shared Vision:** From the start of the partnership, both partners spoke about their beliefs, philosophy, and goals in order to establish a shared vision of the preschool, working with families, and how people should be treated. They agreed that the goal of preschool is to get ready for kindergarten.
- **Communication:** The school principal and Head Start Education Manager speak often and openly. They meet formally on a monthly basis and have many informal phone and in-person conversations. The selection of the preschool curriculum, Opening the World of Learning (OWL) was collaboratively decided after discussing this issue.
- **Joint Ownership:** The preschool is referred to as the "Vassalboro Preschool Collaborative", a name that clearly reflects the partners' joint ownership. An illustration of joint ownership is staff supervision. Although the principal supervises the teacher and paraprofessional under the district contract and the education manager supervises the teacher hired by Head Start, they meet jointly with staff to demonstrate that this is a collaborative process.
- **Value Added:** Each partner is seen as contributing to the success of the preschool. For example, the school principal recognizes that the children and families now have access to Head Start's Family Services and Disabilities Manager. The Head Start Education Manager sees that locating the preschool in the K-8 school is cost effective and facilitates connections to K-3.

- **Point Person:** The Head Start Education Manager fulfills the role of the “point person” who works closely with the school and can get answers to questions that arise. She is the intermediary between the school district and Head Start.

When asked if they have had any challenges, the Head Start Education Manager and school principal readily say “absolutely” because they come from “different worlds” with different requirements. However, they say that these challenges can be resolved when “you put everything on the table”. They managed to bridge the divide between USDA and Head Start nutrition requirements.

## CONCLUSION

Current and prospective PDG and Head Start partnerships already have the core elements and building blocks in place to develop, expand, and strengthen the partnership process. This brief provided information on the various types of PDG/Head Start partnerships that already exist and outlines the benefits and challenges experienced by the programs. As suggested by the two state leaders, the benefits far outweigh the challenges.

The Early Childhood Specialist from Maine identified the following strategies partnerships use to tackle the challenges that undoubtedly will surface:

- Have leaders at the table to model collaboration,
- Have a communication structure in place that includes monthly partner meetings,
- Face problems that develop (e.g., staff supervision) together and discuss openly, and
- Develop a Memorandum of Understanding that clearly outlines roles and responsibilities of both the school district and Head Start, and joint tasks.

What is needed for PDG and Head Start partnerships to be successful and fulfill their promise is intentional efforts by both partners to build trusting relationships through frequent and open communications, shared planning and decision making, and to refine a shared vision (Wat and Gayl, 2009). Partnerships need to anticipate challenges and jointly decide how to eliminate obstacles to benefit children, families, and their programs.

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## APPENDIX A

PDG STATE	SUMMARY OF PDG/HEAD START PARTNERSHIPS
ALABAMA	<ul style="list-style-type: none"> <li>• Head Start programs are PDG subgrantees in Alabama</li> <li>• PDG program builds upon Alabama’s current state funded Pre-K program, First School Pre-K</li> <li>• First School Pre-K works with various partners—Head Start, public schools, child care programs—to provide Pre-K</li> <li>• The Alabama Developmental Standards for Preschool Children (ADSPC) are based in part on the Head Start Child Development and Early Learning Framework</li> <li>• All of the First School Pre-K programs, including those funded by PDG, meet all National Institute for Early Education Research (NIEER) criteria for high-quality Pre-K education</li> <li>• First School Pre-K is delivered through a variety of settings: classrooms in public schools, childcare programs, Head Start programs, community based, faith based, and military-based programs</li> </ul>
ARIZONA	<ul style="list-style-type: none"> <li>• Arizona’s Early Learning Standards (AzELS) are aligned with the Head Start Child Development and Early Learning Framework</li> <li>• PDG funded Pre-K is delivered through a mixed model that includes district or charter preschools, Head Start centers, child care programs (private, public, non-profit, profit, faith based centers and home-based), and tribal programs; all are in high-need communities and meet the PDG standards</li> <li>• Head Start programs may be subgrantees</li> </ul>
ARKANSAS	<ul style="list-style-type: none"> <li>• PDG funds are used to expand Arkansas’ current state Pre-K program, Arkansas Better Chance (ABC), and support the types of services and partnerships ABC is implementing</li> <li>• ABC uses a mixed delivery model that includes schools, Head Start, private providers, and early childhood special education cooperatives</li> <li>• Many of Arkansas’ 21 Head Start programs participate in ABC, and 90% of the state’s Head Start centers participate in its Tiered Quality Rating and Improvement System (TQRIS)</li> <li>• Arkansas will revise its early learning and development standards to reflect 0-5 continuum, align with state K-12 and Common Core State Standards, and align with the Head Start Child Development and Early Learning Framework</li> <li>• ABC standards require programs to collaborate with schools, Head Start, and other early childhood education providers</li> </ul>
CONNECTICUT	<ul style="list-style-type: none"> <li>• PDG builds on Connecticut’s existing State Preschool Program</li> <li>• In order to demonstrate quality, all State Preschool Programs must attain either NAEYC accreditation or Head Start approval</li> <li>• Connecticut has established “school readiness local councils” in law; these are comprised of the chief elected official for the town, the superintendent of schools, parents, and representatives from local early childhood programs such as Head Start</li> <li>• PDG subgrantees may contract with local Head Start or other community agencies to provide comprehensive services</li> <li>• Connecticut’s comprehensive Birth to Age 5 Early Learning and Development Standards (CT ELDS) adopted in 2014 align with the <i>Head Start Child Development and Early Learning Framework</i></li> <li>• Some Head Start programs receive State Preschool Program funding for additional slots and/or additional hours</li> </ul>

PDG STATE	SUMMARY OF PDG/HEAD START PARTNERSHIPS
HAWAII	<ul style="list-style-type: none"> <li>• Hawaii is developing Early Childhood Health and Wellness Guidelines (ECHWG) for programs that work with young children birth-to-school entry; the guidelines are informed by the Head Start Program Performance Standards and other national standards</li> <li>• The PDG classrooms located in public charter schools use the same two assessment tools currently used by Hawaiian Head Start programs: CLASS and Teaching Strategies GOLD</li> </ul>
ILLINOIS	<ul style="list-style-type: none"> <li>• More at Four is Illinois' PDG program; it expands the state's publicly funded Pre-K program, Preschool for All</li> <li>• Four of Illinois' subgrantees in Year 1 of the PDG are Head Start programs</li> <li>• The Illinois early learning and development standards are aligned with the Head Start Child Development and Early Learning Framework</li> <li>• Family engagement services under PDG are state designed using the Head Start Parent, Family, and Community Engagement Framework</li> <li>• ExceleRate Illinois is the state's Quality Rating and Improvement System which includes Head Start and licensed child care centers; all More at Four programs must participate in ExceleRate</li> <li>• All PDG subgrantees are encouraged to form partnerships with Head Start; of the state's 24 subgrantees, 15 are collaborating with Head Start or a community organization</li> <li>• The state is linking Head Start data to its state longitudinal data system (SLDS)</li> </ul>
LOUISIANA	<ul style="list-style-type: none"> <li>• Since a 2012 law, Louisiana has been working to unify preschool, Head Start, and child care programs through local early childhood networks – Community Network Pilots - to ensure at-risk children have equitable access to high-quality preschool (i.e., Pre-K)</li> <li>• Community Network Pilots that include Head Start programs work towards three goals: <ul style="list-style-type: none"> <li>» Build collaborative leaders that plan, track progress, and strive to improve kindergarten readiness outcomes</li> <li>» Provide training, coaching, and evidence-based professional development to help all teachers improve interactions and instruction of young children</li> <li>» Coordinate enrollment information and applications across all programs to make it easier for families</li> </ul> </li> <li>• Louisiana is using its PDG funds to expand its current high-quality Pre-K program that meets all of the NIEER indicators for quality in High-Need Communities</li> <li>• Louisiana's Pre-K program utilizes a Parent Choice Model; families have access to Head Start, child care, public and nonpublic schools that meet high standards and offer Pre-K</li> </ul>

PDG STATE	SUMMARY OF PDG/HEAD START PARTNERSHIPS
MAINE	<ul style="list-style-type: none"> <li>• Maine has engaged in extensive interagency coordination and collaboration with key partners (Head Start, Maine Home Visiting, and local child care)</li> <li>• PDG funds are used to target 12 school districts known as “School Administrative Units” (SAUs) with the highest numbers of children receiving free and reduced lunch and that had no state Pre-K or are unable to meet the needs of the community</li> <li>• All SAUs have a formal partnership with their regional Head Start in order to deliver full-day, full-week Pre-K in school classrooms and the “wrap around supports” Head Start and PDG require to all children in both programs</li> <li>• Maine’s PDG funded programs have the following goals: <ul style="list-style-type: none"> <li>» Use Maine’s Early Learning Development Standards across all early childhood programs; these standards provide linkages from birth-3rd grade</li> <li>» Require all public Pre-K programs to meet Maine’s Public Preschool Program Standards</li> <li>» Coordinate preschool programs and services at state and local levels</li> <li>» Measure and achieve child outcomes that predict school readiness</li> <li>» Create and/or expand high-quality Pre-K programs in high-need communities</li> <li>» Create and sustain strong partnerships</li> </ul> </li> </ul>
MARYLAND	<ul style="list-style-type: none"> <li>• PDG funds expand the mixed delivery system of Maryland’s state Pre-K program which includes Head Start, child care, nursery schools, and public schools</li> <li>• Nationally or state accredited Head Start programs or those at Level 5 of Maryland EXCELS (its TQRIS) are eligible to receive state prekindergarten funds and also are eligible to receive PDG funds</li> <li>• Judy Centers serve Title I schools and work with local programs, including Head Start, to provide comprehensive services</li> <li>• As subgrantees, Head Start programs in Baltimore will add 120 new slots and increase 152 half-day slots to full-day</li> </ul>
MASSACHUSETTS	<ul style="list-style-type: none"> <li>• Massachusetts’ PDG targets five high-need communities, three of which will be supported by the Holyoke-Chicopee-Springfield Head Start program</li> <li>• PDG funds are coordinated with state Pre-K funds and other funding sources to create preschool programs that operate at least eight hours per day, 12 months per year, for eligible children and families</li> <li>• The new Early English Language Development Standards (E-ELDS) Massachusetts has developed are aligned with the <i>Head Start Child Development and Early Learning Framework</i></li> </ul>

PDG STATE	SUMMARY OF PDG/HEAD START PARTNERSHIPS
MONTANA	<ul style="list-style-type: none"> <li>• Montana’s PDG builds on its Montana Striving Readers Program (MSRP); the grant identifies three cohorts of PDG subgrantees, one cohort added each year <ul style="list-style-type: none"> <li>» Year 1 subgrantees are three Head Start programs and two school districts that have been implementing MSRP</li> <li>» Year 2 subgrantees are additional early learning programs that are in school districts implementing MSRP; they will be five Head Start programs and two local educational authorities (LEAs)</li> <li>» Year 3 subgrantees will consist of six Head Start programs and two LEAs on Indian Reservations that have not been implementing MSRP</li> </ul> </li> <li>• All PDG subgrantees will need to meet Montana Preschool Program Standards which have been cross walked with the Head Start Performance Standards and other national and state standards</li> <li>• Montana Early Learning Standards (MELS) are aligned with the Head Start Child Development and Early Learning Framework</li> </ul>
NEVADA	<ul style="list-style-type: none"> <li>• Nevada’s PDG builds on its long standing part-time state funded Pre-K program</li> <li>• One Head Start program, Community Services Agency (CSA) Head Start in Washoe and Lyon Counties, is a PDG subgrantee; and Acelero Learning of Clark County has a contract with the United Way (PDG subgrantee) to provide Pre-K</li> <li>• Nevada’s early learning standards currently consist of two sets of standards, early Learning Guidelines (ages 0-3) and Pre-K Standards (ages 3-5). These were developed with input from community stakeholders, including Head Start</li> <li>• All PDG sites must implement the Pre-K Standards through appropriate curriculum and assessments</li> <li>• Teaching Strategies GOLD is used as a Pre-K formative assessment in various Head Start programs and in several PDG programs</li> <li>• Head Start programs also participate in Nevada’s Silver State Tiered Quality Rating and Improvement System (TQRIS); Nevada is developing a district TQRIS specific to school-based Pre-K programs</li> <li>• Nevada will map data from various early childhood education sources, including Head Start data, to its State Longitudinal Data System</li> </ul>

PDG STATE	SUMMARY OF PDG/HEAD START PARTNERSHIPS
NEW JERSEY	<ul style="list-style-type: none"> <li>• PDG funds build on the success of the Abbott Preschool Program and New Jersey's High-Quality State Preschool Program</li> <li>• PDG will be used to expand Pre-K in 19 high-need communities in the state</li> <li>• Delivers Pre-K through a mixed delivery model that includes Head Start</li> <li>• The New Jersey Birth to Three Standards for infants and toddlers, the Preschool Teaching and Learning Standards for three- and four-year-olds are aligned with the Head Start Child Development and Early Learning Framework</li> <li>• Transition to Kindergarten teams include Head Start providers</li> <li>• School districts oversee the implementation of state Pre-K in all settings, including Head Start programs</li> <li>• There are some combined Head Start/State Pre-K sites that meet the high-quality criteria such as certified teachers, comprehensive services, class sizes of less than 1, and comparable compensation</li> <li>• Head Start staff working in PDG sites receive PDG funded professional development</li> <li>• Head Start education coordinators receive specialized training to become in-state trainers (i.e., Quality Improvement Specialists)</li> </ul>
NEW YORK	<ul style="list-style-type: none"> <li>• New York is using PDG funds to expand its universal State Preschool Programs</li> <li>• Head Start is part of the state's diverse Pre-K delivery system that also includes child care programs</li> <li>• State Pre-K depends upon strong partnerships that leverage resources across all early childhood settings</li> <li>• The New York Early Learning and Development Standards are aligned with the Head Start Child Development and Early Learning Framework</li> <li>• Pre-K funding flows through school districts; however, they are strongly encouraged to build on existing community programs and they must set aside 10% for collaborative efforts</li> <li>• The Head Start Collaborative Office and the state department of education partnered to produce a series of research-to-practice briefs on the Pre-K through 3rd grade continuum</li> </ul>
RHODE ISLAND	<ul style="list-style-type: none"> <li>• Rhode Island's PDG augments its state Pre-K program which uses a mixed delivery system including public schools, Head Start, and child care programs</li> <li>• The PDG funds target seven high-need communities</li> <li>• Head Start, like any other early childhood program, must respond to a Request for Proposals in order to provide state Pre-K; no priority is given to public schools or Head Start programs</li> <li>• All state Pre-K programs must meet the state's Comprehensive Early Childhood Education Program Approval Standards which are aligned to, but in some cases exceed, the Head Start Performance Standards</li> <li>• All subgrantees are required to participate in professional development on implementation of the Family Provider/Teacher Relationship Quality Measures (FPTRQ beginning in year two of the grant. The FPTRQ, developed through the Administration for Children and Families' Office of Head Start and Office of Planning, Research, and Evaluation, will provide data on the effectiveness of their family engagement efforts</li> </ul>

PDG STATE	SUMMARY OF PDG/HEAD START PARTNERSHIPS
TENNESSEE	<ul style="list-style-type: none"> <li>• Tennessee’s state funded Pre-K program is known as the Voluntary Pre-K Program (VPK)</li> <li>• The PDG funds are being used to extend the state’s VPK program to children in two high-need areas, Nashville and Shelby County</li> <li>• The “new” Tennessee Early Learning Standards of 2012 were informed by the <i>Head Start Child Development and Early Learning Framework</i></li> <li>• Tennessee’s VPK funds are distributed to schools; however, schools are encouraged to use some of the funds to partner with Head Start and other non-school programs; the state encourages such partnerships</li> <li>• All of Tennessee’s PDG subgrantees use Head Start Performance Standards as a guideline for the comprehensive services they are required to provide as part of PDG services</li> </ul>
VERMONT	<ul style="list-style-type: none"> <li>• PDG funds are used to augment Vermont’s universal Pre-K program which is a part-time (10 hours per week) program for three to five year old children</li> <li>• Pre-K is provided through a mixed delivery model; in addition to schools, qualified Head Start and community care and education programs can provide Pre-K and receive a state established per child tuition from the school district in which the child resides</li> <li>• Several of the state’s largest PDG subgrantees are Head Start programs</li> <li>• Vermont’s new Early Learning Standards which reflect a 0-8 continuum are aligned with the <i>Head Start Child Development and Early Learning Framework</i></li> <li>• Head Start is included in the state’s TQRIS, Step Ahead Rating System (STARS)</li> </ul>
VIRGINIA	<ul style="list-style-type: none"> <li>• Virginia began offering state funded Pre-K to at-risk four-year-olds in 1996; the program is known as Virginia Preschool Initiative (VPI)</li> <li>• Virginia uses its PDG funds to build upon VPI, but the PDG program is known as Pathway for Preschool Success or VPI+</li> <li>• Although VPI and VPI+ funds flow through school divisions, Pre-K is delivered through a mixed delivery model that includes Head Start and child care programs, as well as public schools</li> <li>• Virginia’s early learning standards are aligned with the <i>Head Start Child Development and Early Learning Framework</i></li> <li>• Head Start participates in Virginia’s Tiered Quality Rating and Improvement System (TQRIS) which is integrated within the VPI+ monitoring system</li> <li>• All 11 VPI+ subgrantees have strong collaborative relationships with Head Start; in fact, four of the school divisions are the Head Start grantee for their communities, and three others partially fund and/or house Head Start classrooms in their public schools</li> <li>• VPI+ will adopt the Head Start Parent, Child and Community Engagement Framework among other supports to ensure that local school divisions provide appropriate family engagement and supports</li> </ul>

Sources: State Preschool Development & Expansion (PDG) Applications, State PDG Profiles, and Personal communications.