



Head Start Collaboration Offices 2022 APR Highlights



Updated December 2023

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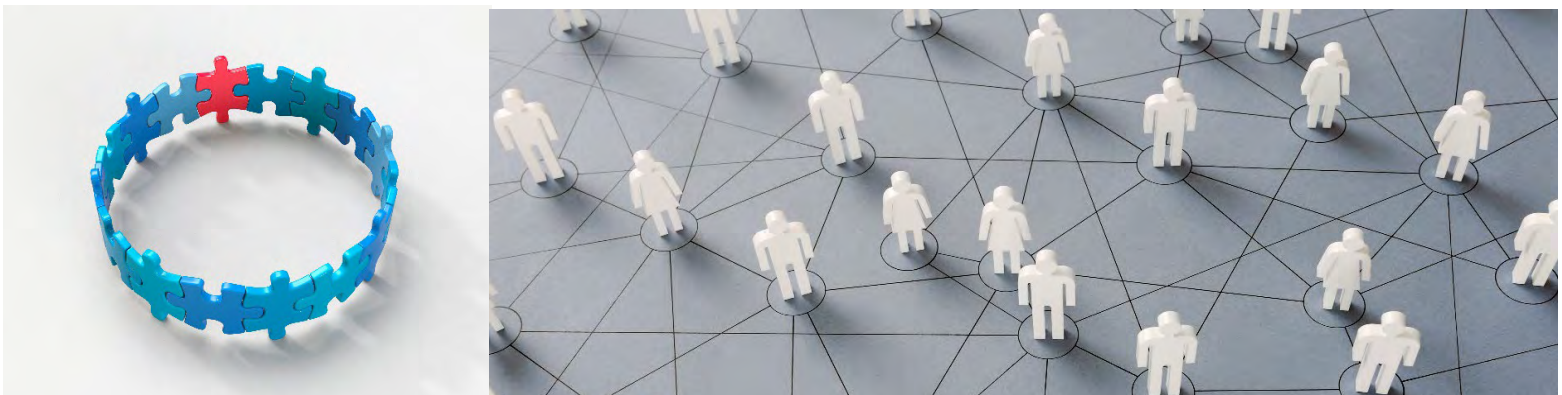
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Overview

The Office of Head Start funds the Head Start Collaboration Offices (HSCOs) through a non-competitive federal grant under Section 642B of the 2007 Head Start Act. The purpose of the HSCOs is “to facilitate collaboration among Head Start agencies... and entities that carry out activities designed to benefit low-income children from birth to school entry, and their families” (Improving Head Start for School Readiness Act of 2007). Collaboration Offices are in each of the fifty states, the District of Columbia, Puerto Rico, and the Regional Offices of American Indian and Alaska Native (AIAN) Head Start, and Migrant and Seasonal Head Start (MSHS). The HSCOs support communication, access, and systems to promote the inclusion of Head Start programs in early childhood systems within each state, territory, or region. They also serve as a conduit of information for the Regional Offices, the Office of Head Start, Administration for Children and Families and state/territory and local early childhood systems.

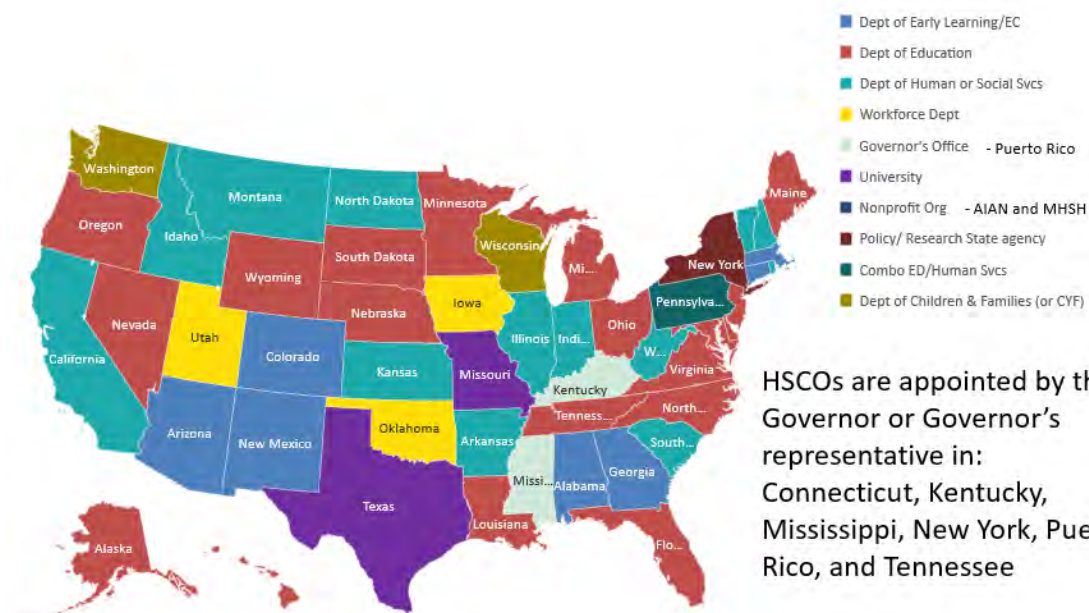
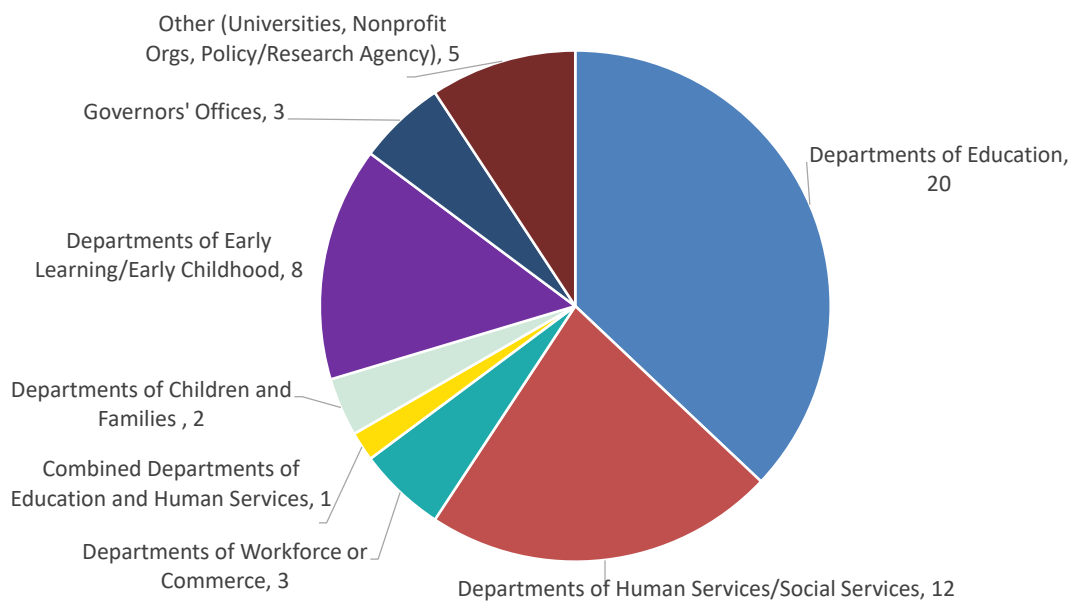
This document provides high-level highlights from the 2022 Annual Reports submitted in January 2023 by Head Start Collaboration Office directors (HSCOs). Head Start Collaboration Offices are located in each of the 50 states, plus the District of Columbia and Puerto Rico. In addition, the American Indian and Alaska Native (AIAN) and Migrant Seasonal Head Start (MSHS) programs each have separate HSCO offices, located in Washington DC. The 2022 HSCO Annual Report was organized into the following sections: Demographic Information, Professional Development (including workforce), School Readiness and Pre-k, Data and State Funding-Related Work, Parent/Family and Diversity Related Activities, Quality Rating and Improvement Systems, Early Childhood Systems, Health Related Activities, and Regional Priorities. This summary document highlights some of the key indicators and activities addressed by HSCOs during the 2022 calendar year. This report is not intended to be inclusive of all HSCO work during that period.

Note: The format for the 2023 HSCO Annual Report has been revamped considerably to streamline responses and lessen burden on respondents, as well as to facilitate more meaningful analysis and reporting of HSCO activities. This new format will result in significant changes to next year’s summary report.



Where are Collaboration Offices Housed?

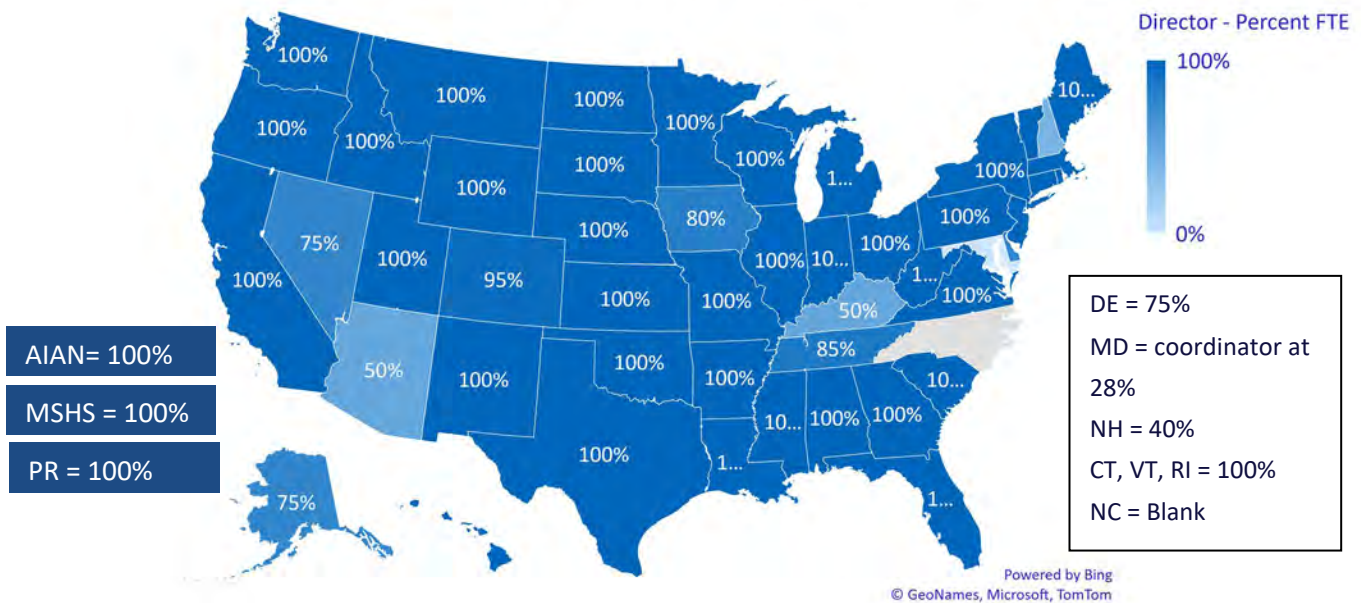
HSCO grants may be assigned to a variety of state agencies or other entities as determined by the Governor or governor’s representative. The most common department that houses HSCOs is a department of education. Departments of Human Services or Social Services make up the second largest group of HSCOs. Note that states may use different names for similar departments or agencies.



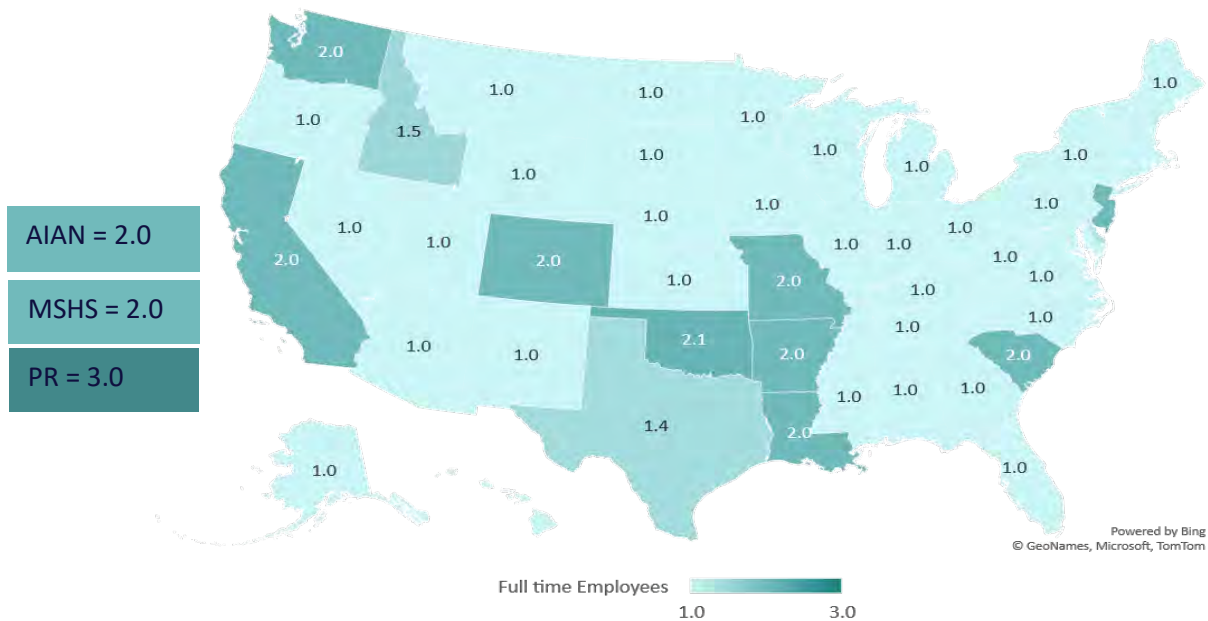
Collaboration Office Staffing

Staffing patterns vary considerably across Collaboration Offices. Forty-three (43) HSCO directors are full time (defined as 95-100% time on the HSCO grant). The number of full-time equivalent staff in HSCO offices also varies across states with most offices having only 1 FTE.

HSCO Directors - Percentage of Time Covered by HSCO Grant

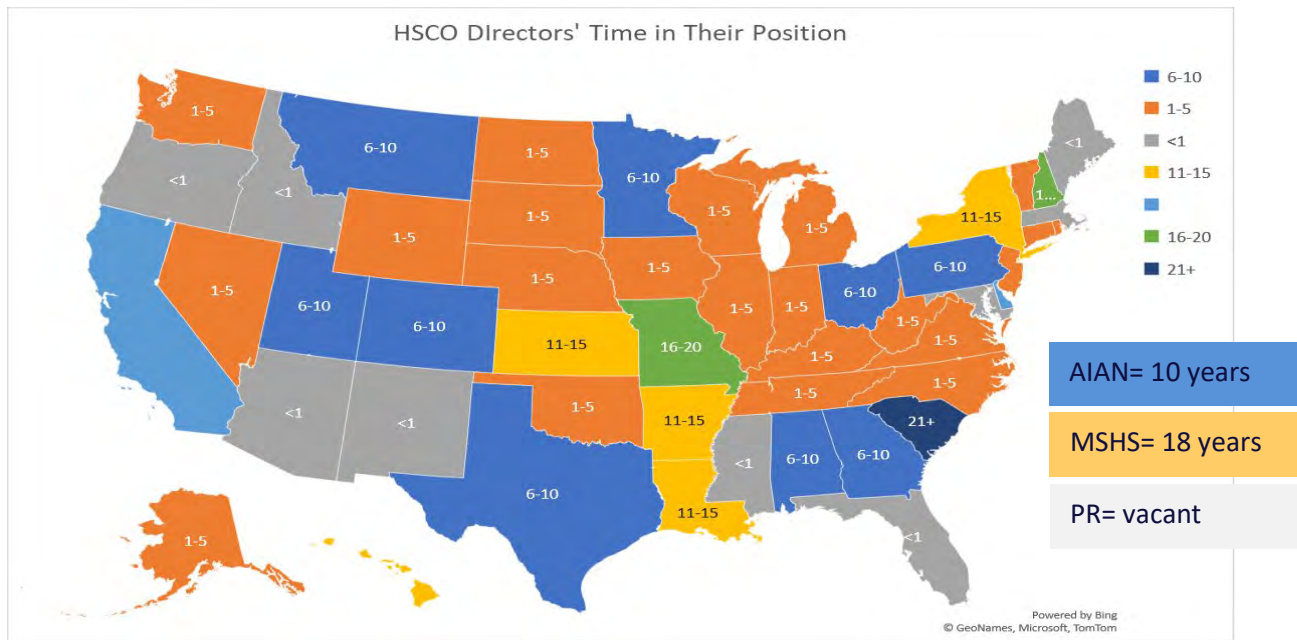


HSCO Office FTEs



Time in Position

Collaboration Office director positions turn over rapidly, with 11 HSCOs new to their position in the past year or so and an additional 23 HSCOs in their positions for fewer than 6 years. Fourteen HSCOs have been in their role 6- 15 years and only 4 have been in their positions more than 15 years. The average time in the HSCO director position is 5.6 years.

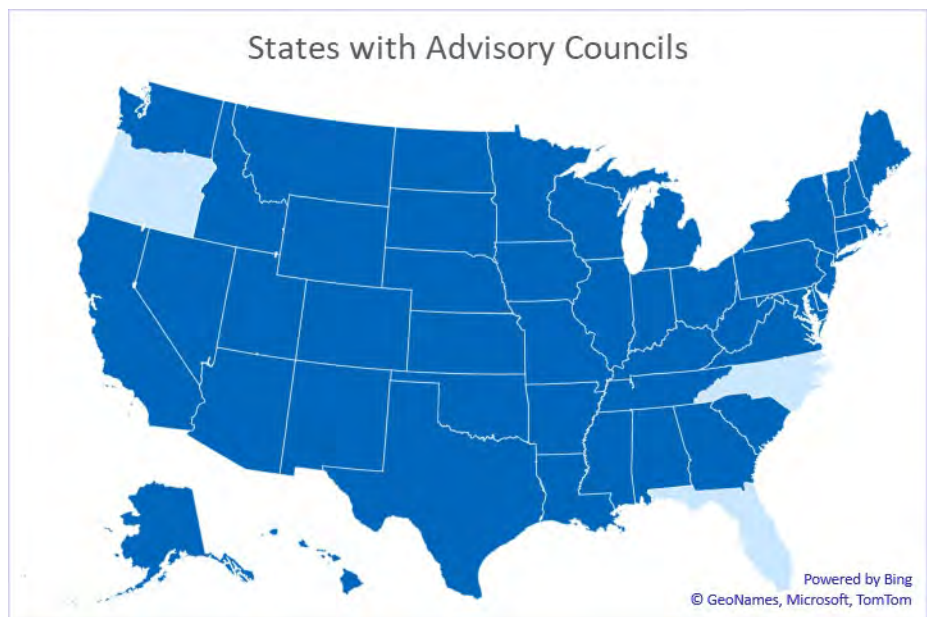


State Advisory Councils

50 HSCOs report having a State Advisory Council, or its equivalent for the AIAN and MSHS Collaboration Offices. No SACs are reported in Florida, North Carolina, Oregon or Puerto Rico.

AIAN = NAIANHSCO
Advisory Council

MSHS = NMSHSCO
Advisory Council



Collaborations

As part of their ongoing work, HSCO directors collaborate with a variety of entities, agencies and individuals. Some of the more common collaborations are listed below

Who do HSCOs Commonly Collaborate with?

- Child Care (CCDF/CCBDG)
- Infant and Toddler Initiatives
- School Readiness Partners – ESSA, PDG B-5, Prekindergarten, transition to kindergarten
- Disability Partners– Office of Special Education Programs Part C and Part B, Section 619
- Home Visiting – MIECHV
- Family Support Services – SNAP, WIC, CACFP, EPSDT, Medicaid
- Safety – CAPTA, Child Abuse and Neglect Reporting
- Other State Systems – Offices of Refugee Resettlement, McKinney-Vento liaisons, QRIS, Early Learning Guidelines and Standards, E-Rate Program

HSCO	Child Care	State Data Systems	Pre-K	QRIS	Higher education	K-12	Other
AIAN	√		√		√	√	
Alabama	√		√				
Alaska	√		√	√			
Arizona	√	√	√	√	√	√	
Arkansas	√	√	√	√	√	√	
California	√	√	√	√		√	√
Colorado	√		√				√
Connecticut	√	√	√	√	√	√	√
Delaware	√		√	√	√	√	
DC	√	√	√	√		√	
Florida	√	√	√		√		√
Georgia	√	√	√	√	√	√	√
Hawaii	√		√		√	√	√
Idaho	√			√			
Illinois	√	√	√				√
Indiana	√	√	√	√	√	√	
Iowa	√		√				√
Kansas	√		√				√
Kentucky	√	√	√	√	√	√	√
Louisiana	√	√	√		√		
Maine	√	√	√	√	√	√	
Maryland	√		√	√			

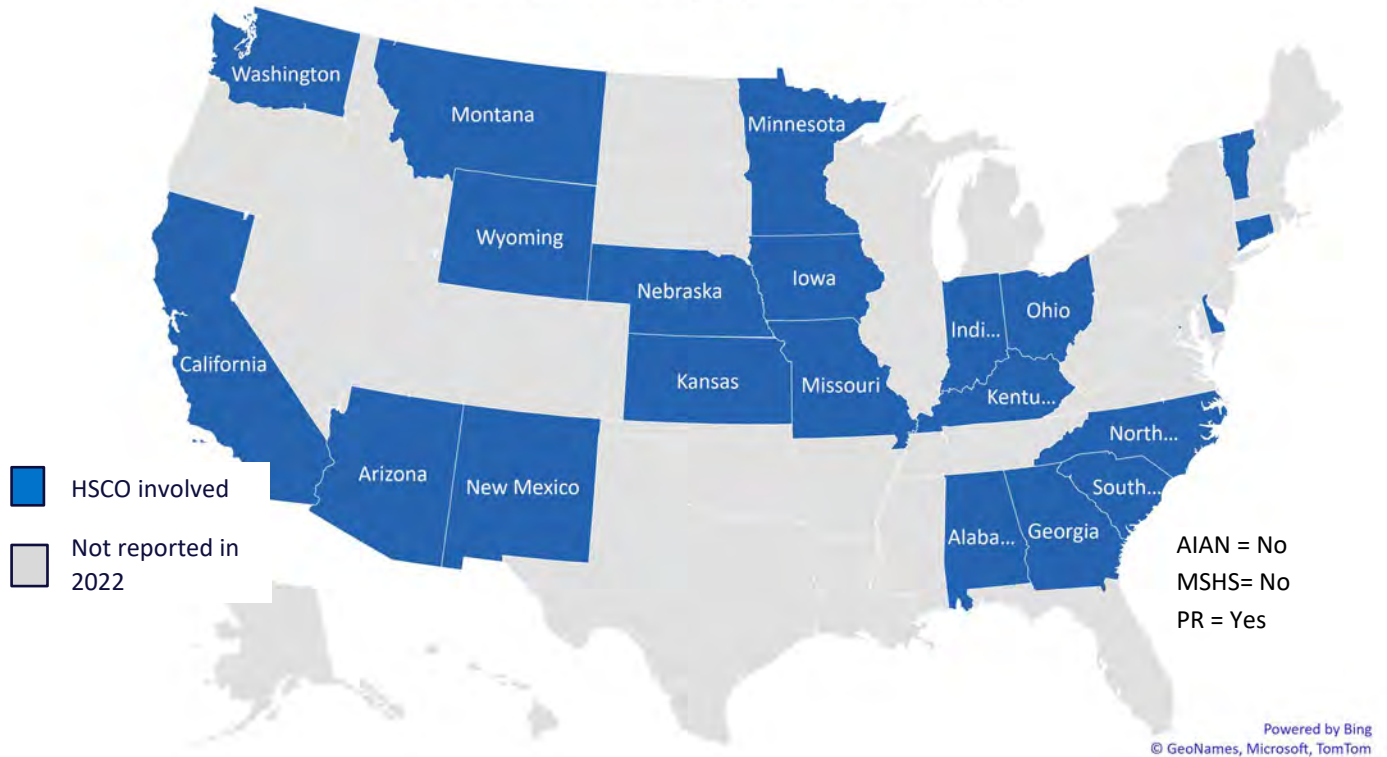
HSCO	Child Care	State Data Systems	Pre-K	QRIS	Higher education	K-12	Other
Massachusetts	√	√		√		√	
Michigan	√						
Minnesota							√
Mississippi	√		√		√	√	√
Missouri	√			√			
Montana	√	√		√	√	√	√
MSHS	√		√				
Nebraska	√	√	√	√	√		
Nevada	√		√	√			
N. Hampshire	√	√		√	√	√	
New Jersey	√		√		√	√	
New Mexico	√	√	√	√	√		
New York				√			
N. Carolina	√	√	√				√
North Dakota	√	√	√	√	√	√	
Ohio	√		√	√	√		
Oklahoma	√		√	√	√		√
Oregon	√	√	√	√	√	√	
Pennsylvania		√	√	√			
Puerto Rico	√		√	√			√
Rhode Island	√	√	√				
S. Carolina	√	√	√	√	√	√	
South Dakota	√		√	√			
Tennessee	√	√	√				
Texas	√	√	√	√	√		
Utah	√	√	√	√	√	√	√
Vermont	√	√	√	√	√	√	
Virginia			√	√	√		
Washington	√	√	√	√	√	√	√
West Virginia		√	√				
Wisconsin	√	√	√	√	√	√	√
Wyoming	√	√	√		√	√	

Equity and Diversity Work

Equity Issues

HSCO directors in the following states and regions reported working on equity-related initiatives in 2022. Much of their equity work was described within the context of the Parent Family Community Engagement (PFCE) Framework. Examples of types of equity work are included below, but the list is not exhaustive.

24 HSCOs Reporting Equity Work in 2022



Examples of Equity Work:

HSCO	Narrative examples of equity-related work
Alabama	Participated in Brazelton Touchpoints training that emphasized cultural responsiveness while working with families and NHSA webinars that addressed equity among families and the workforce
Arizona	ADE ECE/HSCO is participating in the Leading with Equity cohort with Region IX. The Arizona HSCO Director is participating with other HSCO Directors to learn more about advancing equity in the work we do at the Collab Office. The kickoff meeting was held in October 2022 at the Region IX Family Engagement & Cultural Effectiveness conference. ADE ECE also has a signed MOU with the Department of Child Safety (DCS) and has been meeting with AzHSA and DCS to create a more streamlined process of data sharing to ensure families in need are accessing Head Start programs in their area.

Indiana	The IHSSCO, as part of the OECOSL and the Paths to Quality Advisory Committee, reviewed the diversity and equity evaluation of Indiana’s QRIS.
MSHS	<p>Developed and presented The Indigenous MSHS Project designed to improve the quality MSHS services to families of indigenous background:</p> <ul style="list-style-type: none"> • Increase staff’s awareness, knowledge, and skills regarding the background/ culture of MSHS indigenous families • Align diversity, equity, ad inclusion practices with unique organizational goals, policies and procedures • Examine internal organization/personal biases, and adopt practices that promote diversity, equity, and inclusion in programming, in employment practices, in board rooms, including parent decision making groups, and in communications.
New Mexico	<p>New Mexico is ensuring that the transformation of the entire early childhood system, which began with creation of the new department, involves ongoing change at the state level to support local early childhood system development, including strengthening local governance structures and enhancing revenue sources and fiscal strategies.</p> <p>The Early Childhood Education and Care Department’s (ECECD) strategic priorities seeks to achieve equity by:</p> <ul style="list-style-type: none"> • Actively support multilingualism and multiculturalism within the state’s early childhood programs and facilitate and foster teaching strategies that preserve a child’s home language • Develop and implement inclusive decision-making practices as the Department approaches planning, funding, policy, and program implementation • Take an agency-wide approach to supporting tribal communities through intentional government-to-government partnerships and consultation • Advance equity practices across state government through collaborative decision-making and engagement with other state structures and the New Mexico Children’s Cabinet <p>ECECD has spent the past year exploring and defining equity to meet the Agency’s vision that all New Mexican families and young children are thriving. The internal journey of the Agency began with understanding individual equity experiences in both personal and professional environments to portray how we individually contribute to our work within the agency department. With additional funding from the New Venture Fund Grant, ECECD will continue the work to further inform equitable system and policy changes so that all New Mexican families and young children can thrive, meeting the department’s strategic priority to achieve equity. Activities: Phase 1 Conduct 1:1 interviews, with members of state funded local early childhood coalition representatives in 15 counties in New Mexico. Research data from Growing Up New Mexico child care center based providers and families, home child care providers, and home visitors. Analyze qualitative data gathered and report to ECECD to help make equitable system improvements. Phase 2: Convene a statewide ECECD Equity Advisory Council to develop a mission, vision, shared leadership process, guiding principles and agreements, as well as ongoing guidance for the department. Facilitate initial quarterly meetings during the period of this contract and assist the Council to develop a plan for future facilitation. Phase 3: In partnership with four regions representing the shaded communities, defined as public health division regions (see figure1.1), develop regional equity action plans that address key disparities identified in each region. Phase 4: Provide training for the Equity Council Advisory members to test community-centered solutions to equitably address those disparities and measure impact and progress</p>

North Carolina	The NC Family Engagement task force held a one-day family engagement conference. I helped plan the conference. HSCO serves on the Think Babies Council and participate in the equity-based state level facilitated training offered by consultants. In this group we identify our own biases, own them, discuss them, and how we can address promoting equity-based services. HSCO served on an Early Head Start Council that worked with consultants to determine how we can reach targeted underserved populations. Each of these equity-based programs have specific outcomes that the groups would like to achieve. The Male conference addressed all of the above-mentioned topics. The HSCO used funds to bring an African American to the Male Engagement Conference. Each father or male received a signed 5- book series of books from the author. This supports literacy as well as family engagement.
Ohio	Head Start Collaboration Director serves on Ohio Department of Education Interoffice work group and Ohio's Whole Child Framework Implementation Team. These workgroups focus on supporting family well-being and engaging families in their child's education. The Head Start Collaboration Director supported 1) Ohio Association for the Education of Young Children on providing professional development delivered by The Race Matters Institute of Just Partners, Inc. and 2) Ohio Head Start Association on collaboration with Ohio State University, Racial Equity Diversity and Inclusion (REDI) initiative to develop a structure and process aimed at dismantling institutional racism in Ohio's Head Start system.
Vermont	Introduced Head Start racial equity resources into the state's QRIS revisioning work.
Washington	The HSCO participated in several workgroups that are focusing on providing information and training on racial equity and social justice (RESJ). The HSCO participated in regular meetings with the DCYF Office of Tribal Affairs and in meetings regarding increasing dual language access to DCYF services and information.

Supporting Dual Language Learners and/or Cultural Responsiveness



Assistance for Immigrant, Tribal and Migrant Families

In addition to the ongoing work conducted by the AIAN and MSHS program HSCOs, HSCOs in Michigan, Montana, New Jersey, South Carolina and Wisconsin reported specific efforts to assist immigrant, tribal and migrant families in 2022. Examples of activities include:

- ❑ The Michigan HSCO Director is a member of the Michigan Migrant Child Task Force. The Michigan Migrant Child Task Force has the purpose of convening partners and stakeholders to identify issues, share best practices, and develop solutions related to the children (ages 0 through 21) of migrant and seasonal farmworkers. One of our tasks is to ensure that program information and communication documents are provided in languages that are comfortable for our families.
- ❑ CA: Held a P-3 webinar on preschool alignment for tribal programs focusing on how CA can partner with Tribes to best engage and involve tribal early learning and care in the P-3 state vision.
- ❑ MT: The HSCO was on the planning committee for the Montana Early Childhood Tribal Language Summit and worked in conjunction with the AIAN HSCO. The 2022 Summit included over 100 members of tribes in Montana with representation from AIAN EHS/HS.
- ❑ The MSHS HSCO developed and presented The Indigenous MSHS Project designed to improve the quality MSHS services to families of indigenous background: Increase staff's awareness, knowledge, and skills regarding the background/ culture of MSHS indigenous families, Align diversity, equity, and inclusion practices with unique organizational goals, policies and procedures, and Examine internal organization/personal biases, and adopt practices that promote diversity, equity, and inclusion in programming, in employment practices, in board rooms, including parent decision making groups, and in communications.

Support for Families Experiencing Homelessness



Examples of activities to support families experiencing homelessness include:

HSCO	Homelessness narratives
Colorado	Presented to the Department of Local Affairs' team on 2 Gen and Homelessness to bring awareness of Head Start services and our connection points across the state. This resulted in an additional local partnership where Head Start and Homeless coalitions connected on behalf of sharing resources. HSCO engaged with Justice Works to elevate a partnership in wrap services for EHS families.
District of Columbia	HSCO participates in the broader national HSCO Learning Community on Homelessness and collaborates with the District's Homeless Education State Coordinator to share information with families with young children who are experiencing homelessness.
Georgia	The HSCO represents DECAL/Early Childhood/CCDF/Head Start on the Georgia State Agency Collaborative that is convened by the Dept of Community Affairs Continuum of Care for the Balance of State. This includes housing and homelessness initiatives focused within the 153 of 159 counties designated as rural by HUD. This workgroup has been meeting to address innovative collaborative opportunities to spend newly awarded YHDP funding from HUD for support of Youth (under age 25) experiencing homelessness.
Hawaii	Coordinated a "meet and greet" between the EHCY Coordinator and Early Learning Navigator with the Early Learning Board and with HS/EHS directors to showcase their work on early childhood homelessness and ways to partner
Kansas	To enhance connections and information sharing the HSCO coordinated with the KS Head Start Association to develop HS/EHS eligibility resource flyer. Foster Care partners and state homelessness coalitions were the targeted audience for providing this information to share with the families they serve. In addition, the HSCO participated in monthly Statewide Home Visitation Leadership Meetings as well as the Anti-Racism Community of practice
Massachusetts	Connected with Boston CHIME, a new (winter 2022) working group that supports children and families experiencing homelessness in the City of Boston.
Michigan	The HSCO director is also a member of the Early Childhood Homelessness Task Force, working to elevate services to children and families experiencing housing insecurity so that communities can properly address the needs and early care and education programs can provide resources and support to ensure that all children are prepared for kindergarten. This program year, the Early Childhood Homelessness Task Force gathered information from families experiencing housing insecurity to gain a better understanding of needed support and resources. In addition, a grant funding opportunity was provided to local organizations for the development or improvement of housing insecurity programs and services designed for families with young children.
New Jersey	Attended professional development events facilitated by The Father Center of NJ, consisting of workshops focused on the engagement of fathers in infant/toddler lives. As well, discussed family homelessness at length with partners; specifically about the challenges homeless families face and how we can navigate that.

HSCO	Homelessness narratives
Ohio	Ohio Department of Education used ARP funds to provide Homeless Targeted Support grants that also receive state Early Childhood Education grants. The HSCO assisted with the grant making process. Eleven Head Start programs accessed this state funding opportunity and received \$10,000 to assist them in meeting the exceptional needs of children and families experiencing homelessness.
Oklahoma	I serve on Oklahoma’s Governor’s Interagency Council on Homelessness and also serve on the Employment & Education Sub-Committee. I’ve been an integral part of planning and providing 5 of 8 Continuum of Care Virtual Homeless Children and Youth Forums based on the 8 Continuum Care Regions in Oklahoma. I provide an overview of Head Start’s Performance Standards related to Homelessness & McKinney Vento along with other pertinent partners.
Pennsylvania	<i>Note: PA HSCO leads an ongoing workgroup of HSCOs to address issues of homelessness.</i> The PA HSCO’s work to support children and families experiencing homelessness includes data collection, analysis and reporting; and State-wide trainings for systems regarding early childhood homelessness.
Rhode Island	The RI HSCO has been working on a project they were connected to through the McKinney Vento coordinator to serve as an early childhood voice. The goal is to work in the vein of Rhode Island’s Transformative Coordinated Community Plan to Eradicate Homelessness among Youth and Young Adults.
South Dakota	Collaborated with the McKinney-Vento Specialist located at the Department of Education to participate in one of the quarterly McKinney-Vento District Liaison meetings. HSCO did a presentation on Head Start and Homelessness. Contact information was also given to Liaisons to connect with HSCO and/or Head Start programs in South Dakota
Texas	The THSSCO Director participated in the TEHCY Summit in San Marcos, TX and facilitated a session on the Functions & Activities of the THSSCO...The THSSCO works in collaboration with the TEHCY Office to support the Office of Head Start, Home at Head Start Initiative, to enroll homeless children in Texas.... The THSSCO Director meets quarterly with the Texas Education for Homeless Children & Youth State Coordinator to discuss and plan to support homeless children in Texas. This partnership/collaboration includes participation in meetings, webinars, training, and conferences to share information and to work together in our efforts to support Head Start and Texas early childhood programs. The THSSCO Director meets with the Education Service Center Staff twice per year to discuss their needs and to provide updated contact information for HS/EHS Administrators and programs to support enrolling homeless children.
Vermont	Maintained a positive working relationship with the state McKinney-Vento Coordinator at the VT Agency of Education to promote use of Head Start resources by local McKinney-Vento staff. Participated in a national HSSCO Learning Community on Homelessness to identify relevant data sources, research and reports related to best-practice to inform state efforts. Shared information with the SEA McKinney-Vento Coordinator and IDEA Part C colleagues to promote interagency collaboration around supporting families experiencing homelessness.

Memoranda of Understanding with IDEA 619

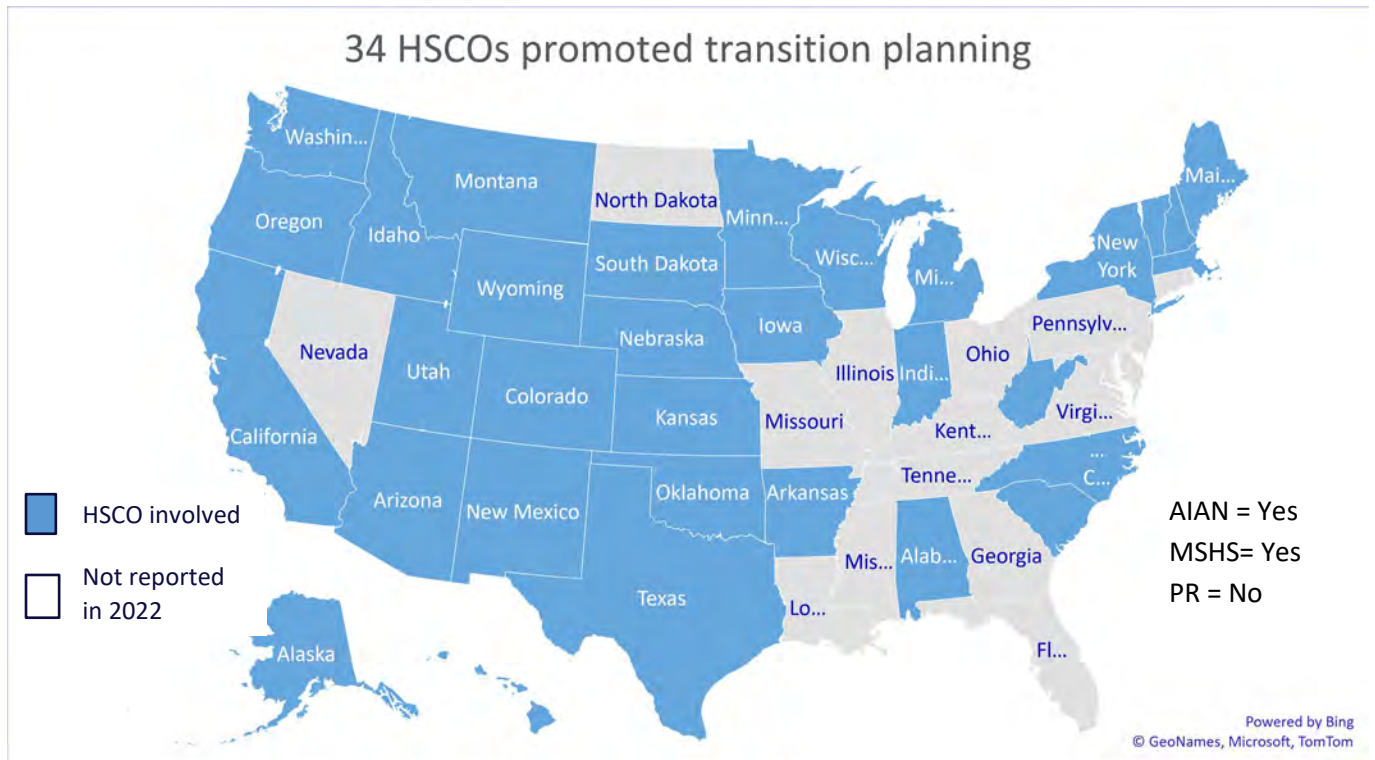
Several HSCOs have been engaged in supporting children with disabilities by developing new or coordinating and supporting existing state/regional and/or local MOUs related to IDEA Part B, Section 619. In addition, CT, NE, OR, PA, PR and VT, as well as MSHS, AIAN report they are involved in the development of state/regional MOUs related to Part C.

HSCO	Development of NEW state/regional or local Part B 619 MOUs	Coordination or support for EXISTING state/regional or local Part B 619 MOUs
AIAN	State/Regional	State/Regional
Arizona		State/Regional
Arkansas	State/Regional	State/Regional
California	State/Regional	
Georgia		State/Regional
Hawaii		State/Regional
Illinois		State/Regional
Indiana		Local/State/Regional
Iowa		Local/State/Regional
MSHS	State/Regional	State/Regional
New York		State/Regional
Nebraska	State/Regional	
North Carolina		State/Regional
North Dakota		State/Regional
Oregon	State/Regional	
Pennsylvania	Local/State/Regional	
Puerto Rico		State/Regional
Rhode Island	State/Regional	
South Carolina	State/Regional	
Texas	State/Regional	State/Regional
Utah		Local/State/Regional
Vermont	State/Regional	

California	Facilitation of relationships and trust-building between LEA and local programs with the HS/TK Workgroup lead by the CHSSCO
District of Columbia	HSCO works with LEA partners, Head Start grantees and the PKEEP program administered by OSSE to support Head Start grantees in the state pre-k system.
Indiana	Regarding item #1, the IHSSCO worked to facilitate and build trust and relationships between Local Education Agencies (LEAs) and local programs by encouraging conversations, data sharing, and idea sharing. These relationships were further strengthened by OECOSL and the IHSSCO working with the State Education Agency (SEA), the Indiana Department of Education (IDOE), and the new Office of Kindergarten Readiness to offer the second Transition to Kindergarten Summit in December 2022.
Iowa	The HSCO participates on the Iowa Department of Education State Coordination Team (SCT) which is comprised of LEA's (ECSE and EC). At this meeting the HSCO will answer questions and provide a Head Start update. This meeting allows for relationship building as well as presents information about how Head Start operates in relation to programming and standards in the context of their work.
Louisiana	The HSSCO through local community networks (Head Start, Child Care and pre-k) facilitates communication and trust building on local levels, while maintaining transparency and sharing of resources and best practices. Currently all Head Start grantees participate in local community networks (100%).
Maryland	Coordinated partnership meetings between Head Start, PreK, and Family Support Centers to increase communication among programs and identify strengths and barriers to collaboration.
Mississippi	Participated with MS Head Start Association and Mississippi Department of Education in facilitating meetings with LEAs and Head Start to create intentional and strategic space fostering relationships in communities to build on current collaborative efforts to increase enhancement services for children and families.
Nebraska	The HSSCO participated in several partnership planning meeting between local school districts and Head Start grant recipients during the grant year.
North Carolina	The HSCO identified two LEA's that have strong ESSA Partnerships that are willing to share their plan, and how they built strong relationships with the LEA ESSA team.
Puerto Rico	Promote communication between the EHS/HS and government agencies to facilitate and expedite the processes of services, permits, etc.
Wyoming	The HSCO coordinated initial meetings between a local education agency (LEA) and a Head Start program to support coordination in enrollment and community early learning goals.

Transition Planning

34 HSCOs reporting engaging in activities to promote strategic transition planning for Pre-k to Kindergarten.



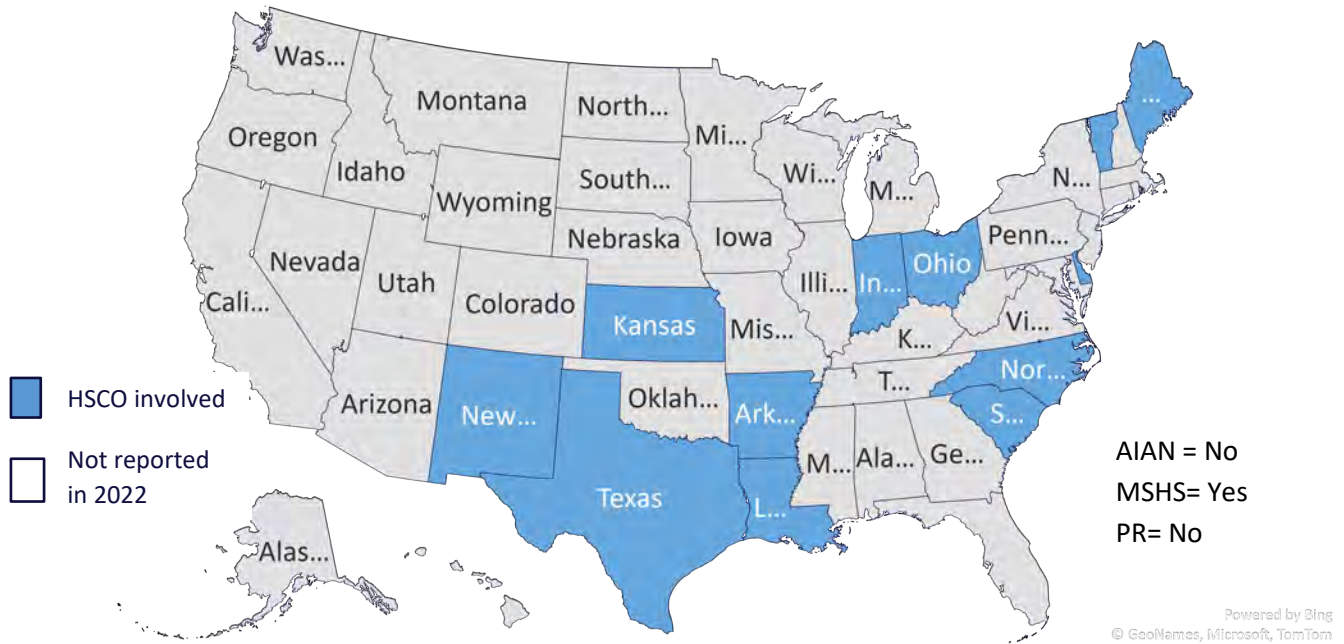
HSCO	Narrative Examples: Transition Planning
Alabama	The Alabama HSCO served on a statewide transition team to develop a comprehensive cross agency transition plan
Arkansas	Arkansas continues to work on Transition, workforce issues, and other issues that affect programs in our state. The HSSCO director provide opportunities for Directors to get together every other month to share and engage in tough conversations and problem solving.
Hawaii	Transition planning: participated on a Strategic Implementation Plan workgroup that targeted smoother transitions between Part C and Part B, and to identify transition to K challenges that families with young children experiencing unstable housing might be having through conversations with McKinney-Vento liaisons.
Indiana	Transition to Kindergarten Summit: This summit laid the foundation with research around the impact and importance of continuity of care and Pre-K experiences to boost both student and parent transition confidence and success. The summit also focused on transition tips and hints from IDOE for both transition to kindergarten and transition of services as well as regional practices and activities from a Head Start program. Transition to Kindergarten resources were shared as well as an updated

	Transition to Kindergarten Tool Kit; resources support LEAs, early childhood programs, and families in planning and communication; materials were dispersed widely and are available for download.
Iowa	The HSCO participates on the Iowa Department of Education State Coordination Team (SCT) which is comprised of LEA's (ECSE and EC). At this meeting the HSCO answers questions and provides a Head Start update. The meeting allows for relationship building and presents information about how Head Start operates in relation to programming and standards in the context of their work. In addition to these meetings the HSCO answers phone and email questions regarding collaboration, transitions and school readiness when asked.
Idaho	The Early Childhood and Interagency Coordinator (ECE & IA) at the Department of Education and HSCO Director work very closely on the transition from Head Start to School District. The ECE & IA Coordinator and IHSCO Director met several times to streamline the transition process for both children with disabilities and typically developing children between Head Start and School District.
Maine	Participated in Maine's Kindergarten Readiness technical assistance project supported by Education Commission of the States—helped design Maine's Transitions to Kindergarten webpages and provided feedback on the Transitions for Kindergarten professional learning modules
Massachusetts	Given new tenure in the role, the MA HSSCO Director has met with the head of the MA Department of Elementary and Secondary Education's Early Learning team as well as the 619 Coordinator to discuss the support of transition activities from pre-K to kindergarten. The MA HSSCO Director also represents EEC and the Head Start/Early Head Start community on a PDG-funded working group supporting pre-K to K transitions.
Michigan	The HSCO director partnered with Preschool Development Grant Birth through Five (PDG-B5) to improve Kindergarten transitions by offering an opportunity for Head Start grant recipients to participate in a peer learning community focused on strengthening team work and communication between Head Start and state school systems to strengthen kindergarten transitions for Michigan's children and families.
Minnesota	Transitions Action Project: The goal of this project is for transition teams to use existing or create new templates and tools within several areas of focus, sharing and using early childhood data, fostering buy-in from early childhood and K-12 leaders, improving cooperation between professionals, building relationships with community partners and support children and families in successful kindergarten transitions.
Montana	The HSCO leads a workgroup from the Part C Advisory Council and the group developed a series of transition supports for parents transitioning from Part C to Part B including brochures, acronym lists and definitions. The HSCO initiated meetings quarterly with the new OPI Early Childhood staff to discuss transitions and continue relationship and trust building.
Nebraska	The workgroup finished in May 2022 with the release of a 3-part transition guide for early childhood providers, parents, and school districts.
New Hampshire	In 2020 - 2021, the Bureau Chief and Department of Education (DOE) Deputy Commissioner co-led the PDG KEA and Transition Project Task Force, which generated recommendations on: a) 1 to 3 KEA tools to be promoted for school district and early childhood pre-k program use throughout the state on a voluntary basis; and b) exemplary and promising preschool to kindergarten transition practices, also to be promoted for early childhood programs and school districts in the state.

New Mexico	In April 2022, the New Mexico HSCO and ECECD programs collaborated with the Public Education Department’s Education for Homeless Children and Youth and Special Education Division and the New Mexico Head Start Association to host the first prenatal to kindergarten transition summit detailed in response and narrative.
Oregon	Staff at ELD and ODE are tasked with supporting the connections along the P-3 spectrum and consistent work is done to invite kindergarten teachers to shared learning opportunities that address transitions, the Early Learning and Kindergarten Guidelines, and the Kindergarten Assessment.
South Dakota	SDHSCO continues to distribute the SD Early Learning Guidelines and SD Kindergarten Standards Crosswalk to district, non-district, public, private, licensed, non-licensed preschools, licensed or non-licensed childcare centers, junior kindergarten/kindergarten educators, pre-k SPED educators, and other educators working with children who will be or are transitioning to kindergarten.
Texas	The Partnership Guide contains kindergarten transition information and activities to support effective partnerships, relationship building, and collaboration that will assist early childhood programs, families, and children in Texas to implement practices that will assist them in their partnership efforts
Utah	Reworked and finalized Utah’s Statewide Kindergarten Transition Toolkit for publication with input and assistance from OCC, USBE, kindergarten, preschool teachers and the training and technical assistance arm of the Education Commission of the States...formed partnerships with USBE to ensure children entering kindergarten understand the expectations of their new school settings, are academically ready for school, and transition successfully from preschool to kindergarten
Washington	The focus in our transition work was on Family Voice. Family Voice listening sessions were held in a number of diverse communities with funding from the PDG Birth to Five Initiative.
West Virginia	One of the required elements for WV Pre-K is transition; including planning for both into and out of Pre-K. School readiness is promoted through Pre-K review audits of each program on a triennial basis
Wisconsin	The HSSCO is co-lead on a PDG-funded case study research project focused on transitions. WI DCF has identified a need to better understand how Wisconsin communities are working to ensure cohesive and high-quality transitions within and out of the ECE system and into kindergarten. The HSSCO worked with the DPI to establish a strategic goal around better understanding what kindergarten transition activities are happening across the state.
Vermont	Met with VT Head Start Association Family Services/ERSEA Managers monthly to gather information about the challenges programs face regarding Kindergarten transition planning and identify strategies to incorporate into the VT HSCO’s new five-year project period. Built relationships with the Vice President of the VT School Board Association and the Assistant Executive Director for the Vermont Principal’s Association to lay the groundwork for future collaboration in support of transition work.

Promoting School Readiness through Summits and Conferences

13 HSCOs promoted school readiness efforts through summits and conferences



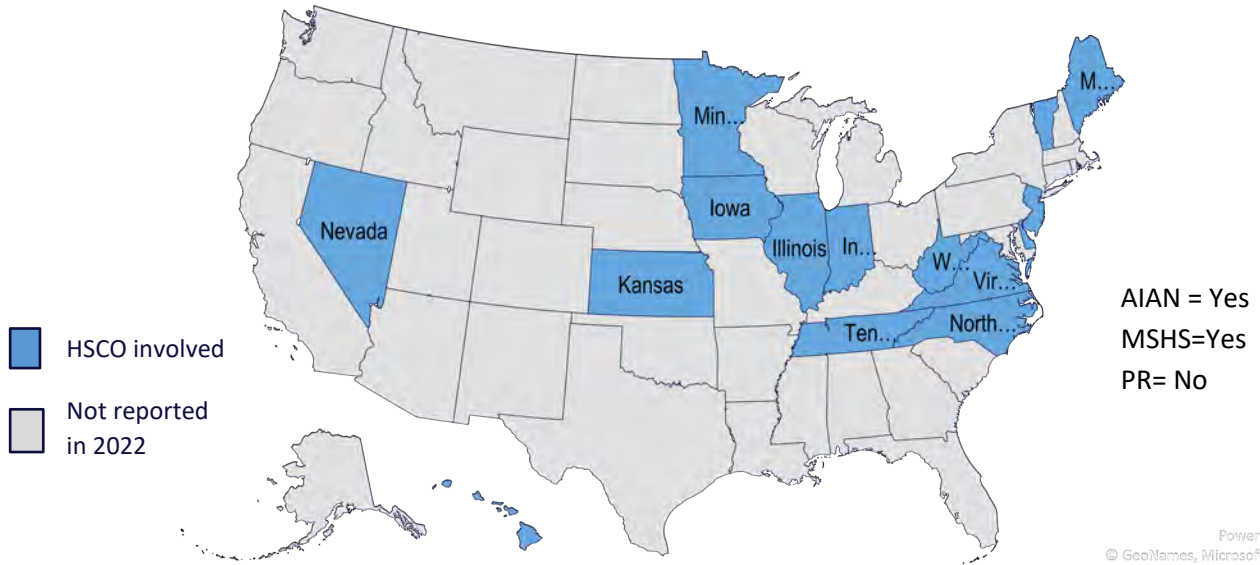
Promoting Continuity of Care

12 HSCO's promoted continuity of care and the importance of caregiver relationships for infants and toddlers



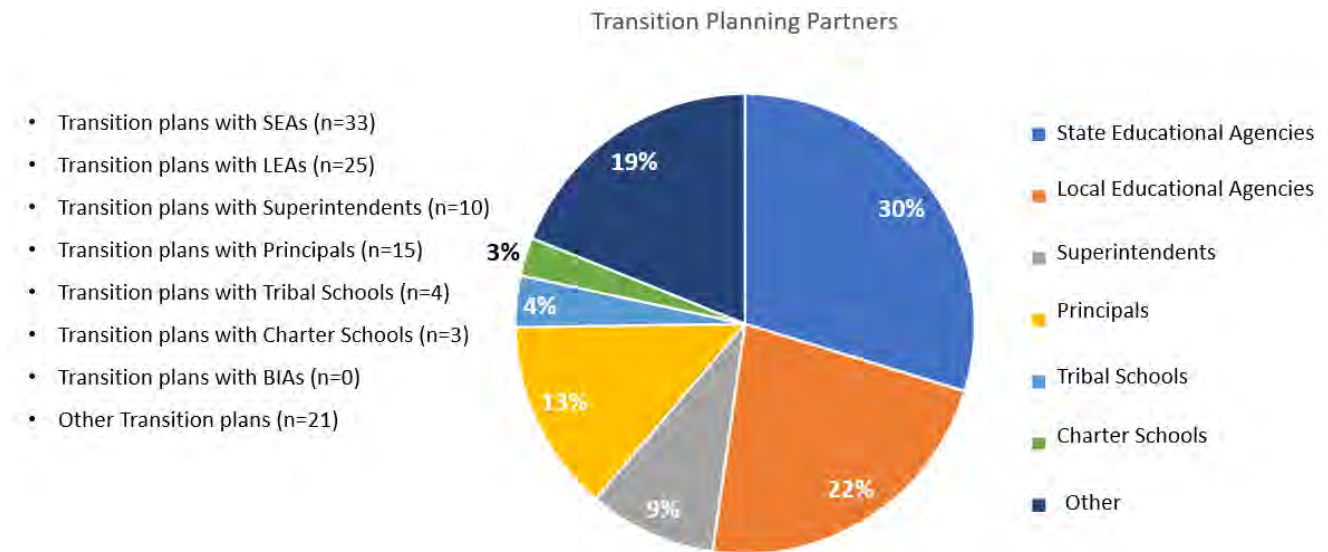
Promoting MOUs with Schools to Expand Opportunities and Transitions to PreK

18 HSCOs supported MOUs with schools to expand early learning opportunities and transitions as part of PreK collaboration efforts



Transition Partners

HSCOs reported working with the following partners on transition-related activities and initiatives in 2022.



In addition to these partnerships, 22 HSCOs reported involvement in activities related to transitions to kindergarten as part of their state’s Preschool Development Grant Birth to Five (PDG B-5) work (CA, CO, HI, ID, IL, KS, MA, MI, MN, NE, NH, NY, NC, OK, OR, PR, SC, VT, WA, WI, and WY).

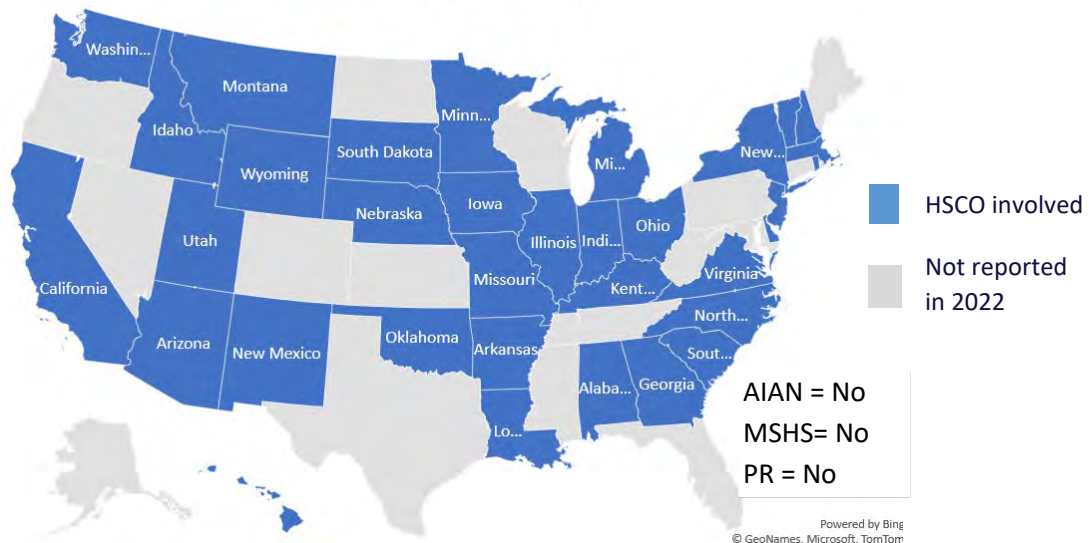
Workforce and Professional Development

Higher Education

35 HSCOs were involved with higher education issues in 2022. Ten HSCOs were involved in the development or revisions of degree programs (AAs, BA and/or MAs) in the areas of early childhood education and/or infant and toddler development. In addition, 17 HSCOs were involved in the development or revision of state credentials or certificates in the areas of: Infants and toddlers; Preschool; Mental Health; and Early Childhood Special Education. (See table).

State, Territory	Development or Revisions to degree programs	Development or revisions to credentials/certifications
Alaska		Preschool
Arizona	AA/BA in ECE	
Arkansas		Infant-Toddler, Mental Health, ECSE
California	AA/BA in ECE	Infant-Toddler, Preschool, Mental Health
Delaware	AA in ECE	
DC	AA in ECE	
Florida		Infant-Toddler
Georgia		Mental Health
Idaho	MA in ECE	
Kentucky		Infant-Toddler
Louisiana		Infant-Toddler, Preschool
Massachusetts		Infant-Toddler, Preschool
Michigan	BA in ECE	Infant-Toddler, Preschool, ECSE
New Hampshire		Infant-Toddler/Preschool
New Jersey	AA/BA in Infant-Toddler	
North Carolina	AA in ECE, Infant-Toddler	Infant-Toddler, Preschool, Mental Health
Ohio		ECSE
Rhode Island		Infant-Toddler
South Carolina	AA in ECE, Infant-Toddler	Preschool, Mental Health
Utah	AA in ECE	Infant-Toddler, Preschool, Mental Health, ECSE
Vermont		Infant-Toddler
Virginia		Infant-Toddler, Preschool

Involvement with Higher Education

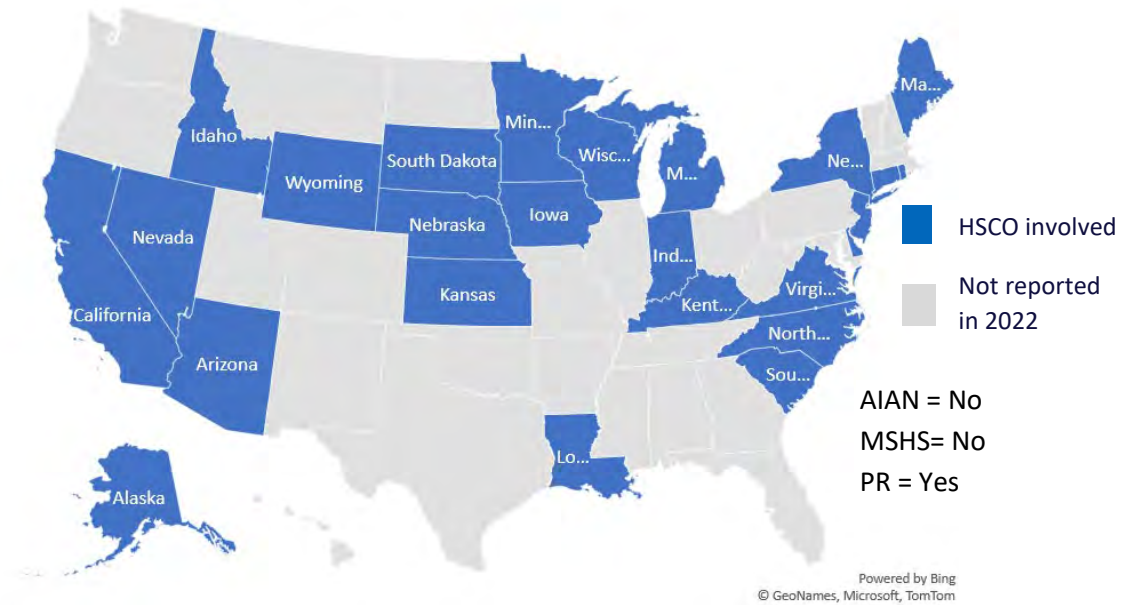


Development or Implementation of Early Learning Guidelines or Standards

26 HSCOs reported involvement in efforts to develop or implement early learning guidelines or standards. Of these 26, 14 were involved in alignment of early learning guidelines with the Head Start ELOF and 3 were involved in including dual language learners in the early learning guidelines.

A handful of HSCOs were involved in initiating or revising standards for infants and toddlers (n=4), for preschool children (n=6) or birth to five standards (n=8). 11 HSCOs were involve in disseminating early learning guidelines or standards. Eight HSCOs were involved in some other activities related to early learning guidelines or standards.

HSCOs Involved in Developing or Implementing Early Learning Guidelines or Standards



Legislative Actions

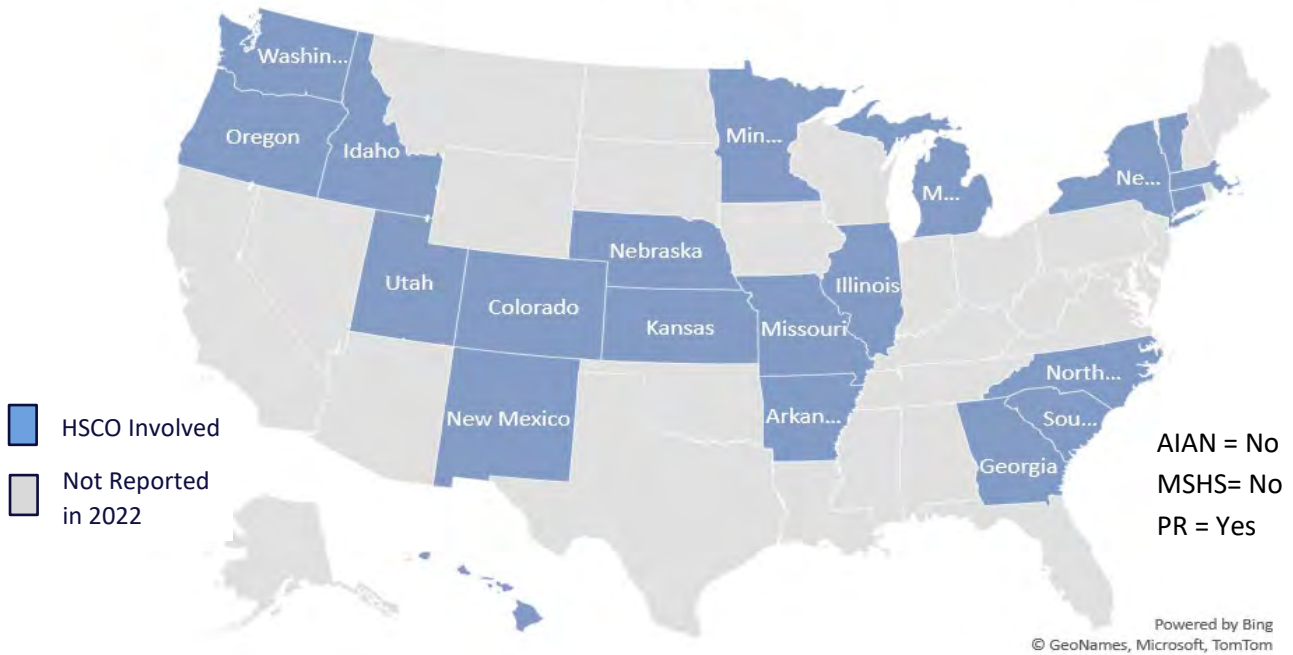
22 HSCOs reported involvement in education activities for legislative actions related to professional development in 2022.

HSCOs involved in education for legislative actions on professional development



In addition, HSCOs also worked on workforce and career development activities as part of their PDG B-5 grants.

Involved in PDG B-5 Workforce and Career Development Activities



Data Systems Work

Forty HSCO were involved with state data system activities in 2022. Twenty-four HSCOs were involved in activities related to unique identifiers that include Head Start data, and 17 were involved in activities to integrate Head Start data into state data systems.

HSCO	Unique identifiers incl. Head Start Data	Data Profiles	Mapping Studies	State Data Systems Work	Common Data Definitions
AIAN					
Alabama		√		√	
Alaska	√	√	√	√	
Arizona	√	√	√	√	
Arkansas	√	√		√	
California	√	√	√	√	
Colorado				√	
Connecticut		√	√	√	√
Delaware				√	
District of Columbia				√	
Florida				√	√
Georgia	√	√	√	√	
Hawaii					
Idaho		√		√	
Illinois	√	√		√	
Indiana	√	√		√	
Iowa	√			√	
Kansas					
Kentucky	√	√		√	
Louisiana				√	√
Maine				√	
Maryland					
Massachusetts				√	
Michigan	√	√		√	
Minnesota	√	√		√	
Mississippi					
Missouri		√			
Montana	√	√		√	√
MSHS					
Nebraska	√	√		√	√
Nevada					
New Hampshire		√		√	
New Jersey		√		√	
New Mexico					

HSCO	Unique identifiers incl. Head Start Data	Data Profiles	Mapping Studies	State Data Systems Work	Common Data Definitions
New York				√	
North Carolina	√	√		√	
North Dakota				√	
Ohio		√	√		
Oklahoma		√			
Oregon	√	√	√	√	
Pennsylvania		√			
Puerto Rico				√	
Rhode Island					
South Carolina	√	√	√	√	√
South Dakota				√	
Tennessee	√	√		√	
Texas	√	√	√	√	
Utah	√			√	
Vermont	√			√	√
Virginia	√			√	
Washington		√		√	
West Virginia	√	√			
Wisconsin	√	√	√	√	
Wyoming	√			√	
<i>Counts</i>	<i>24</i>	<i>29</i>	<i>10</i>	<i>40</i>	<i>7</i>

Data systems work continued

HSCO	Taskforce on data systems	Data governance	Data sharing MOUs	Integrating HS data	Other Data Systems Work
AIAN					
Alabama	√				
Alaska	√				
Arizona	√	√	√	√	
Arkansas	√		√		
California	√				
Colorado	√				
Connecticut			√	√	
Delaware	√				
District of Columbia			√		√
Florida	√	√		√	
Georgia		√	√	√	√
Hawaii					
Idaho	√				
Illinois	√	√	√	√	

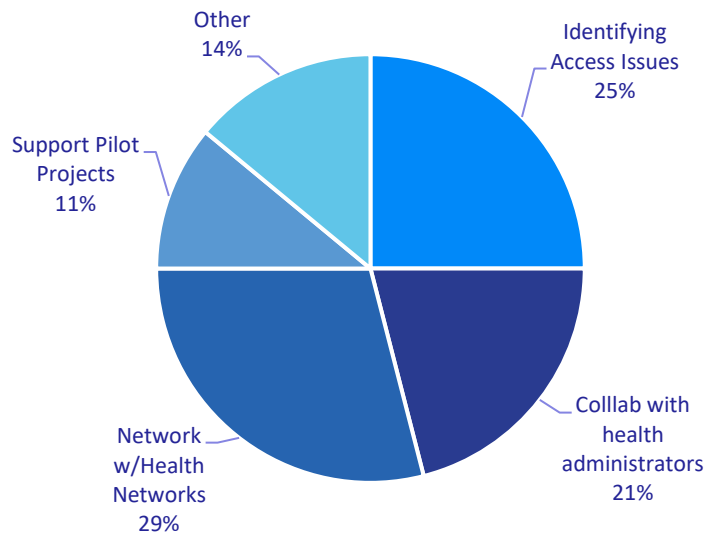
HSCO	Taskforce on data systems	Data governance	Data sharing MOUs	Integrating HS data	Other Data Systems Work
Indiana	√				
Iowa		√		√	
Kansas					
Kentucky	√				
Louisiana		√		√	
Maine	√				
Maryland					
Massachusetts					√
Michigan	√		√	√	
Minnesota			√		
Mississippi					
Missouri					
Montana					√
MSHS					
Nebraska	√	√	√	√	
Nevada					
New Hampshire	√		√	√	√
New Jersey			√		
New Mexico					
New York					√
North Carolina	√	√	√	√	
North Dakota	√		√	√	
Ohio					
Oklahoma					
Oregon		√		√	√
Pennsylvania					
Puerto Rico					√
Rhode Island					
South Carolina	√	√	√	√	
South Dakota			√		√
Tennessee	√				
Texas	√				√
Utah					√
Vermont	√			√	
Virginia		√		√	
Washington		√			
West Virginia					
Wisconsin				√	
Wyoming	√				
<i>Counts</i>	23	12	15	17	11

Health Related Activities

Medical and Dental Home

Eighteen HSCOs were involved in activities related to supporting a dental home and 12 HSCOs were involved in supporting a medical home.

Activities to Support Medical and Dental Home

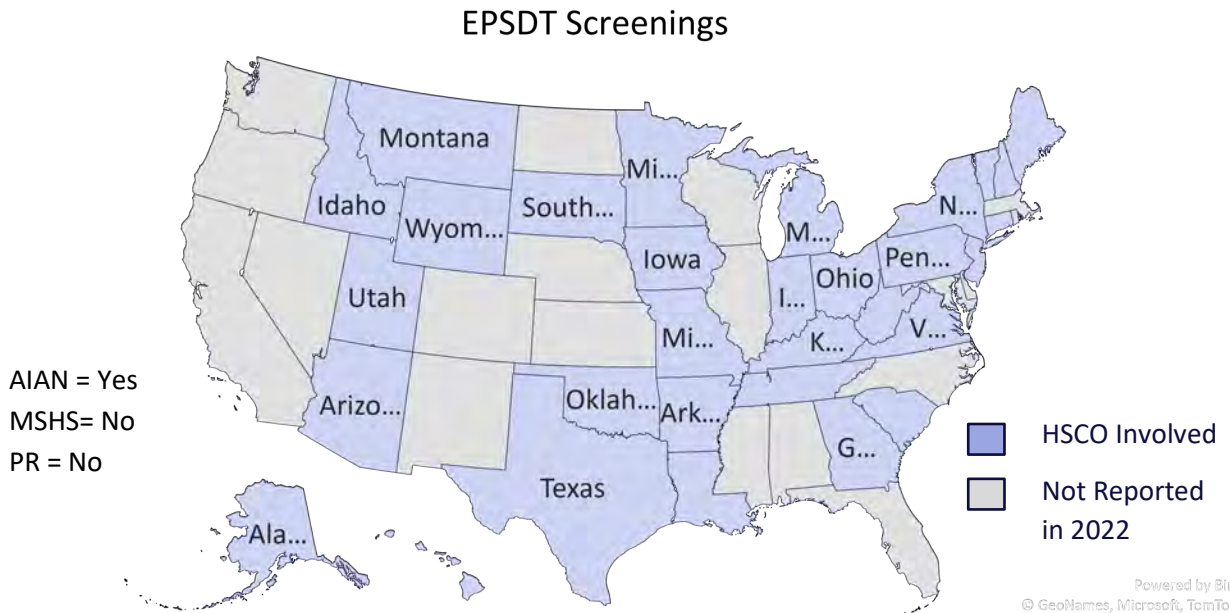


HSCO	Medical and/or Dental Home
Arkansas	Dental
Florida	Medical/Dental
Hawaii	Dental
Illinois	Medical/Dental
Indiana	Dental
Louisiana	Dental
Montana	Dental
MSHS	Medical/Dental
New Jersey	Dental
New York	Dental
North Carolina	Medical/Dental
Ohio	Dental
Pennsylvania	Medical/Dental
South Carolina	Medical/Dental
South Dakota	Dental
Texas	Medical/Dental
Utah	Medical/Dental
Wyoming	Medical/Dental

HSCO	Examples of Activities to Support Medical and Dental Homes
Illinois	HSCO researched potential dental homes and provided information to grantees.
MSHS	Development of MOU's between MSHS and local Community Health Centers
Ohio	Connected The Ohio State University School of Dentistry with local Head Start programs for screening and education.
Pennsylvania	Managed and Facilitated the PA Healthy Smiles Task Force Participated in the PA Coalition of Oral Health leadership work, as a member.
Puerto Rico	Participated in work groups in the Local Health Advisory Committee and in the Oral Health Coalition.
South Carolina	Worked with medical/dental association to assist with access to virtual care. (Telehealth) We are a part of the State Oral Health Coalition. We cosponsor the oral health training conference.
Texas	The THSSCO Director continues to work with the Texas Oral Health Partners to support programs with information to aid families to enroll children in dental homes, and to provide resources, information, and oral health reports on children in early childhood programs in Texas.

Screenings

Thirty-four HSCOs were involved in activities to support Early and Periodic Screening, Diagnostic and Treatment (EPSDT) screenings in the past year.



Fifteen HSCOs participated in activities to address lead toxicity screenings; 18 HSCOs were involved in supporting hearing screenings; 12 HSCOs were involved in supporting vision screenings; 14 HSCOs were involved in activities to support dental screenings; 22 were involved in supporting developmental screenings; and 5 HSCOs supported other screening efforts in 2022. See the table on the next page for the list of states/regions.

EPSDT Screenings

HSCO	Lead toxicity screening	Hearing screening	Vision screening	Dental screening	Developmental screening	Other
AIAN					√	
Alaska					√	
Arizona		√	√	√	√	
Arkansas	√	√	√	√	√	
Connecticut		√	√		√	
DC					√	
Georgia	√				√	√
Hawaii	√	√	√	√		
Idaho	√	√				
Illinois		√	√			
Indiana	√	√	√	√	√	
Iowa	√	√	√	√	√	√
Kentucky				√		
Louisiana	√					
Maine					√	
Michigan				√		
Minnesota	√	√	√		√	
Missouri		√			√	
Montana	√	√				
N. Hampshire					√	
New Jersey			√	√		
New York				√	√	
North Carolina	√	√	√	√	√	
Ohio		√		√		√
Oklahoma					√	
Pennsylvania	√	√	√	√	√	√
Puerto Rico					√	
South Carolina	√			√	√	
South Dakota		√				
Tennessee		√				
Utah	√	√	√	√	√	
Vermont					√	
Virginia	√					
West Virginia						√
Wyoming	√	√			√	
	15	18	12	14	22	5

Oral Health Initiatives

27 HSCOs involved in oral health initiatives in 2022.

Examples of Other Oral Health Initiatives:

Alaska: Alaska Alliance for Healthy Kids

Illinois: Dental offerings at the annual IHSA conference and Region V conference. Oral Health discussions at Quality Enrichment Circle discussions 3 times per year in 3 parts of the state.

Kentucky: Supported the Office of Public Health to connect with Early Head Start, Head Start, Child Care, and Public Preschools as they launched a dental study for vulnerable young children across the state.

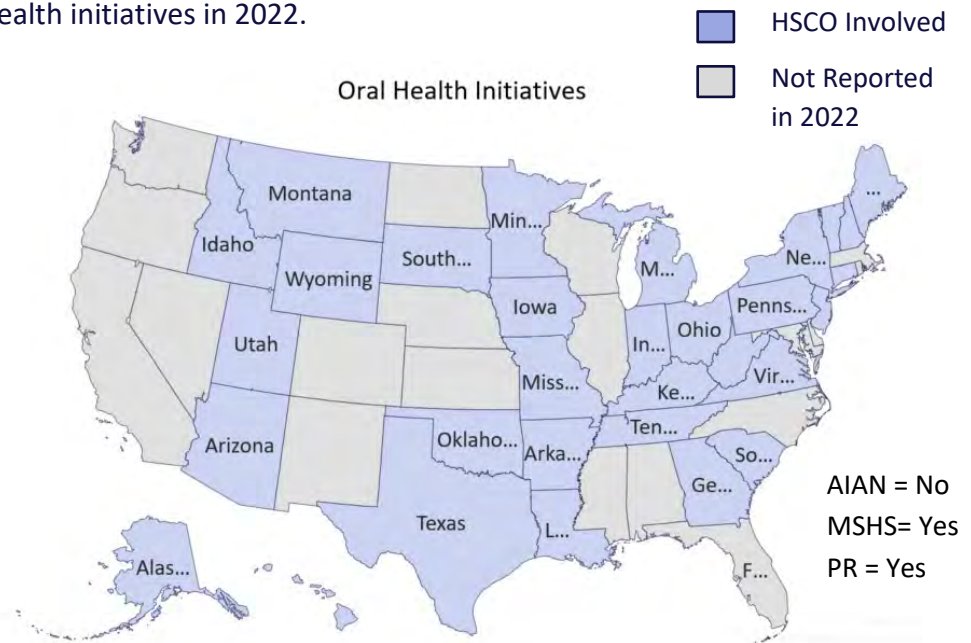
Missouri: Partner with State Oral Health /Distribute Program Consultant to share oral health information/resources.

New York: Held an Early Childhood Oral Health Summit and follow up meeting for more than 150 stakeholders. We will be making recommendations to the ECAC and Governor's office from the results of these meetings.

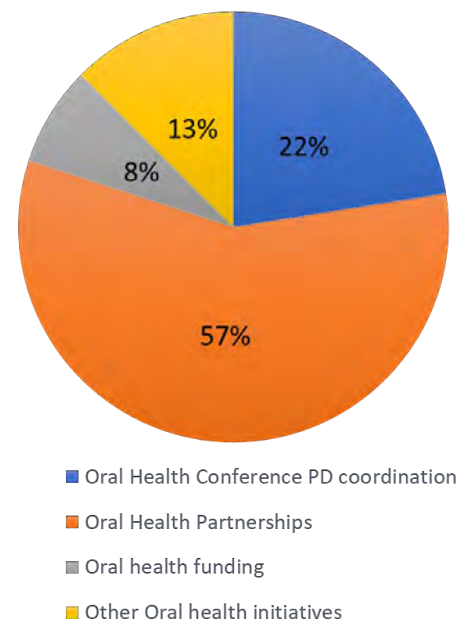
North Carolina: Disseminated information about oral health to programs

Ohio: Connected the Ohio State University School of Dentistry with local Head Start programs for screening and education.

Texas: Participating in the Performance Improvement Project Intervention for United Health Care Texas (UHCT) to provide educational materials relating to oral health, attend Head Start health fairs and educational events, as well as assist with educating parents and/or caregivers on the importance of oral exams and follow up dental care. The UHCT Team participate in quarterly meetings with the THSSCO/Texas Oral Health Partners.



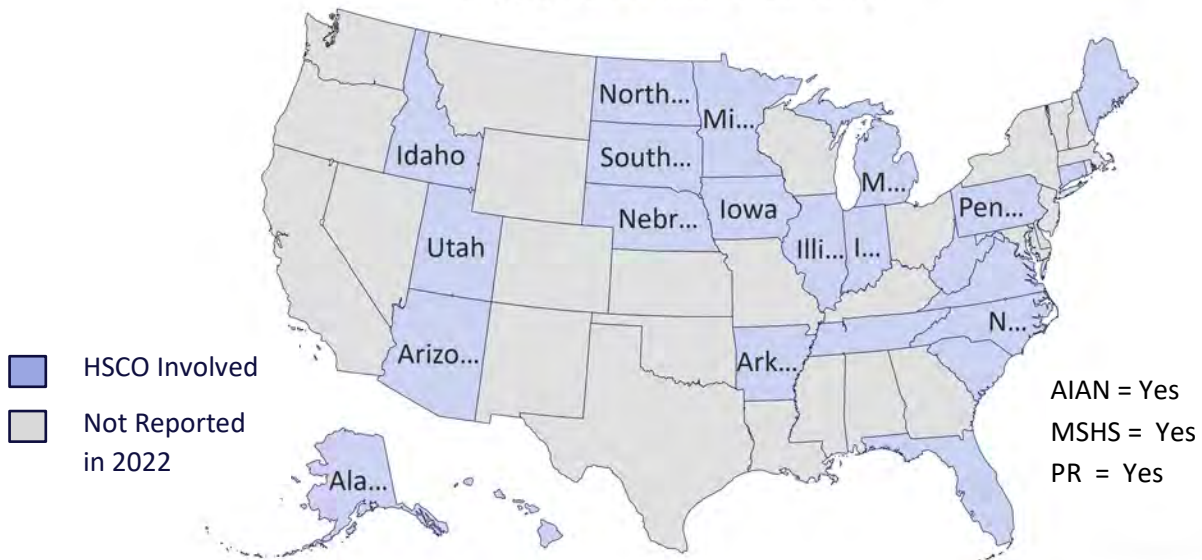
Types of Oral Health Initiatives



Health Networks

Twenty-six HSCOs were involved in support or development of Health Networks in 2022. Of those, 17 reported these were Head Start Manager Networks (6 as facilitators/organizers, 4 as members, 6 as contributors and 17 as having multiple roles).

Supported Health Networks



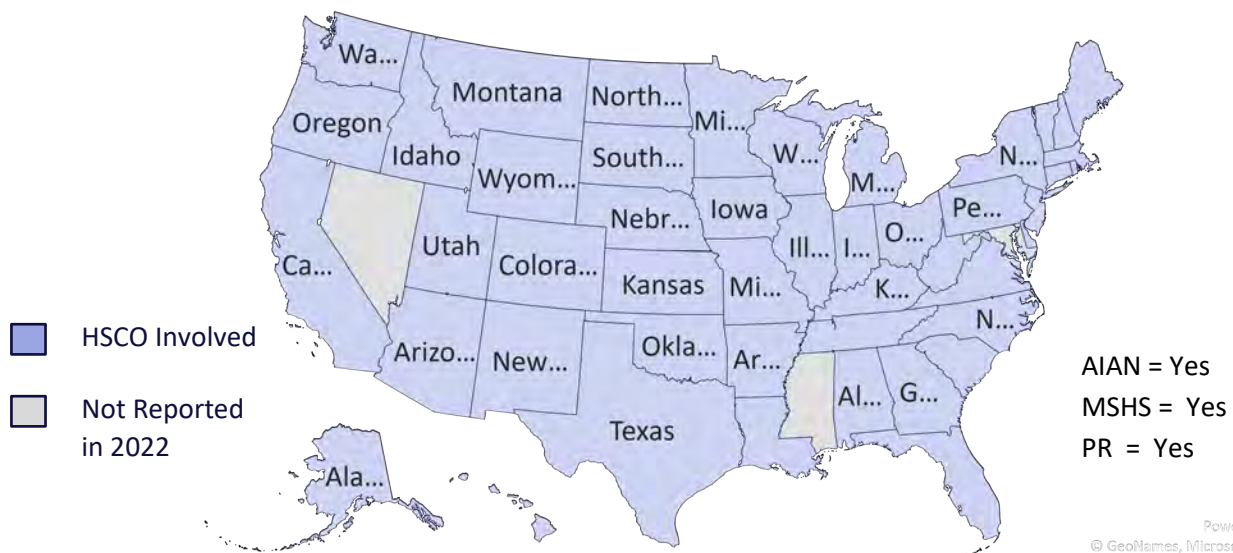
Supported Head Start Manager Networks



Mental Health and Social Emotional

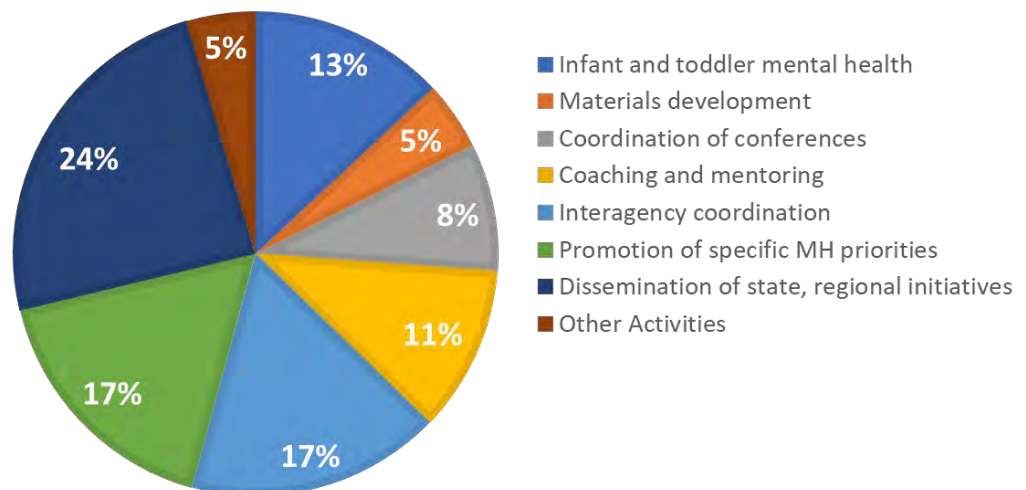
Fifty-one HSCOs reported working on activities related to mental health and social emotional issues in 2022.

Mental Health/Social Emotional



Types of involvement in mental health and social emotional activities include:

TYPES OF MENTAL HEALTH AND SOCIAL EMOTIONAL ACTIVITIES



Nutrition

HSCOs reported efforts to support nutrition goals in the following areas:

HSCO	WIC	CACFP	SNAP	Obesity prevention	Other nutrition activities
Alaska					√
Arizona		√			
Arkansas	√		√	√	√
California	√	√	√		
Colorado		√	√	√	
Connecticut	√		√		
Dist. of Columbia		√			
Florida			√		
Georgia	√	√	√		√
Hawaii				√	
Idaho			√		
Illinois	√	√	√		
Indiana	√	√	√	√	
Iowa	√	√	√		
Maine	√				
Massachusetts	√	√	√		
Michigan			√		√
Minnesota		√	√		
Missouri				√	√
Montana	√	√	√		√
MSSH				√	
Nebraska			√		
New Hampshire			√		
New Jersey			√		
New York	√				
North Carolina	√			√	
North Dakota			√		
Ohio			√		√
Oklahoma			√	√	√
Oregon			√		
Pennsylvania	√	√	√	√	
Puerto Rico	√		√		
Rhode Island			√		√
South Carolina	√	√		√	
South Dakota	√	√	√		
Texas			√	√	√
Utah	√		√		
Virginia		√	√		
Washington			√		
West Virginia			√		
Wisconsin	√		√		
Wyoming	√	√	√	√	
	19	16	32	12	10

The 11 HSCOs who worked in this area reported the following key components of these MOUs: Child welfare referral processes (n=8), cross-training opportunities (n=7), service coordination (n=6), and supporting local partnerships (n=10).

Home Visiting

Thirty-four HSCOs reported engaging in activities related to home visiting in 2022.



- ❑ 25 HSCOs were involved in MIECHV/ Early Head Start work (Alabama, Alaska, Arizona, Arkansas, Connecticut, Delaware, District of Columbia, Idaho, Illinois, Indiana, Iowa, Kansas, Minnesota, Montana, Nebraska, Ohio, Oregon, Puerto Rico, Rhode Island, South Carolina, Tennessee, Texas, Vermont, Virginia, Wyoming)
- ❑ 20 HSCOs were involved in Coordination and/or Systems Work (Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Illinois, Iowa, Kansas, Minnesota, Montana, Nebraska, New Hampshire, New Mexico, Oklahoma, Rhode Island, South Dakota, Utah, Vermont, Virginia)
- ❑ 5 HSCOs were involved in Development or Support of Home Visiting Pilots (Arkansas, Florida, Montana, Puerto Rico, South Carolina)
- ❑ 10 HSCOs were involved in other Home Visiting Efforts (Alaska, Connecticut, Indiana, Michigan, Missouri, Nebraska, Oregon, Puerto Rico, Texas, Wisconsin)

Infants and Toddlers

- ❑ 35 HSCOs were involved in expanding access to infant and toddler spaces in 2022
 - ❑ Within EHS (n=12; IN, IA,KS, LA, MN, MT, NE, NJ, NC, PR, SC, WI)
 - ❑ Within EHS-CCP (n=25; AL, AR, CO, CT, DE, DC, FL, HI, ID, IN, IA, KS, LA, ME, MI, MT, NE, NH, NJ, NC, PR, SC, TX, WA, WI)
 - ❑ Within ECE (N=20; CT, DE, DC, FL, HI, IN, IA, KS, LA, ME, MO, MT, NE, NV, NC, OR, UT, VT, VA, WI)
 - ❑ Other (n=10; AIAN, AR, IL, MN, NH, NC, PR, SC, TX, WA)
- ❑ 14 HSCOs were involved in Developing/Revising Infant Toddler Credentials and/or Certifications (AR, CA, FL, KY, LA, MA, MI, NH, NC, OH, RI, UT, VT, VA)
- ❑ Three HSCOs were involved in Developing/Revising Infant/Toddler Degrees (NJ - AA and BA, NC – AA, SC - AA)
- ❑ Seven were involved in the development or revision of online coursework on Infants and Toddlers (CA, FL, MI, MT, NJ, NC, TX), and 2 in enhancing coursework related to infants and toddlers (AR, CA)
- ❑ Four were involved in revising Infant/Toddler Standards (KY, LA, PR, SC)
- ❑ And 20 HSCOs were involved in Infant/Toddler Mental Health Initiatives (AK, CA, DE, FL, GA, HI, IN, IA, MA, MI, MT, MSHS, NE, OK, PA, RI, TN, TX, UT, WA)

Conference and Training Activities

- ❑ 52 HSCOs were involved in facilitating conferences and trainings; 39 were involved in statewide conferences or trainings in collaboration with State Head Start Associations, 20 with regional Head Start Associations, 10 with National Head Start Association, and 32 with other conferences and trainings.
- ❑ 38 HSCOs were involved in training sessions; 10 in train the trainer activities; 30 in webinars, and 23 in communities of practice.