



Head Start Collaboration Office Resource and Orientation Guide

Updated April 2024

Updates include:

- Resources on RTI and referrals for children with disabilities [Pages 12-13](#)
- Resources on families experiencing homelessness (e.g., McKinney Vento) [Page 13](#)
- Updated Guidance on Head Start Logo Use [Page 31](#)
- New HSCO Logo and Guidance [Page 34, Appendix H](#)
- Updated Guidance on Partnering with State Head Start Associations [Appendix I](#)

Special thanks to Regions 1, 4, 8 and 9 for their work on Standard Operating Procedures and onboarding documentation that informed this guide.

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Overview

Head Start Overview

The Head Start program funds direct federal grants to local organizations that provide **early education and comprehensive services** to low-income children and families. According to the [Head Start Act](#), the purpose of the program is “to promote the school readiness of low-income children by enhancing their cognitive, social and emotional development.” Programs must provide this “in a learning environment that supports children’s growth in language, literacy, mathematics, science, social and emotional functioning, creative arts, physical skills, and approaches to learning...” The program provides **Head Start (HS)** services to children ages 3-5 and **Early Head Start (EHS)** services to children prenatal to 3. HS and EHS services can be located in center-based (which can include public schools), home-based or family child care settings. Beginning in 2015, a new type of EHS grant was awarded for **Early Head Start – Child Care Partnership (EHS-CCP)** programs. EHS-CCP programs allow EHS grantees to serve additional EHS-eligible children using **federal child care subsidies** (Child Care Development Fund or CCDF, described in more detail in Section 5 below) to access **early education** that meets EHS standards, along with the **comprehensive services** that are an essential part of all Head Start programs. These services include “health, educational, nutritional, social, and other services that are determined, based on family needs assessments, to be necessary.” Some of the EHS grants awarded under this program are considered **EHS Expansion** grants; these do not involve partnerships but provide additional EHS slots to existing Head Start grantees who met the grant criteria.

For a full history and overview of the evolution of Head Start, see <https://eclkc.ohs.acf.hhs.gov/about-us/article/head-start-history> and <https://eclkc.ohs.acf.hhs.gov/about-us/article/head-start-timeline>

History and Evolution of Head Start Collaboration Grants

Head Start programs at the local community level receive funds for program operations directly from the Federal Government. With most policies being developed at the State level, a gap in Head Start representation was identified and Head Start Collaboration Offices (HSCOs) were first piloted in 1990, at which time 12 states (ME, NY, PA, OH, KY, WV, OR, NE, TX, SC, NJ, & MA) received funding to foster collaboration in their states. In 1992, 10 more states (CA, AK, VT, MD, NC, GA, MN, IA, CO, NM) were added to the pilot group, and the remaining states were included through the 1994 reauthorization; receiving non-competitive grants in 1995. By 1997, DC and PR were added, and in 2008, the American Indian and Alaska Native (AIAN) and Migrant Seasonal Head Start (MSHS) collaboration offices were added to round out the current slate of **54 HSCOs** across the country.

In the 2007 Reauthorization of the Head Start Act, a funding cap was put in place for the HSCOs with funding levels based on a formula of number of families in poverty at the time. Funding levels range from \$125,000 to \$225,000 for states (including DC and PR) and have remained static since 2007. Until reauthorization is taken up again and this is addressed, the funding levels of HSCO grants cannot be increased. AIAN and MSHS HSCOs are funded through competitive cooperative agreements rather than non-competitive grants. The funding level for these two offices is greater as that work occurs across regions as well as across states.

Purpose and Scope of the Head Start Collaboration Offices

Congress has directed HSCOs to “facilitate collaboration among Head Start [and Early Head Start] agencies and entities that carry out activities designed to benefit low-income children from birth to school entry, and their families.”

HSCOs provide a structure and a process for the Office of Head Start (OHS) to work and partner with state agencies and local entities. Together, these partners work to leverage their common efforts in support of young children and their families to formulate, implement, and improve state and local policy and practices.

These partnerships are intended to:

- Assist in building early childhood systems by collaborating with entities involved in State and local planning processes to better meet the needs of low-income children from birth to school entry, and their families;
- Provide access to comprehensive services and support for all low-income children
- Encourage widespread collaboration between Head Start programs and other appropriate programs, services, and initiatives
- Promote better linkages between Head Start agencies and other child and family agencies that provide health, mental health, or family services, or other child or family supportive services.
- Augment Head Start's capacity to be a partner in state initiatives on behalf of children and their families
- Facilitate the involvement of Head Start in state policies, plans, processes, and decisions affecting target populations and other low-income families

National, Regional and State Priorities

National Head Start Collaboration Office Priorities

The Office of Head Start has also established the following priorities to help guide the work of the HSCOs and to be responsive to the administration. These priorities are updated periodically and posted on ECLKC here: <https://eclkc.ohs.acf.hhs.gov/state-collaboration/article/head-start-collaboration-offices-national-priorities>

Regional Priorities

Each region may have its own set of priorities for Collaboration Offices. Regional priorities can be a critical driver for the work of the AIAN and MSHS HSCOs in particular as they work closely with multiple states, localities, and tribes.

Contact your regional program specialist to learn more about priorities in your region. Program Specialist contact information for your grant is available in HSES. Use the table below to capture relevant regional and state priorities that will inform your work. HSCOs may also benefit from reviewing CCDF state plans, Preschool Development Grant Birth to Five (PDG B-5) needs assessments and strategic plans and State Advisory Council plans for additional information on state priorities and focus areas.

State Priorities

Individual states will also likely have a set of priorities related to early care and education that will be relevant for HSCOs to be aware of. These priorities may or may not align with Head Start priorities but will be important

National HSCO Priorities — updated 4/2023

Collaborate with state systems to align early care and education services and supports for children and families prenatally to age five

Work with state efforts to collect and use data on early childhood programs to guide decision-making and improve child and family outcomes

Support the expansion of and access to high quality workforce and career development opportunities for staff

Coordinate with school systems to ensure continuity and alignment across programs, as appropriate.

State and regional priorities as needed

to understand as state legislators, policymakers and other stakeholders may be focused on these priorities. HSCOs should explore how these state priorities could be aligned with existing Head Start priorities

Several resources are available to examine state priorities. In addition to internal information from HSCO participation in state working groups, advisory councils or other initiatives, information about state legislation related to early care and education can be found at the National Conference of State Legislatures, which [tracks state early care and education legislation](#) and summaries state legislative actions annually, in areas such as **child care access and quality, early care and education workforce, prekindergarten and school readiness, and other legislative trends**. [Available at: <https://www.ncsl.org/research/human-services/early-care-and-education-2021-state-legislative-action-report637732639.aspx>].

Regional Priorities	State Priorities
Click to add regional priority here.	Click to add state priority here.
Click to add regional priority here.	Click to add state priority here.
Click to add regional priority here.	Click to add state priority here.
Click to add regional priority here.	Click to add state priority here.
Click to add regional priority here.	Click to add state priority here.
Click to add regional priority here.	Click to add state priority here.

Unique Roles of AIAN and MSHS Collaboration Offices

The National AIAN Head Start collaboration office works closely with HSCOs in states with tribal and Alaska native programs. The MSHS collaboration office works closely with states that have large populations of migrant and seasonal families. The AIAN and MSHS collaboration offices regularly exchange state information among HSCOs in other states. Their work is also driven largely by regional priorities as described below.

NAIANHSCO

The National American Indian and Alaska Native Head Start Collaboration Office ([NAIANHSCO](#)) was created under [Public Law 110-134, "Improving Head Start for School Readiness Act of 2007."](#) Similar to the Head Start State Collaboration Offices, NAIANHSCO works to identify potential partners for collaboration and communicates the needs of Head Start children and families. In a group effort, they form alliances to provide appropriate support to Head Start and Early Head Start programs.

Unlike the State Collaboration Offices, NAIANHSCO strives to perform these tasks across multiple states. Due to the unique relationship that sovereign American Indian and Alaska Native (AIAN) entities hold with the federal government, this includes developing relationships with offices and organizations that are national in scope. These partners may include the Indian Health Service, National Congress of American Indians, National Indian Education Association, Office of Child Care, and others.

NAIANHSCO serves 150 AIAN Head Start and 58 AIAN Early Head Start programs in 26 different states across the country that have tribal and Alaska native programs. These states include AK, AZ, CA, CO, ID, KS, ME, MI, MN, MS, MT, NC, ND, NE, NM, NY, NV, UT, OK, OR, SC, SD, TX, WA, WI, WY

MSHSCO

The Migrant and Seasonal Head Start Collaboration Office (MSHSCO) promotes high quality, direct service delivery through collaboration, coordination, and alignment of high-quality services for all MSHS grantees and delegate agencies. The MSHSCO serves a vital role in facilitating opportunities for and fostering new partnerships to build a sustainable, comprehensive early learning system for MSHS children, families, and communities.

MSHSCO Mission Statement

The mission of the MSHSCO is to collaborate, educate, coordinate, and align Head Start services at the local, state, and national levels. This ensures access to high quality, culturally appropriate early childhood education opportunities for the children and families of migrant and seasonal farm workers.

MSHSCO Vision Statement

- Work passionately together on enhancing opportunities and resources for all children in poverty, especially those of migrant and seasonal farm workers.
- Demonstrate a strong commitment to the values and beliefs that all children deserve access to high quality, early childhood learning environments and comprehensive support services that honor both child and family alike.
- Identify and leverage valuable resources rooted in the knowledge that improving the lives of children ultimately improves the future outlook and social fabric of the nation.

AIAN Priorities and Goals

Goals are identified using strategic plans derived from the expressed needs of AIAN Head Start grantees and supported by recommendations from the AIAN Head Start National Collaboration Advisory Council. NAIANHSCO priorities include:

- Supporting Children and Families in AIAN communities
- Mental Health/Disability and Transitions
- Collaboration Processes to Improve Enrollment
- Professional Development/Staffing
- Family Engagement
- Staff Wellness
- Language Revitalization
- Indigenizing the Learning Environment

MSHS Priorities

MSHS children and their families are represented in key policies in all 38 states where MSHS programs are located, including at national, state, and local levels. Policy areas include school transitions; child care and early learning systems; professional development; and Regional Office priorities. Regional priorities include but are not limited to family and community partnerships; health, mental health, and oral health; and disabilities.

Balancing Competing Priorities

One of the challenges with the role of the HSCO Director is responding to a variety of “bosses”. HSCO grants are overseen by Office of Head Start Regional Offices so HSCO Directors must be responsive to their regional program specialists. In addition, HSCO grants are located in state agencies, governors’ offices or entities such as universities, state Head Start Associations, or advocacy organizations. This means that HSCO Directors must be responsive to the people who “pay their salaries” - this may be the Governor, the state department of education, etc. HSCO Directors must also be in regular communication with state Head Start Associations, who have an important role to play in guiding the work of the collaboration office as well as in selecting HSCO Directors.

All of these important connections can position HSCO Directors well for integrating Head Start programs into state, regional and tribal systems but can also lead to competing priorities as each group may be focused on different agendas and schedules at any given time. In navigating these competing priorities and different stakeholders, it may be helpful to crosswalk priorities from the state, agency, region and grant requirements to identify where there is overlap and have materials ready to share with others to clarify the role of the collaboration office and Director as needed. In addition to sharing the national HSCO priorities listed above, it may be useful to refer others to the [Director’s Roles and Responsibilities](#) within this document and in [Appendix C](#).

Advice from Your Colleagues on Balancing Priorities

- **Hold briefings** with the agency or entity that houses the collaboration office to clarify roles and responsibilities. During these briefings the HSCO Director can share the requirements of the grant and Director’s role as well as providing regular progress updates to showcase efforts and outcomes of the office.
- **Engage the support of regional and federal staff** to help advocate on behalf of the Collaboration Office; especially if you are a state employee who must balance the demands of the states, even if they conflict with the HSCO purpose of advancing Head Start within state early childhood systems. **Remind** them that Head Start is your primary priority.
- **Prepare overview resources** such as a PowerPoint slide deck or quick one-pager for stakeholders that outlines the purpose of the HSCO grant and its requirements.
- **Ensure the HSCO holds a position of authority** and has access to colleagues in a range of state agencies with whom they can collaborate.

Statutory Authority and Federal Agency Structure

The Head Start Act

The Head Start Act (42 U.S.C. 9801 et seq.) governs the policy and regulations for Head Start agencies and for HSCOs. The Act was last amended in 2007, through Public Law 110-134 “Improving Head Start for School Readiness Act of 2007,” which reauthorized the Head Start Program.

Section 642B of the Act, “Head Start Collaboration; State Early Education and Care,” directly addresses the responsibilities of the HSCOs. The full text of the section is available at <https://eclkc.ohs.acf.hhs.gov/policy/head-start-act/sec-642b-head-start-collaboration-state-early-education-care>.

HSCO Directors should read through the rest of the Head Start Act for a fuller understanding of the purpose of the Head Start program and the responsibilities of Head Start agencies. Note that under the Head Start Act and HSPPS, certain requirements differ for Tribal programs. For example, under Sec. 645(d)(1) of the Head Start Act, an Indian tribe that operates a Head Start program may enroll additional children in the community who do not meet the low-income criteria if certain conditions are met; under Sec. 645(3), a tribal program may reallocate funds between Head Start and Early Head Start programs to address population fluctuations; [§1302.12\(e\)](#) of the

HSPPS includes additional allowances for Indian tribes and [§1304.30](#) describes alternative procedures for the replacement of American Indian and Alaska Native grantees.

The Head Start Program Performance Standards (HSPPS)

In its reauthorization of the Head Start Act described above, Congress instructed OHS to “update its performance standards and to ensure any such revisions to the standards do not eliminate or reduce quality, scope, or types of health, educational, parental involvement, nutritional, social, or other services programs provide.” The updated **Head Start Program Performance Standards (HSPPS)** were issued as a final rule on November 7, 2016. Some of the standards had a later compliance date; some will be phased in over several months or years. The full text of the HSPPS (subchapter B of 45 CFR chapter XIII) is available at:

<https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii>

While HSCO Directors should read through all the standards to help them better understand the Head Start Program, the following standards are of particular relevance to HSCOs as they involve broader state, regional and tribal systems:

- [§1302.11](#) - Determining community strengths, needs and resources
- [§1302.53](#) - Community partnerships and coordination with other early childhood and education programs (includes QRIS)
- [§1302.90\(b\)](#) - Personnel policies, background checks
- [§1302.101\(b\)](#) - Management systems –coordinated approaches

Program Instructions and Information Memoranda

A complete list of **PIs** is available on ECLKC here: <https://eclkc.ohs.acf.hhs.gov/policy/pi> and **Information Memoranda** are available here: <https://eclkc.ohs.acf.hhs.gov/policy/im>

Periodically, OHS issues **Program Instructions (PIs) and Information Memoranda (IMs)** with additional instructions or clarifications for Grantees. **PIs** that are applicable to HSCOs include:

- Background Checks – Extension of Compliance Date and Questions ACF-PI-HS-16-05
<https://eclkc.ohs.acf.hhs.gov/policy/pi/acf-pi-hs-16-05>
- Changes in Federal Reporting ACF-PI-HS-16-01
<https://eclkc.ohs.acf.hhs.gov/policy/pi/acf-pi-hs-16-01>
- Appropriate Use of Head Start State Collaboration Office Grant Funds ACYF-PI-HS-06-01
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/docs/policy-pi/2016-08/ACYF-PI-HS-06-01.pdf>

The following **IMs** should be of interest to HSCO Directors:

- Expulsion and Suspension Policy Statement ACF-IM-HS-16-01
<https://eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-16-01>
- Reporting Child Health and Safety Incidents ACF-IM-HS-22-07 <https://eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-22-07>
- Categorical Eligibility for Families Eligible for SNAP ACF-IM-HS-22-03
<https://eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-22-03>
- General Disaster Recovery Flexibilities ACF-IM-HS-19-01
<https://eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-19-01>

Use this link to subscribe to the latest Head Start news, information, resources, and events:
<https://eclkc.ohs.acf.hhs.gov/subscribe>

Federal Agency Structure

See [Appendix A](#) for OHS Organizational Chart.

The **Office of Head Start (OHS)** and the **Office of Child Care (OCC)** reside under the **Office of Early Childhood Development (ECD)** (website: <https://www.acf.hhs.gov/ecd>). ECD publishes a monthly newsletter that documents initiatives and developments in early care and education. The newsletter is available under the ECD resources section at <https://www.acf.hhs.gov/ecd/resource-library>. Or use this link to subscribe directly to the Early Childhood Development listserv <https://list.nih.gov/cgi-bin/wa.exe?SUBED1=EARLY-CHILDHOOD-DEVELOPMENT&A=1>

ECD is part of the **Administration for Children and Families (ACF)**, which is a division of the **U.S. Department of Health and Human Services (HHS)**. HHS is a cabinet-level agency that fulfills its mission of enhancing and protecting the health and well-being of all Americans by “providing for effective health and human services and fostering advances in medicine, public health, and social services.”

See the ACF organizational chart here: <https://www.acf.hhs.gov/about/offices>.

OHS consists of the Central Office and 12 Regional Offices.

Central Office

OHS Central Office includes the Office of the Director and six operating divisions (Comprehensive Services and Training and Technical Assistance; Planning, Oversight and Policy; Budget Execution; Program Operations; Contracts; and Grants.

Regional Offices

See [Appendix B](#) for a map of the Regional Offices.

OHS has 12 Regional Offices that support the administration of grants, oversight, and TTA for individual grantee agencies. These offices are located in Boston, MA; New York, NY; Philadelphia, PA; Atlanta, GA; Chicago, IL; Kansas City, MO; Dallas, TX; Denver, CO; San Francisco, CA; and Seattle, WA. The Regional Offices for American Indian and Alaska Native (AIAN) and Migrant and Seasonal Head Start (MSHS) programs are located in Washington, DC. <https://www.acf.hhs.gov/oro/regional-offices>

Regional Staff include Regional Program Managers (RPMs), Program Specialists, Regional HSCO Liaisons and other staff. See roles and responsibilities section below for details on the oversight responsibilities of the regional staff for HSCO grants. See the section on [regional office relationships](#) with HSCOs later in this document.

Roles, Responsibilities and Relationships

Head Start Collaboration Office Director

The [Head Start Act of 2007, Sec. 642B. \[42 U.S.C. 9837b\]](#) is the federal statute that outlines the role and responsibilities for State Directors of HSCO. See [Appendix C](#) for the full list of roles and responsibilities as outlined in the Head Start Act. The key responsibilities for this office are as follows:

Needs Assessments

HSCO are required to conduct an assessment within the first year of receiving the grant and update it annually thereafter. The assessment must seek to discover the needs of Head Start grantees with respect to collaboration, coordination, and alignment of services, curricula, assessments, and state and federal Head Start early learning standards to support greater school readiness and family engagement. To the extent practicable, HSCOs should also be familiar with the needs of other state early care and education agencies as they related to

local Head Start programs. Once complete, the HSCO must make the needs assessment available to the public. HSCO can accomplish this in many ways, such as posting it to an appropriate public facing website.

HSCO determines the format of the assessment and the approach for collecting input from grantees regarding their needs. Some of the ways input is collected is through focus groups, work groups, surveys, task forces, and feedback sessions at meetings and events. HSCOs may connect with grantees at local, state or regional meetings, trainings and conferences, via email, and when onsite.

Strategic Plans

The HSCO should develop a strategic plan based on the assessment that:

- enhance coordination and collaboration between Head Start and with other early care and education agencies
- assist Head Start agencies in providing full day, full year early childhood services
- assist Head Start agencies in aligning curricula and assessments in Head Start programs with the Head Start Child Outcomes Framework and state early learning standards, as appropriate
- assist Head Start agencies in accessing professional development opportunities, and
- enable Head Start agencies to conduct better outreach to eligible families.

Collaboration

The primary purpose of the HSCOs is to partner and collaborate with other state agencies to assist Head Start agencies in providing services for families and children and support Head Start as part of the state's early care and education system. HSCOs are expected to accomplish this by:

- serving on the State Advisory Council to assist Head Start agencies in coordination and collaboration
- building relationships with public and private organizations to provide in-kind services to Head Start agencies
- consulting with the chief state school officer, LEAs, and ECE providers at the state and local level
- promoting partnerships to ensure children are receiving comprehensive services to prepare them for school
- promoting partnerships to strengthen family and community environments
- partnering with AIAN and MSHS HSCOs to support American Indian, Alaska Native and Migrant and Seasonal populations that reside in their states. State HSCOs should also work closely with the HSCOs that support the AIAN and MSHS programs as those programs must navigate policies, processes and initiatives across a large number of states that impact their populations.
- See the section in this document on [federal initiatives and funding sources](#) with which HSCOs should collaborate.

EXAMPLE OF ONE STATE'S APPROACH TO BUILDING PARTNERSHIPS:

<https://headstartca.org/about/head-start/collaboration-office/partnership-toolkit/>

Common Examples of HSCO Work

Below are some examples of the types of work HSCOs engage in as they fulfill their collaboration office responsibilities:

- Communicate with Policymakers
 - Emphasizing the importance of early childhood
 - Sharing data and information on Head Start programs
- Understand state/regional/tribal and Head Start policies and data
 - Staying current on state legislation (see [the NCSL Early Childhood Bill Tracking database](#) for early childhood, care and learning legislation legislative sessions for 50 states and the territories).
 - State/regional-level data (e.g., 619 data dashboard, Hunt institute Early Childhood Data Narratives by state <https://hunt-institute.org/resources/2020/01/the-hunt-institute-releases-updated-early-childhood-landscape-narratives/>)
 - State prenatal to three policies. See the [Prenatal to 3 Policy Impact Center's State Policy Roadmap](#).
 - Informing Head Start programs about changes to state/regional policies and Head Start policies that affect programs.
- Collaborate with partners within the state and region to support at-risk populations, e.g.:
 - Partner with state IDEA Section 619 Part B coordinators to support children with disabilities in Head Start programs. Partnership activities may include developing MOUs, meeting with State and School District Special Education Directors as needed, etc.
 - Partner with agencies that administer programs such as SNAP and WIC to streamline family enrollment processes.
 - Work with a Community Lead Advisory Workgroup to ensure safe drinking water
 - Work with Medicaid and health insurance companies to better support families
 - Collaborate with nurses trained under the child care nurse consultants system to support training for Head Start programs
- Collaborate with the regional T/TA Team
- Inform state systems of the Head Start Program Performance Standards and the work of Head Start
- Support state longitudinal data efforts, including establishing unique identifiers and sharing data across systems to better serve families

It is not the role of the HSCO to support individual Head Start grant recipients by proving individual services to them, but rather to support recipients through systems-building and connecting them to existing systems in the state.

HSCO Dos and Don'ts

Please find a quick guide to some of the important Dos and Don'ts of the HSCO in the table below:

DO	DON'T
<ul style="list-style-type: none"> ○ Support planning, policy development, and alignment of ECE systems ○ Bring Head Start perspective to partnerships and meetings ○ Convene stakeholders to increase collaboration and collaboratively plan PD opportunities ○ Share data with state legislatures, policymakers, and other stakeholders. ○ Share Head Start-related news with stakeholders ○ Serve as an information conduit between Regional Offices and state and local ECE systems ○ Inform the State Head Start Association about state changes and upcoming events ○ Build relationships with federal, state and local systems staff and ECE providers ○ Facilitate partnerships to help Head Start agencies secure needed services for families 	<ul style="list-style-type: none"> ○ Don't supervise, manage, or monitor Head Start programs/grant recipients for compliance or provide oversight ○ Don't interpret federal performance standards or policies ○ Don't provide direct training and technical assistance to individual grant recipients ○ Don't mediate between parent/community concerns and individual Head Start programs or other agencies ○ Don't report a noncompliance claim to regional office as a third party (except in cases of serious allegations of wrongdoing or abuse)* ○ Don't engage in lobbying activities** (efforts to influence specific legislation)
<p>* HSCOs should report serious allegations of wrongdoing or abuse to their regional office.</p>	
<p>**Lobbying, which is strictly prohibited using federal funds, refers to activities intended to influence Federal, state, or local legislators or legislation.</p>	

State/Regional Partnerships and Related Federal Funding Initiatives

For a list of statutes, regulations and program guidance that may be relevant to Head Start Collaboration Directors, see the [Early Childhood Systems Collective Impact Project Methods Document](#). This document includes links to federal early childhood statutes, regulations and guidance, and descriptions of programs such as CACFP, SNAP, CHIP, WIC, ESEA Title I, IDEA, CCDF, Child Support Program, Child Welfare Services Program, Community-based Child Abuse Prevention Grants, TANF, Tribal Maternal, Infant, and Early Childhood Home Visiting (TMIECHV) and MIECHV, Early Childhood Comprehensive Systems (ECCS) Program, Healthy Start, MCHB Title V Block Grant Program, Infant and Early Childhood Mental Health Program and others. See [Appendix D](#) in this document for a full list of programs that can be found in the Early Childhood Systems Collective Impact resources.

Child Care

- **Child Care and Development Fund (CCDF)/Child Care and Development Block Grant (CCDBG).**

The Child Care and Development Fund (CCDF), which is administered by the Office of Child Care (OCC), is the primary Federal funding source devoted to providing low-income families that are working or participating in education and training with help paying for child care and improving the quality of care for all children. In 2014, Congress reauthorized the law governing the CCDF, the Child Care and Development Block Grant (CCDBG) Act., which includes many significant changes that have gradually gone into effect since

Link to state CCDF State Plan:

Click here to enter info.

My CCDF Lead Agency Contact is:

Click here to enter info.

the law's passage. A final rule was published in 2016 that updates CCDF regulations, incorporating and clarifying changes made through the CCDBG Act. It also aligns certain child care requirements with the updated Head Start Program Performance Standards, including background checks and health and safety trainings for staff. Details and fact sheets on the CCDF final rule are available online:

<https://www.acf.hhs.gov/occ/ccdf-reauthorization>

HSCOs can play an important part in coordinating with Child Care partners in their state as Head Start grantees navigate state child care licensing rules and other requirements. HSCOs should also be aware of the state's CCDF state plan which delineates priorities and activities for all licensed, regulated and registered early childhood programs in the state. Use this link to identify your Child Care Partner Contacts and copy and paste your contacts to the box above for easy access: [CCDF Lead Agencies by State](#)

- **Child Care Related Resources:**

- Guide to Creating a Family-Friendly Child Care Assistance Application

https://childcareta.acf.hhs.gov/creating-family-friendly-child-care-assistance-application?utm_source=redirect&utm_medium=webinar&utm_campaign=vanityOCCjuly2022

Infant and Toddler Initiatives

- **Health Resources and Services Administration (HRSA) Early Childhood Comprehensive Systems Health Integration Prenatal-to-Three (ECCS) Program.** HRSA supports the ECCS Health Integration Prenatal-to-Three Program to advance cross-sector collaborations and partnerships, health system improvements, state-level policy and fiscal innovation, equity, and family leadership to promote early developmental health and family well-being among prenatal to three-year-old (P-3) populations. The ECCS Program builds state capacity and infrastructure to integrate and strengthen maternal and early childhood systems. HSCOs in several states are part of the advisory committee for these grants and can play an important role in aligning Early Head Start programming to other prenatal to three programs and services in the state. To learn more, visit: <https://mchb.hrsa.gov/early-childhood-comprehensive-systems-health-integration-prenatal-three-eccs-program-awards>

Children with Disabilities

Head Start has an important role in helping young children access and receive special education and related services based on their needs. Under Section 1302.60 of the Head Start Act entitled *Full participation in program services and activities*, A program must ensure enrolled children with disabilities, including but not limited to those who are eligible for services under IDEA, and their families receive all applicable program services delivered in the least restrictive possible environment and that they fully participate in all program activities. Section 1302.61 further describes additional services for children in Head Start programs. HSCOs should collaborate with individuals in the state such as the IDEA Part B Section 619 Preschool Coordinator, the IDEA Part C Coordinator for Infants and Toddlers, the State Interagency Coordinating Council and other individuals and agencies who are responsible for providing services to children with disabilities and helping to ensure they receive the necessary supports to succeed in Head Start programs.

- **IDEA Part B, Section 619** - The Preschool section of the Individuals with Disabilities Education Act (IDEA) Part B, Section 619 applies to children ages 3 through 5 if they meet the definition of a child with a disability. Services for school-aged children with developmental disabilities (3 through 21 years of age) are provided free of charge through the public school system. See <https://ectacenter.org/sec619/sec619.asp> for 619 coordinators' contact information, OSEP state contacts and resources, including descriptions of the IDEA section 619 statute, regulations, policies,

data, reporting and other information.

- **IDEA Part C** - The Program for Infants and Toddlers with Disabilities (Part C of IDEA) is a federal grant program that assists states in operating a comprehensive statewide program of early intervention services for infants and toddlers with disabilities, birth through age 2 years, and their families <https://ectacenter.org/partc/partc.asp>. Each State has Part C Coordinator and contact information can be found on the ectacenter.org website at the above link.
- **Resources to Support Children with Disabilities.**
 - Part C and Part B, Section 619 State Contacts: <https://ectacenter.org/search/mapfinder.asp>
Collaboration between the 619 Coordinator and the HSCO is strongly encouraged. HSCOs and Part B 619 Coordinators meet quarterly to discuss issues such as service provision, eligibility, data sharing and memoranda of understanding. For more information on children with disabilities in Head Start, Allyson Dean at Allyson.Dean@acf.hhs.gov.
 - For legal issues/questions contact OSEP Federal State Contacts <https://www2.ed.gov/policy/speced/guid/idea/monitor/state-contact-list.html>
 - Welcome webinar for new Part C and Part B Section 619 Coordinators: <https://www.youtube.com/watch?v=tQDR1JcoMBY> - learn what Part C and 619 Coordinators roles are and how they partner.
 - The U.S. Department of Education's Office of Special Education Programs and the U.S. Department of Health and Human Services' Office of Head Start released the following documents to encourage collaboration between state educational agencies (SEAs), local educational agencies (LEAs), and Head Start programs to effectively meet the Individual with Disabilities Education Act (IDEA) requirements. These documents make clear that SEAs, LEAs, and Head Start programs all have responsibilities for implementing IDEA to ensure that children with disabilities enrolled in Head Start programs receive a free appropriate public education in the least restrictive environment.
 - [ED and HHS Joint Policy Statement on the Inclusion of Children with Disabilities in Early Childhood Programs](#) (Nov. 28, 2023). This policy statement, released jointly by the Departments of Education and Health and Human Services, states that all young children with disabilities should have access to high-quality inclusive early childhood programs that provide individualized and appropriate support so they can fully participate alongside their peers without disabilities, meet high expectations, and achieve their full potential. For more information see: <https://sites.ed.gov/idea/idea-files/policy-statement-inclusion-of-children-with-disabilities-in-early-childhood-programs/>
 - [Dear Colleague Letter on Individuals with Disabilities Education Act \(IDEA\) Services in Head Start \(2022\)](#)
 - [Dear Colleague Letter on the role of the response to intervention \(RTI\) approach in the requirement for evaluating preschool children suspected of having a disability \(2016\)](#). This document provides guidance to explain that a Response to Intervention Process cannot be used to delay/deny an evaluation for **preschool special education services** under the Individuals with Disabilities Education Act.
 - [Dear Colleague letter on Least Restrictive Environments \(LRE\) in Preschool \(2017\)](#)

My Part B State Contact is:
Click here to enter info.

My Part C State Contact is:
Click here to enter info.

- [Migrant Seasonal HSCOs- ED Dear Colleague letter to support highly mobile children: https://sites.ed.gov/idea/idea-files/osep-dear-colleague-letter-on-education-for-highly-mobile-children/](https://sites.ed.gov/idea/idea-files/osep-dear-colleague-letter-on-education-for-highly-mobile-children/)
- [All OSEP Guidance Documents: https://sites.ed.gov/idea/policy-letters-policy-support-documents/](https://sites.ed.gov/idea/policy-letters-policy-support-documents/)
- A Conversation Roadmap for Talking with Families about Their Child’s Development <https://www.brazeltontouchpoints.org/development-is-a-journey/>
- New Disability Services Coordinators Orientation Guide: <https://eclkc.ohs.acf.hhs.gov/children-disabilities/disability-services-coordinator-orientation-guide/disability-services-coordinator-orientation-guide>.
- See [Appendix E](#) and [ECLKC](#) for guidance from OHS and ED on **Creating an Effective Memorandum of Understanding to Support High-quality Inclusive Early Childhood Systems** among state and local education agencies and Head Start. These MOU guiding principles can also be valuable tools in establishing other types of MOUs with other state agencies.
- See [Appendix F](#) for a fillable flyer that can be used by programs on *Referring a Child with a Suspected Disability or Delay for Evaluation for Special Education*

Families Experiencing Homelessness

- For information on the McKinney-Vento Homeless Assistance Act and the Department of Education’s federal Education for Homeless Children and Youth (EHCY) Program, visit the National Center for Homeless Education at <https://nche.ed.gov/legislation/mckinney-vento/>
 - State Coordinators for the McKinney-Vento Education for Homeless Children and Youth (EHCY) Program can be accessed at <http://nche.ed.gov/wp-content/uploads/2024/01/SC-Contact-list-.pdf>
- State level data on children experiencing homelessness as reported to the US Department of Education. Click on the [map](#) to see your state data: <https://profiles.nche.seiservices.com/default.aspx>. Click [here](#) for National Data
- HSCO working group addressing issues related to families experiencing homelessness. Virtual meetings held monthly every second Thursday from 3-4 pm ET. For more information contact Tracy Duarte, PA HSCO at tradua@pakeys.org

My State EHCY Contact is:
Click here to enter info.

Home Visiting

- **MIECHV** – The Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV) gives at-risk pregnant women and families necessary resources and skills to raise children who are physically, socially, and emotionally healthy and ready to succeed. The MIECHV Program funds states, territories, and tribal entities to develop and implement evidence-based, voluntary programs that best meet the needs of their communities <https://mchb.hrsa.gov/maternal-child-health-initiatives/home-visiting-overview>

Family Support Services

- **SNAP** – The Supplemental Nutrition Assistance Program (SNAP) provides nutrition benefits to supplement the food budget of needy families so they can purchase healthy food and move towards self-sufficiency <https://www.fns.usda.gov/snap/supplemental-nutrition-assistance->

[program](#) . OHS has expanded the interpretation of “public assistance” to include SNAP for the purposes of Head Start eligibility determination. See [ACF-IM-HS-22-03](#) for more information.

- **WIC** - The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) provides federal grants to states for supplemental foods, health care referrals, and nutrition education for low-income pregnant, breastfeeding, and non-breastfeeding postpartum women, and to infants and children up to age five who are found to be at nutritional risk <https://www.fns.usda.gov/wic>
- **CACFP** - The Child and Adult Care Food Program (CACFP) is a federal program that provides reimbursements for nutritious meals and snacks to eligible children and adults who are enrolled at participating child care centers, day care homes, and adult day care centers. CACFP also provides reimbursements for meals served to children and youth participating in afterschool care programs, children residing in emergency shelters, and adults over the age of 60 or living with a disability and enrolled in day care facilities. CACFP contributes to the wellness, healthy growth, and development of young children and adults in the United States <https://www.fns.usda.gov/cacfp>
- **EPSDT** - The Early and Periodic Screening, Diagnostic and Treatment (EPSDT) benefit provides comprehensive and preventive health care services for children under age 21 who are enrolled in Medicaid. EPSDT is key to ensuring that children and adolescents receive appropriate preventive, dental, mental health, and developmental, and specialty services <https://www.medicaid.gov/medicaid/benefits/early-and-periodic-screening-diagnostic-and-treatment/index.html>
- **MEDICAID** - provides health coverage to millions of Americans, including eligible low-income adults, children, pregnant women, elderly adults and people with disabilities. Medicaid is administered by states, according to federal requirements. The program is funded jointly by states and the federal government <https://www.medicaid.gov/medicaid/index.html>
- **State Child Care Assistance Programs (CCAP)**. State CCAP programs are funded by the federal Child Care and Development Fund (CCDF) and designed to assist income-eligible families with child care costs. States have different names for these programs, many of which can be found through the *Financial Assistance for Families* page on childcare.gov at <https://childcare.gov/state-resources?type=202> or under each state’s profile page.

Broadband

- **E-rate: Universal Service Program for Schools and Libraries | Federal Communications Commission** - The E-rate program improves connectivity by bringing affordable broadband services to communities. States may differ in how they determine eligibility for the program and HSCOs may be able to help states understand how Head Start programs are eligible under the program’s definition of a school for the purposes of E-rate. In some states the HSCO is directly involved in certifying the eligibility of Head Start programs for the e-rate program and may assist grant recipients in understanding who to contact to apply for E-rate funding to support broadband internet and other technology services for Head Start programs. In other states, where the Education Department or another agency is responsible for this work, it may still be helpful for the HSCO to understand this connection. NY, OK, MN, NC are examples of states in which the HSCO Director certifies programs for E-Rate eligibility. For more information visit: <https://www.fcc.gov/general/e-rate-schools-libraries-usf-program>.

School Readiness

- **ESSA Collaboration** - The *Every Student Succeeds Act* (ESSA) reauthorizes the Elementary and Secondary Education Act (ESEA), the national education law for all students from pre-kindergarten through grade 12. See <https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf> and

<https://www2.ed.gov/policy/elsec/leg/essa/index.html>. ESSA includes multiple coordination and collaboration activities that should involve Head Start. For example, under Section 1013, Coordination Requirements, local education agencies must develop agreements with Head Start agencies and other entities to carry out activities. ESSA requires states and local education agencies to develop State and LEA Plans that must be coordinated with Head Start programs. In addition, Schoolwide Program Plans and the Targeted Assistance School Program must be coordinated with Head Start programs and other programs and services. HSCOs can play an important part in supporting this collaboration with state and local education agencies.

- **Preschool Development Grants B-5 Program** - The PDG B-5 grants are designed to fund states to conduct a comprehensive statewide birth through five needs assessment followed by in-depth strategic planning, while enhancing parent choice and expanding the current mixed delivery system consisting of a wide range of provider types and settings, including child care centers and home-based child care providers, Head Start and Early Head Start, state pre-kindergarten, and home visiting service providers across the public, private and faith-based sectors. HSCOs are often part of the state's PDG B-5 team and can play an important role in ensuring that Head Start is a key component of a state's well-functioning mixed-delivery system. See here for more: <https://www.acf.hhs.gov/occ/grant-funding/preschool-development-grant-birth-through-five-grant-competition>.
- **Pre-Kindergarten** - Most states have some form of state-funded program for children prior to kindergarten. Funding is managed through your state, so please check for information on your state websites to see if your state has pre-k and how it is run. HSCOs play a critical role in informing discussions about pre-k eligibility, access and availability as Head Start may be an eligible provider of pre-k services in the state. Ongoing dialogue with state pre-k decisionmakers can be critical to ensuring a collaborative relationship that avoids creating parallel services in communities that compete for children and add complexity to parents' ability to navigate the early childhood landscape. Information can also be located through the NIEER Annual Preschool Yearbooks available here <https://nieer.org/state-preschool-yearbooks>
- **Kindergarten Transitions** - An ongoing federal priority for HSCOs is to ensure continuity and successful transitions to kindergarten. In their collaborative role, HSCOs are in a position to support programs as they engage with local and state education agencies to ensure successful transitions from Head Start into Kindergarten. A number of states, including HSCOs, have participated in an ongoing national initiative to foster these smooth transitions. See these resources for more information: <https://eclkc.ohs.acf.hhs.gov/publication/transition-kindergarten-resource-guide> and <https://eclkc.ohs.acf.hhs.gov/transitions/article/transition-kindergarten>

**State PDG B-5 Needs
Assessment**
Click here to enter info.

Child Safety

- **CAPTA/Child Abuse and Neglect Reporting** - States report on incidence of child abuse and neglect as part of the requirements of the federal Child Abuse Prevention and Treatment Act (CAPTA), amended in 2010. While the CAPTA legislation sets the foundation for the child welfare system and identifies certain acts or behaviors as child maltreatment, states determine much of the structure of child abuse and neglect reporting systems. These differences can be significant and can include differences in definitions of what constitutes child abuse and neglect, who is required to report abuse and neglect, how allegations are investigated and how and what data are reported. A series of fact sheets that overview the differences in state child abuse and neglect policies are available at: <https://www.acf.hhs.gov/opre/report/state-child-abuse-and-neglect-scan-policies-database-fact-sheet-series-definitions>. State-specific information including statutes, guides and resources

are available through the federally-funded Child Welfare Information Gateway at <https://www.childwelfare.gov/topics/can/>. HSCOs can help programs understand their responsibility as required reporters under the federal CAPTA law and the procedures required by the Office of Head Start to report incidents to their regional office.

Note: OHS issued an IM in September 2022 to remind all Head Start personnel of their responsibilities for reporting incidents that affect the health of safety of program participants, including incidents that occur in blended classrooms. This IM on [Reporting Child Health and Safety Incidents](#) includes information on the timelines for reporting, specifics on reporting to the Head Start program specialist that oversees the grant or the regional manager, as well as timelines for reporting and consequences for failure to report immediately or as soon as practicable. Also see the Head Start Program Performance Standards (HSPPS) at [45 CFR §1302.102\(d\)\(1\)\(ii\)](#) for additional information.

- ***iLookout:*** This free, interactive, online professional development course for mandated reporters of child abuse is available on the [Individualized Professional Development Portfolio \(iPD\)](#) system. See <https://eclkc.ohs.acf.hhs.gov/safety-practices/article/head-start-faqs-lookout-child-abuse> for more information.
- ***Child Welfare Information Gateway*** is a service of the Children’s Bureau within ACF/HHS and includes information and resources on child abuse and neglect, including instructions on how to report abuse and neglect, as well as a [searchable database of state statutes](#)
- ***Background Check Systems*** - HSCO’s are in a position to help navigate the state and tribal systems that manage and support comprehensive background check systems required under HSPPS §1302.90(b) and the CCDF Final Rule that applies to child care programs and Head Start programs that are licensed, registered or regulated by the state or that are receiving CCDF subsidy funds. Through collaboration with state child care licensing agencies and state bureaus of investigation, HSCOs may be able to help inform programs of how the system works in their state and what avenues are available to support Head Start programs in accessing these systems. HSCOs can also serve as an important conduit to raise issues related to background check challenges with the Regional Office and Central Office. Use these links to find important background check resources and contacts in your state.

- [State Bureaus of Investigation Contacts](#)
- [CCDF Lead Agencies by State](#)
- [Interstate Child Care Background Check Contact List.pdf](#)
- Office of Child Care Policy Resources: <https://www.acf.hhs.gov/occ/policy-guidance/criminal-background-check-requirement-resources>
- Frequently Asked Questions <https://eclkc.ohs.acf.hhs.gov/human-resources/article/background-checks-faqs>

My State Bureau of Investigation Contact is:
Click here to enter info.

My CCDF Administrator is:
Click here to enter info.

My Interstate Check Contact is:
Click here to enter info.

Refugee Support

- The ACF Office of Refugee Resettlement (ORR) includes two relevant key programs: the Refugee Program and the Unaccompanied Children Program. ORR has a regional structure that includes regional representatives and state analysts who support the refugee resettlement programs in ACF's regional offices. They ensure program implementation and strengthen services to refugees in their regions by: Conducting outreach and engagement with federal, state and local partners; Monitoring program planning and provision of services; and Providing technical assistance to ensure programs' compliance with federal regulations. ORR Program goals include early employment, self-sufficiency and integration.
- Many state governments oversee the refugee resettlement program in their state; each state has a State Refugee Coordinator (SRC) and often a Refugee Health Coordinator (RHC). SRCs oversee benefits and coordinate refugee core services within the state.
 - **Resettlement Services:** <https://www.acf.hhs.gov/orr/programs/refugees>
 - **Fact Sheets Eligibility & Benefits:** <https://www.acf.hhs.gov/orr/programs/refugees/factsheets>
 - **State Contacts:** <https://www.acf.hhs.gov/orr/grant-funding/key-state-contacts>
 - **State Programs Directory:** <https://www.acf.hhs.gov/orr/map/find-resources-and-contacts-your-state>

Other Systems

- **Quality Rating and Improvement Systems (QRIS)** - A QRIS is a systematic approach to assess, improve, and communicate the level of quality in early and school-age care and education programs within a state or locality. Not all states have a state-wide QRIS at this time and in those states that do have a QRIS, the features of those systems can vary significantly. Each state determines the number of steps in the system that will differentiate quality. In addition, each state has a unique name for their QRIS system and determines when the system will be updated, how quality indicators are defined and measured, and which programs are required to participate in the system. According to HSPPS [§1302.53\(b\)\(2\)](#), programs (with the exception of AIAN programs) must participate in the QRIS if certain conditions are met. Some states identify at least some Head Start programs as mandatory participants in the quality system. Most states with a statewide QRIS have or are developing policies to facilitate the participation of Head Start programs in their systems, including alternate pathways or reciprocity agreements to participate. HSCOs can serve as an important conduit to raise issues related to Head Start participation to the QRIS decisionmakers in the state and inform Head Start programs of changes to the state system as it evolves.
- **Professional Development Information Systems (PDIS), Professional Development Registries and the Individualized Professional Development Portfolio (iPD)** - Many states have PD systems through which professionals can access training opportunities related to their work with young children. States may also have professional development or workforce registries that serve to verify, store and track the employment, training, and education accomplishments of professionals. Several states are also members of the [National Workforce Registry Alliance](#) which serves as a central hub connecting data on the early Care and education workforce to policymakers, investors, researchers, and change agents working to support them. HSCOs can participate in working groups and initiatives that address access to and alignment of professional development opportunities and systems for early childhood professionals, including Head Start providers. States may also participate in the FREE online Head Start [Individualized Professional Development](#)

My State Refugee Coordinator is:

Click here to enter info.

Use this [link](#) to find your contact

[Portfolio \(iPD\)](#) system, a learning management system created to support ongoing professional development for staff in Head Start and child care settings. Participating states approve courses within the IPD system (states may choose the courses and approve some or all of the courses). Many iPD courses offer continuing education units (CEUs). The IPD is free to states and participants. A list of current state partnerships can be found here: <https://eclkc.ohs.acf.hhs.gov/professional-development/individualized-professional-development-ipd-portfolio/state-partnerships-ipd>

Head Start Associations

HSCOs should foster close collaborative relations with the state, AIAN or MSHS Head Start Associations. As outlined in the [Head Start Act Sec. 642B](#), the **State (or AIAN or MSHS) Head Start Association** should be involved in the selection of the HSCO Director, as well as “in determinations relating to the ongoing direction of the collaboration office.” This can be accomplished in many ways as determined by the Director and the Head Start Association and requires a close professional working relationship between them. One does not oversee the other but rather they must work together to provide quality services for children, families and the community. A letter from the state Head Start Association should also be included in the annual HSCO application and should confirm how the collaboration office and association are working together to support children and families.

See [Appendix I](#) for an example from Region VIII on building and maintaining relationships between HSCOs and State Head Start Associations.

National Head Start Association (NHSA)

The National Head Start Association is a membership association for the Head Start workforce and serves as the national voice for early childhood education and leadership on Capitol Hill. NHSA (and the state Head Start Associations) play an important advocacy role that cannot be filled by HSCOs so the relationship between HSCOs and HSAs can be very valuable. NHSA may encourage Head Start Collaboration Directors to become members of NHSA; membership is not required for HSCOs but may be beneficial to the collaboration office. **Directors are encouraged to talk to their regional office or their Central Office HSCO support staff if they have any questions.** NHSA can also serve as a valuable source of technical assistance, resources and other supports to HSCOs. The NHSA holds an annual conference and offers a large portfolio of professional development services and programs for the entire early childhood community. The NHSA also develops annual state profiles that can be helping to HSCOs in sharing information on Head Start with state leaders and stakeholders. See the most recent NHSA State Profiles here: <https://nhsa.org/resource/2022-state-fact-sheets/>

State Head Start Associations (HSAs)

Most state HSAs are connected to the National Head Start Association (NHSA). There are also a number of Regional HSAs as well. HSCO Directors will often attend state association meetings to foster relationships and better understand the needs and priorities of Head Start and Early Head Start programs within the state context. Questions about how to engage with your state, regional or the National HSA, including how to navigate competing priorities, should be directed to your regional program specialist or raised with OHS central office staff.

National Indian Head Start Directors Association (NIHSDA)

The AIAN HSCO works closely with the NIHSDA, which functions as the leading voice for AIAN children in Head Start programs. The National Indian Head Start Directors Association strives to preserve and respect indigenous identity, while actively providing high-quality advocacy, leadership development, and professional growth opportunities to current and future early care and education leaders.

NIHSDA adheres to the following four principles: 1) Equitable quality services for all AIAN children and their families; 2) Empowered Head Start programs and Tribal leadership that advocate for AIAN children and families;

3) Collaborative partnerships with national organizations and stakeholders; and 4) Effective, high-quality support and training opportunities for AIAN grantees.

NIHSDA will be a primary and dynamic source of increased wellness, education, professional development and strong role models for our AIAN children, families and staff through:

- Support and advocacy for culturally relevant services in AIAN communities;
- Innovative and comprehensive services that assist programs to build the capacity to develop school readiness skills;
- Flexible, responsive, community-based programs that encourage family engagement; and
- Effective partnership with the Office of Head Start.

National Migrant & Seasonal Head Start Association (NMSHSA)

NMSHSA is a 501.3 (c) non-profit organization located in Washington, DC, led by a dedicated volunteer board of directors, serving 26 agencies that are Migrant & Seasonal Head Start program grant recipients, spread across 38 states.

In union with farmworker families, the National Migrant and Seasonal Head Start Association (NMSHSA) advocates for comprehensive, high-quality Head Start services with diverse stakeholders, paving the path stronger communities and the lifelong success of children and families.

The NMSHSA values:

- Respect for the families, their backgrounds and culture, and the strengths they bring to the Head Start program and their communities
- Family Engagement and commitment to amplifying the voices of families
- Mission-Driven Advocacy to strengthen and expand programs and services designed to meet the unique needs of farmworker families, their children, and their communities
- Partnerships with diverse stakeholders including families, alumni, and local, state and national organizations and associations

State Advisory Councils on Early Childhood

The Head Start Act requires that the HSCO Director serves on the State Advisory Council (SAC) to “assist the efforts of Head Start Agencies to engage in effective coordination and collaboration.” SACs look different in every state and may or may not be acting as the official SAC as described in the Head Start Act, and not all states have chosen to establish a SAC. While the intention is that each state’s HSCO Director should be included on the state’s SAC, how the representation is determined varies by state. There may be other Head Start representatives that are also included on the SAC. In some states, the HSCO may serve on a SAC’s sub-committee and sub-committees may conduct a good deal of the actual work of a state’s SAC. Regardless of how they serve, HSCO Directors should be knowledgeable about the work of the SACs and have some way of providing input into their work. AIAN and MSHS Collaboration Offices each have a national advisory committee and are responsible for its coordination.

Regional Office Relationship to HSCOs

The Regional Office oversees each HSCO grant. Federal oversight is conducted through analysis of the annual grant application, as well as additional required submissions, including the Annual Needs Assessment, Strategic Plan and Annual and Mid-Year Reports.

My Regional Office contacts are:

Click or tap here to enter text.

Each Regional Office determines how to structure the oversight of the HSCO grants given the unique needs of that region. Common approaches include: one person in the region who oversees all HSCOs, dividing the Region into subgroups overseen by more than one regional staff member, one regional staff member assigned to each state, or in some cases the Regional Program Manager (RPM) oversees all HSCOs in that Region. In all cases there is a regional staff person (generally a program specialist) who is assigned to manage the HSCO grant, with additional support from the HSCO Liaison for the Region. Again, note this structure is determined by each Region, so HSCOs should understand how their Regional Office oversees their grant in their state.

Regional Collaboration Office Liaisons or Program Specialists are available to provide Head Start information and data, such as funding and enrollment, to HSCO Directors upon request. [Note: HSCOs should be aware of data that are available to them through HSES; see the [HSES section](#) and [Appendix G](#) of this document for more information on HSES]. They may also occasionally ask HSCO Directors for relevant early childhood data and information on each state in their region. Regional Office staff may also invite HSCO staff to periodic state or regional meetings. In some regions, HSCO Directors may be invited to participate in periodic meetings with the regional TA team to learn about new resources and provide updates. Some regions, such as Region 1 facilitate learning communities or communities of practice that bring together the HSCO Directors in the region to share ideas and challenges and brainstorm solutions together.

Regional Office staff, per [45 C.F.R. § 75.308\(c\)\(1\)\(ii\)](#), will also provide approval for grant-related program or budget changes, including changes in key personnel named in the application or grant award. Regional staff may contact the HSCO Director regarding meetings or activities involving these groups, or about any policy or budget developments happening in their states and/or regions that would be relevant to Head Start Programs. Some regions may require attendance of HSCO Directors at various regional meetings. Collaboration Offices are strongly encouraged to stay in close communication with their Regional Office.

In addition, there is an expectation that the HSCO Director be available to help coordinate services and resources during local disasters, such as hurricanes, wild fires, and tornados, etc. This support may include sharing information with grantees on programmatic flexibilities or specific resources. [See the IM on Disaster Recovery Flexibilities here: <https://eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-19-01>]. It is imperative that OHS has someone on the ground in these situations to help coordinate the services for families and to funnel information back to the Regional Offices about how disasters may be affecting Head Start families. HSCO Directors should communicate with their Regional Offices as soon as possible when disasters occur to learn about available supports and resources and identify the best communication approaches.

Central Office Relationship to HSCOs

The Office of Head Start (OHS) is made up of the **Central Office** and the **Regional Offices**. While the Regional Office directly oversees the HSCO grants, Central Office does provide ongoing support to the HSCO. The Head Start **Central Office State Systems Specialist** and **Central Office HSCO Liaison** work with the Regions and OHS Leadership to set the national priorities and ensure some consistency in state collaborations from a national level. Central Office holds monthly calls with the HSCO offices to share federal updates and discuss issues of importance to HSCOs. Central Office supports for HSCOs will also include topical working groups (or peer conversations) through which HSCOs can collaborate with their peers to address shared issues and challenges.



Monthly HSCO Calls
Held every third Thursday from
3-4pm ET

Monthly Office Hours
Fourth Wednesday from 4-5pm

The **Central Office State Systems Specialist** is **Beth Caron** beth.caron@acf.hhs.gov, phone 202.401.9387 and the **Central Office HSCO Liaison** is Omair Shamim Omair.Shamim@acf.hhs.gov, phone 208.570.7073. **Monthly calls** are held on the third Thursday of every month from 3-4 pm Eastern Time. Central Office also hosts **monthly office hours** for any HSCOs who wish to join on the fourth Wednesday of each month from 4-5 pm ET.

Central Office organizes **two national meetings** annually for all HSCOs, which are most often held in the Washington, D.C. area. These meetings may or may not be held in conjunction with other national meetings. These meetings generally include OHS updates regarding larger initiatives; Facilitated breakout sessions involving national centers; Sharing resources and examples from colleagues; and Gathering feedback from HSCOs regarding various aspects of their work. As stated in the Application Instructions, HSCO budgets must account for travel to the DC area for two meetings each fiscal year, as well as travel to Regional Office meetings.

Agencies/Entities that Operate HSCOs

Each state that receives a HSCO grant must designate the agency or entity that will house the Collaboration Office. HSCOs can be located in a variety of state agencies and entities, including Departments of Early Care and Education, Family Services, Human Services, Social Services, Workforce Services, Health, Education, Higher Education, the Governor's Office, or a university, among others. In some cases, the funded agency contracts out to another state organization such as the State Head Start Association or the State Community Action Program to house the HSCO. OHS contracts with organizations to operate the AIAN and MSHS collaboration offices.

Transitioning in and out of the HSCO role

When departing the Director role, HSCO Directors should ensure that they notify their regional office staff, the OHS **HSCO Central Office Liaison** (Omair.Shamim@acf.hhs.gov), and the **Central Office State Systems Specialist** (Beth.Caron@acf.hhs.gov). The Director should also change the contact information in HSES to ensure there is an interim individual identified to receive necessary communications during the transition. (See the [HSES section](#) in this document on how to access and update information in the Head Start Enterprise System).

My HSCO grant is located in:
Click here to enter the agency/entity that operates your HSCO grant.

Once a replacement HSCO Director is identified or designated, with input from the state Head Start Association, the state should contact the regional office program specialist who oversees the grant to ensure the proper steps are taken to receive approval for the staffing change, per [45 C.F.R. § 75.308\(c\)\(1\)\(ii\)](#) which stipulates that recipients of federal grants must request prior approval from the awarding agency for programmatic and budgetary changes to the grant.

Collaboration Resources

MyPeers

MyPeers is a social networking platform for early childhood professionals. It's the best place for early childhood professionals to exchange ideas, brainstorm, and share resources with colleagues and partners from across the country. Members can join communities and workgroups dedicated to specific roles, topics, and regions. Members can even share examples of policies, flyers, plans, and best practices from their own state to help their colleagues develop innovative practices!

Currently, a Head Start Collaboration Directors workgroup is used for Head Start Collaboration Offices to share ideas, ask questions of your colleagues, and learn from each other. Soon, it can be used to post monthly meeting minutes, other information, and resources from the Office of Head Start.

You can join My Peers using this [weblink](#) and refer to this [tip sheet](#) for some quick answers.

Head Start Training and Technical Assistance

T/TA Overview

The current system of Training and Technical Assistance (T/TA) consists of three levels: national, regional, and grantee. At the national and regional levels, OHS and OCC collaborate to provide joint training and technical assistance (T/TA) across early care and education programs. At the regional and grantee level, OHS provides T/TA through both direct funding and through T/TA Specialists who provide on-site training and technical assistance to grantees and provide training to clusters of grantees with similar interests or concerns or at state and regional events.

Regional T/TA

The OHS Training and Technical Assistance (T/TA) system supports Head Start program staff in their delivery of quality services to children and families. The HSCO is not a part of the T/TA system, and therefore should not be providing any T/TA to grantees (See [ACYF-PI-HS-06-01 - Appropriate Use of Head Start State Collaboration Office Grant Funds](#).) However, the HSCO should establish relationships with key representatives of the T/TA system at both the regional and national levels. Good communication and relationship with T/TA staff enable HSCOs to work with partners and stakeholders to ensure that resources are being utilized effectively and efficiently. Key T/TA system representatives include:

- **OHS T/TA Systems Specialists**- These specialists work closely with other designated OCC T/TA staff, as well as with HSCO Directors and with the OHS T/TA Team. Their primary responsibility is to participate on a regional team to identify cross-system coordination opportunities between OHS and OCC. They may be available to work directly with grantees or with groups of grantees. Systems Specialists may also hold regular meetings with HSCOs to discuss priorities, needs and challenges. [**Note:** As of early 2023, only the following regions have Systems Specialists are: 1, 2, 3, 4, 7, 8, 11].
- **OHS T/TA Health Specialists**-These specialists serve as a link between the regions and the National Center on Early Childhood Health and Wellness (NCECHW). They help disseminate evidence-based materials and resources and provide training and technical assistance to individual grantees or groups of grantees.
- **OCC State Systems Specialists**-These specialists deliver expert consultation, T/TA support, and resources. They work collaboratively with OCC Regional leadership and CCDF lead agencies to develop customized T/TA plans to help CCDF grantees reach goals and meet requirements.
- **OCC Infant/Toddler System Specialists**-These specialists work directly with members of the infant/toddler workforce to improve their knowledge, skills, and responsiveness in order to meet the unique needs of infants and toddlers in early care and education settings.

My Regional T/TA Contacts are:
Click here to enter the contact information.

The other roles in the OHS T/TA system include T/TA Coordinators, Early Childhood Specialists/Managers, and Grantee Specialists. The work of the T/A Team is directed through Regional Offices. There may be a fair amount of variation from region to region in how grantees access the T/TA, and in the HSCO's interactions with the Team. HSCO Directors should reach out to their Regional Offices to determine how to best work with the T/TA Team to establish an information flow that supports Head Start grantees throughout the state.

As stated above, HSCO Directors are not a part of the T/TA systems and therefore should not be providing any T/TA to grantees. There may be times when HSCO Directors are called upon to facilitate or conduct trainings with state partners. HSCO Directors must keep the Regional Office apprised of all upcoming requests so that they do not inadvertently duplicate or interfere with the role of the T/TA Team.

National Centers

National Centers function as a team to provide consistent information from the Office of Head Start and the Office of Child Care across all service areas, developing and disseminating high-quality, evidence-based resources and practices, and provide training and technical assistance. Their approaches build capacity and create sustainable early childhood practices at the regional, state and local levels. Representatives from the National Centers are often invited to the national meetings for HSCOs in Washington, D.C. They may also occasionally join the monthly HSCO calls to give resource updates relevant to the work of the HSCO Directors. They are represented in many Regional and National conferences and are considered to be expert content resources for both OHS and OCC. OHS currently funds four National Centers:

- [National Center on Early Childhood Development, Teaching and Learning \(DTL\)](#)
- [National Center on Health, Behavioral Health, and Safety](#)
- [National Center on Parent, Family, and Community Engagement](#)
- [National Center on Program Management and Fiscal Operations \(PMFO\)](#)

Information on the four current National Center can be found on ECLCK at: <https://eclkc.ohs.acf.hhs.gov/about-us/article/training-technical-assistance-centers>

HSCOs can reach out to their regional T/TA team with questions or resource needs, and regional T/TA staff can connect the HSCO with National Centers as needed.

Additional information on the T/TA System is available on the ECLCK at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system> and on the ACF website at <https://www.acf.hhs.gov/ecl/interagency-projects/ece-technical-assistance>.

AIAN Resources

- [Strategic Plan 2015-2020](#)
- [2019 Needs Assessment Update](#)

Language Immersion

- [AIAN Language and Culture Community on MyPeers.org](#)
- [Immersion Classroom Planning Template](#)
- For AIAN Partnerships and other resources visit: <https://eclkc.ohs.acf.hhs.gov/state-collaboration/article/national-american-indian-alaska-native-head-start-collaboration-office>

MSSH Resources

See below for a list of selected resources that support the MSSH program:

- [Improving Oral Health for Migrant and Seasonal Head Start Children and Their Families](#)
- [National Migrant and Seasonal Head Start Collaboration Office Locator](#)
- [Memorandum of Understanding Between the Administration for Children and Families, the Migrant and Seasonal Head Start Program, the Office of Head Start, and the Health Resources and Services Administration Bureau of Primary Health Care](#)

Head Start Associations

The National Head Start Association, as well as regional and state Head Start Associations can be a very valuable source of technical assistance and supports. HSCOs should be sure they are aware of these resources in their state and region. See the section earlier in this document for more information on [Head Start Associations](#).

HSCO Grant and Budget Information

HSCO Grant Application and Reapplication Instructions

Awarding Head Start State Collaboration Grants begins when OHS sends a Funding Guidance Letter (FGL) to the HSCO grantee in the State, PR, or DC. The FGL is sent six months before the grantee's re-funding date (also known as the Annual Funding Month, or AFM). The letter provides guidance on the requirements for submission of the application, which is due 90 days, or three months, before the re-funding date (see graph below for examples). HSCO grants are re-awarded on a five-year cycle. Per the Head Start Act, the funding for the Collaboration Offices is capped. The funding amounts per state can be one of 3 amounts, \$125,000, \$175,000, or \$225,000, depending on the formula for each state. Because this is a capped amount, no increases in the amount are possible unless the HS Act is reauthorized, and the cap is removed by Congress. AIAN and MSHS funding amounts differ and are awarded on a competitive basis through cooperative agreements that are competed every five years.

Application Instructions for states, PR and DC are available in the **Head Start Enterprise System (HSES)> Resources> General/ State Collaboration**. [See the [HSES](#) section of this document for more information]. These resources include [State Collaboration Application Instructions](#) and a [Grant Application User Guide– State Collaborative Grants](#) that provides technical instructions for submitting the completed application and related documents into HSES. The application includes directions for both the baseline grant (first budget period of the 5-year project period) and the **continuation grants**, which include the 4 subsequent years in the 5-year project period.

The grant application package must be developed and submitted in an electronic format using the Head Start Enterprise System (HSES). Application instructions and a User's Guide can be found in the "Resources" section of the HSES (scroll down through general resources to find "State Collaboration" resources). Applications must be completed and submitted in the HSES under the "Grant Applications" tab.

AIAN and MSHS grant applications are available through <https://www.grants.gov/>.

HSCO Director Qualifications

Section [642B\(a\)\(3\)](#) of the Head Start Act requires that the state receiving the Head Start Collaboration grant must appoint or designate an individual to serve as the State Director of Head Start Collaboration and that individual must hold a "**position with sufficient authority and access**" to ensure that the collaboration is effective and involves a range of state agencies. The State should also involve the Head Start Association in the selection of the Director and in the ongoing direction of the collaboration office's activities. Given the required activities to be undertaken by the HSCO as described in Sec. 642B(a)(4), the Director must be strategic, organized, and collaborative in building and promoting partnerships with a variety of individuals and agencies within the state and must assist Head Start agencies in understanding state initiatives and requirements.

Allowable and Prohibited Use of HSCO Grant Funds

The allowable or prohibited uses of HSCO grant funds are outlined below. See [ACYF-PI-HS-06-01 - Appropriate Use of Head Start State Collaboration Office Grant Funds](#) for more information.

Allowable Uses of Funds:	Prohibited Use of Funds:
<p>The grant recipient must follow Uniform Administrative Requirements</p> <p>The grant recipient must get ACF prior approval of any sub-grant or contract exceeding \$25,000.</p> <p>Sub-grants and contracts may be used to carry out HSCO activities, such as:</p> <ul style="list-style-type: none"> • Conferences/forums • Planning and partnerships • Documenting collaborative efforts • Preparing and disseminating newsletters/reports • HSCO self-assessment activities • Partnership agreements, including with HSAs • Augmenting/facilitating Head Start’s partnership capacity • Facilitating involvement of Head Start in state policies, planning, processes and decisions affecting Head Start families and low-income families. 	<p>Grant recipients are prohibited from using grant funds to:</p> <ul style="list-style-type: none"> • Provide direct services to families • Provide training and technical assistance (T/TA) to Head Start grantees to carry out their program responsibilities • Supplant ongoing collaboration • Support general membership services of State Head Start Associations unrelated to HSCO priorities • Support lobbying efforts (including lobbying efforts by State Head Start Associations)

HSCO Reporting

The Head Start Act [Sec. 642B\(b\)\(2\)\(E\)](#) requires an interim report no later than 18 months after the state receives the HSCO grant and a final report at the end of the grant period. OHS Central Office requires an annual report each year due at the end of January. Regional offices may require additional reporting.

- **Annual Report** (Required. *Due January 31*)
 1. **Due January 31 each year.**
 2. The Annual Report is submitted using the template provided in HSES (under the Resources tab). [See [HSES section](#) of this document for more information]. When completed, the form is uploaded into the Annual Report Folder under Grantee Documents.
 3. The report should be labeled Annual Report with calendar year and the two-letter abbreviation for the state or territory.
 4. Summaries of the annual HSCO reports are posted on ECLKC here: <https://eclkc.ohs.acf.hhs.gov/about-us/article/about-head-start-collaboration-offices>

- **Mid-Year/Interim Reporting** (Check with your regional office to find out if they require a midyear report.)
 1. Describes HSCO’s progress throughout the fiscal year based on your strategic plan.
 2. The report is uploaded into HSES into the Report Folder, under Grantee Documents.

3. **Generally due 30 days after the end of the first six months of each budget period, but check with your regional office for more information as mid-year reporting procedures, including due dates and format may differ by region.**
- **Fiscal Reporting**
 1. **Due three times per year**
 2. For more details, see [ACF-PI-HS-16-01](#) or consult your Regional Fiscal Specialist.

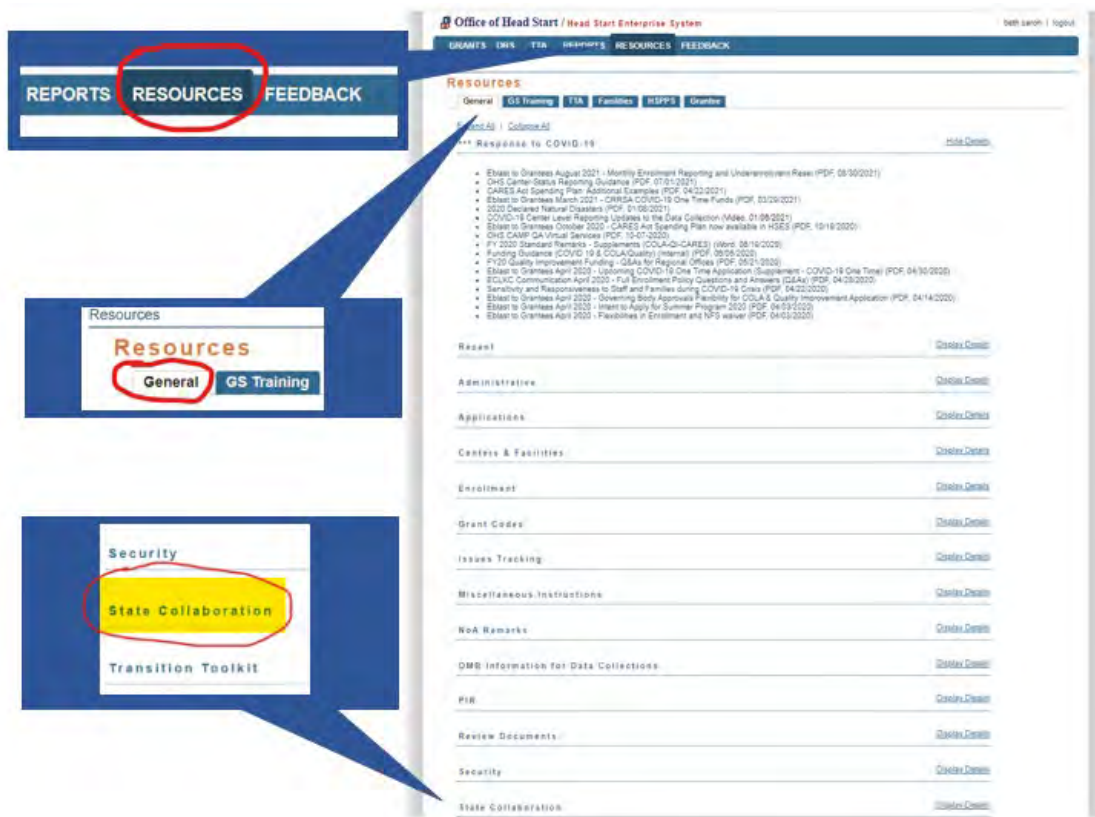
Data and Management Systems

The Head Start Enterprise System (HSES)

The Head Start Enterprise System, or HSES, is the online management tool used by OHS to support communication and record keeping between the grantee agency, the OHS, and the public. **All Head Start grantees, including HSCOs, are required to use HSES to access grant applications and some grant recipient data.** Once logged in HSCOs should use the following link to access HSES: <https://hses.ohs.acf.hhs.gov/state> or navigate to: Resources>General>State Collaboration>State Collaboration Application Instructions. For PIR data, HSCOs should use the following link: <https://hses.ohs.acf.hhs.gov/pir/reports>. Please note the Help Desk and Contact information is available on the bottom of the front landing page should you need assistance.

A **comprehensive guide for HSES designed for HSCOs** can be found under the RESOURCES tab at the top of the page, under the header “State Collaboration.” The document is entitled ***Grant Application User Guide–State Collaborative Grants***. It provides technical instructions for submitting a completed grant application and related documents into HSES.

HSES Screenshot: Resources/General/State Collaboration



Other important HSES functions and responsibilities that HSCO Directors should familiarize themselves with include:

Managing Users -The Collaboration Director will receive HSES login credentials from OHS. The Director may also choose to designate a second user within the state agency/department to help manage submissions and reporting. HSES user accounts are assigned to an individual. Contact the HSES helpdesk to set up accounts for additional staff. While most submissions are done by the HSCO, a number of states now have accounting or fiscal staff members take on the task of submitting fiscal forms. Please remember to disable accounts when staff change or when no longer needed. **It is a violation of federal law to share the HSES login to anyone other than the person to whom the account is assigned.**

Maintaining Contact and Location Information - The Contacts tab lists basic information—name, e-mail address, and phone number—for key staff positions. For HSCO grants this would include the appropriate contact from the grantee agency as well as the HSCO Director. OHS uses this information for all communications and official documents; specifically official notifications sent via email. This is also where ECLKC pulls information to populate the HSCO state landing pages.

Be sure to review and update information regularly in the **HSES Contacts** tab

HSCO Directors must review and update this page as changes in key staff occur.

Accessing Data – While HSCO Directors cannot access the full range of information contained within HSES, they are able to access some limited state, regional, and national data in addition to all of the

information on their own Collaboration grant. This includes a **Centers** directory for all the grantees providing Head Start services in the state. It also includes the **Program Information Report (PIR)**, which is described in more detail in Section C. 5 below. If HSCO Directors have difficulty downloading or accessing Centers or PIR data, they can request technical assistance from the HSES Help Desk or from Regional Office staff. See the [Appendix G](#) of this document for screen shots of reports that are available to HSCOs.

Correspondence - This feature allows HSCO Directors to exchange important emails and documents with their Regional Office. The system will send a notification to Correspondence recipients by email and will maintain a record of the communication within HSES, including time and date stamps.

Program Information Report (PIR)

The **Head Start Program Information Report (PIR)** provides comprehensive data on the services, staff, children, and families served by HS and EHS programs nationwide. All grantees and delegates are required to submit PIR data each year. PIR data can be disaggregated for use at the federal, regional, state, local and grant level. A good portion of the PIR is available publicly and can be used to compare and analyze child, staff, and family demographics; program characteristics of HS and EHS programs; and data on physical health, mental health, disabilities, and use of family services by children and families enrolled in Head Start programs.

HSCOs do not contribute data to the PIR; this data is collected through the local grantees and covers information on the services, staff, children, and families served by each program. All grantees, including HSCO grantees, do have access to PIR reports at the national, regional, state, grant, and program levels. These can be accessed from the REPORTS Tab.

HSCO Directors may find it beneficial to review PIR reports and become familiar with information that is collected. This data collection is extensive and understanding how to utilize this information at the state or territory level could be helpful in setting goals and plans for each year and developing the HSCO strategic plan. PIR data can also be useful in helping partners and stakeholders understand the comprehensive services and benefits that are available to Head Start families. For more information on the PIR, visit: <https://eclkc.ohs.acf.hhs.gov/data-ongoing-monitoring/article/program-information-report-pir> While access to a wide spectrum of PIR data can be downloaded from the HSCO HSES account, some of the data is also publicly available through the Data and Reports section of the ECLKC at the above link, under **Service Snapshots**.

The Early Childhood Learning and Knowledge Center (ECLKC)

The Early Childhood Learning and Knowledge Center (ECLKC) is the official centralized website for the Office of Head Start (OHS). All of the policy, regulations, and training materials produced by the Office of Head Start and the Head Start National Training and Technical Assistance (T/TA) centers are located here. To connect to ECLKC go to: <https://eclkc.ohs.acf.hhs.gov/>. The following sections may be of particular interest to HSCOs:

Head Start Program Locator

The Head Start Program Locator, found on the home page of ECLKC, helps families and the public find their local Head Start center. The information displayed comes directly from the Center pages in HSES. More than 300,000 people a year use this tool. Please note that this information changes periodically. Head Start

monitoring reviews of grantees are publicly available and can be accessed through the locator after searching a program, then clicking first on “More about this grantee” and then “Reports.”

Head Start State Collaboration Offices Pages

These pages are located on ECLKC at: About/[Head Start Collaboration Offices and State Systems](#). This site location includes:

- Contact information for all Collaboration Offices (*Note:* Report any errors or out of date information promptly to your regional program specialist as well as to the **HSCO Central Office Liaison** (Omaisr.Shamim@acf.hhs.gov) and the **OHS State Systems Specialist** (beth.caron@acf.hhs.gov)
- Head Start Center Locator, State Early Learning and Development Guidelines, State QRIS information, ECE workforce registries, National Database on Child Care Licensing Regulations, CCDF Administrators, Nutrition Assistance Programs and State and Community Homelessness maps
- Child Care TA Network;
- EC State Advisory Council Information;
- Collaboration Office National Priorities,
- Quick links to the Head Start Act Section 642B and Head Start Performance Standards Sect. 1302.53
- HSCO Summary Briefs - updated annually
- Additional Resources include Head Start Program overviews, Head Start Annual Fact Sheets, EC TTA System, ACF Professional Development System, CCDF State Plans; PDG B-5 Grant Program Page, National Center for Children in Poverty State Policy Tracker , and the National Conference of State Legislatures ECE Bill Tracking database.

Head Start Professional Development Resources

Professional Development (PD) is an ongoing priority for HSCOs. However, it can be challenging to understand and to find appropriate resources for PD. OHS has developed a learning management system known as the [Individualized Professional Development \(iPD\) Portfolio](#) for staff in Head Start and child care settings. iPD has many course offerings and has [partnerships with 14 states](#) at present.

OHS and OCC collaborated to develop a resource called **Early Educator Central** that provides a number of federal resources for professional development that include courses, career pathways and supports for teaching and systems. and. These resources have been developed with Federal dollars and are often available to the public at little or no cost. This resource is available at <https://earlyeducatorcentral.acf.hhs.gov>. There is also an explanatory video at: <https://eclkc.ohs.acf.hhs.gov/video/introducing-early-educator-central>

Another resource is the EarlyEdU Alliance, led by the University of Washington. The EarlyEdU Alliance works to increase access to affordable, relevant courses leading to college degrees that prepare early childhood teachers for success in the classroom. More information is available through the following links:

- EarlyEdU Alliance website: <https://www.earlyedualliance.org>
- EarlyEdU Alliance webinar: <https://eclkc.ohs.acf.hhs.gov/video/earlyedu-alliance-transforming-early-childhood-teacher-development>
- Additional EarlyEdU Alliance content: <https://eclkc.ohs.acf.hhs.gov/professional-development/article/earlyedu-alliance>

T/TA Resources

As mentioned above, there are a number of T/TA resources on ECLKC including the vision, mission, and philosophy of the Early Childhood T/TA system, along with its guiding principles and priorities. There are also materials from each National Center (NC). Each Center maintains a helpdesk available by email or phone. Contact information can be found at the bottom of each NC's page; a list of links to each National Center is available at <https://www.acf.hhs.gov/ohs/assistance>.

Resources for New Leaders and Grant Management

The ECLKC contains extensive information and resources on the Head Start program that can be invaluable for new leaders, managers, and program staff. HSCO Directors and Head Start grantees can use the search function or browse through the menus when seeking guidance and support. This includes resources that HSCOs and local grantees can utilize for managing their grant. Topics that may be of interest include; meeting the conditions of the Notice of Award (NoA); planning program and school readiness goals; Head Start's Designation Renewal System (DRS); and the newest iteration of OHS's Aligned Monitoring System.

Policy & Regulations

As mentioned above, the Head Start Act of 2007, Head Start Program Performance Standards, Program Instructions (PIs) and Information Memorandums (IMs) are available on the ECLKC. These resources are also searchable.

Subscribe and Follow

HSCO Directors can stay up to date on the latest news, information, resources, and events relevant to Head Start by subscribing to ECLKC email updates: <https://eclkc.ohs.acf.hhs.gov/subscribe>. There is also a Mobile App called **Head Start Resources** available that provides a mobile version of ECLKC.

A subscription to OCC updates can also be made at http://www.occmc.org/occ_announcements/signup.aspx. It is also possible to follow OHS on Facebook, Twitter, and Google Plus, and to follow ACF on Facebook, Twitter and YouTube.

Media and Research Requests and Logo Use

Media Requests

HSCO Directors may be approached by the media for Head Start information. All press inquiries should be referred to the **Administration for Children and Families (ACF) Media Relations Team**. Phone: (202) 401-

9215, Fax: (202) 205-9688, Email: media@acf.hhs.gov. For email inquiries, senders should include the name of the media outlet with the words "Request" or "Inquiry" in the subject line.

The agency or entity that houses the Collaboration Office may also have its own media policies, so HSCO Directors should reach out to them to learn more.

Research Requests

HSCO Directors may be approached by organizations and individuals interested in conducting research on the Head Start program. Requests may range from local students writing papers or theses to research organizations launching or piloting studies for national organizations.

HSCO Directors approached about research that would involve local Head Start agencies should contact their Regional Office (RO) to inform them of the request and to describe the parameters of the proposed project. RO staff can offer guidance as to what is reasonable and expected of HSCO Directors in these situations, and what ongoing communication should continue at the regional level. With regard to local student researchers, HSCO Directors should use their judgement on what is shared. The ECLKC website, which is publicly available, is a good resource to direct researchers to for specific information on regulations, data and policy.

There are also times when researchers from other Federal offices such as the Office of Planning, Research, and Evaluation (OPRE) want to reach out to HSCOs. These inquiries should go through Central Office first; at which point, Central Office will try to notify the HSCOs and/or individual states in advance. There may be instances in which Central Office is not aware of the request, in which case questions should be brought to the Regional Office or the Central Office HSCO Liaison or State Systems Specialist.

Head Start Name and Logo Use

Head Start grant recipients, delegate agencies, and organizations that receive Head Start contracts, as well as nonprofit organizations which represent Head Start programs, such as State or National Head Start Associations, may use the Head Start name and logo on items they produce for distribution. Except for commercial use, prior approval of the use of the Head Start name and logo is not required by authorized users.



The Head Start name and logo are symbols of the unique, high-quality, comprehensive Head Start services for young children and their families. The names "Head Start" and "Early Head Start" and their distinctive logos are protected by trademark and may only be exercised by authorized users. The appropriate use of the Head Start name and logo maintains high public trust in the Head Start program. Authorized users must comply with the terms of use described below.

The Head Start logo was developed by Peter Masters in 1965. The building blocks, as common play toys and learning tools, serve as a metaphor for how children develop in Head Start programs. The red and blue elements of the American flag represent the federal nature and nationwide reach of the program. The arrow symbolizes upward mobility and is a common theme in federal anti-poverty programs.

Authorized users must follow the proper use of and requirements for the Head Start name and logo as outlined on ECLKC here: <https://eclkc.ohs.acf.hhs.gov/web-standards/ohs-web-communication-standards/head-start-branding-logos>

Registered Trademark

The name "Head Start" was officially registered by the United States Patents and Trademarks Office (USPTO) on Feb. 25, 1986 and was provided U.S. Trademark Registration Certificate No. 1,384,264. On March 11, 1986, the Head Start logo was registered officially and provided U.S. Trademark Certificate No. 1,385,972.

The trademark registration has been renewed as appropriate since then. The Head Start logo trademark and the Head Start name are due for renewal in spring of 2025.

The name "Early Head Start" and the Early Head Start logo were officially registered by the USPTO on March 24, 2020 and were provided U.S. Trademark Registration No. 6,018,992 and No. 6,018,992 respectively.

Terms of Use

Authorized Users

The Head Start name and logo may only be used by entities receiving federal Head Start funding, to include Head Start grant recipients, delegate agencies, and organizations that receive Head Start contracts. The Head Start name and logo may also be used by nonprofit organizations which represent Head Start programs, such as State or National Head Start Associations. Only authorized users may use the Head Start name and logo for any purpose, including distribution of items and materials.

Attribution and Acknowledgement

The registration trademark symbol, ®, must appear by the name and the logo at least once in every situation in which it is used. This identification should occur at least once in each publication or product, either the first time the name and the logo is used or with the most prominent use of the logo on the product.

Every physical or digital product that includes the Head Start name or logo should include an attribution statement crediting ownership of the mark to HHS, such as "Head Start® and Early Head Start® word marks and logos are registered trademarks owned by the U.S. Department of Health and Human Services (HHS)." Typically, the attribution statement is displayed at the end of the material, in the footer of the digital or physical resource, or on the back of the package.

The Head Start logo may not be used without an associated use of the Head Start name. This identification should occur at least once in each publication, either the first time the logo is used or with the most prominent use of the logo on the product.

It is not necessary for authorized users to discard their current inventory of material. However, they must adhere to these guidelines when materials are revised, reprinted, and when new materials are created.

Style and Format

The Head Start name and logo must be used in substantially the same format and color as it appears on the Head Start logo found on the this page.

Authorized users may request graphic files of the Head Start logo from the ECLKC. Requests may take up to five business days to complete.

To maintain the registration of a trademark in the U.S., authorized users must use the logo exactly as it has been registered.

- Do not combine the Head Start logo with that of any program, service, licensee, or third-party product to create a composite logo.
- The logo may not be superimposed with other logos or embellished with graphic elements. The logo may not be rotated, stretched, skewed, or distorted. The logo may not have a texture overlay or be less than 100% in opacity.

The official and only allowed colors of the logo are red, blue, and black. The logo may also appear in black and white or gray scale. The Office of Head Start uses these color definitions.



Hexadecimal | #e51937

RGB | 227 • 24 • 55

CMYK | 0 • 100 • 81 • 4



Hexadecimal | #0063a6

RGB | 0 • 99 • 166

CMYK | 94.51 • 62.75 • 6.27
• 0.78



Hexadecimal | #231F20

RGB | 35 • 31 • 32

CMYK | 0 • 0 • 0 • 100

- The Head Start name must always be presented with first letter of each word in capital (uppercase) letters.
- The term "Head Start" is not a noun. Use it only as an adjective (e.g., Head Start programs, Head Start staff).
- The Head Start name may be combined with that of a program to create a composite name (e.g. ABC Head Start Program, XYZ Head Start Association)

Early Head Start (EHS) Name and Logo

The terms of use for the EHS name are the same as described above regarding the Head Start name.

Unlike the Head Start logo, the EHS logo is only authorized for use by the HHS Administration for Children and Families. No other users are authorized.

The EHS logo consists of a building block design element and the stylized wording "Early Head Start." The bottom block shows a rocking horse design in the color white on a blue background. The middle block shows a red and white stripe color design. The top block shows an arrow pointing up in white on a blue background.

Reporting Unauthorized Use

All unauthorized individuals, organizations, and commercial firms must discontinue use of the names Head Start and Early Head Start as well as their logos effective immediately. Please report unauthorized use of the Head Start or Early Head Start names or logos so appropriate action can be taken. Reports of unauthorized use should be sent to: HeadStart@eclkc.info or

**Office of Head Start
Administration for Children and Families**

U.S. Department of Health and Human Services
330 C St., SW, Suite 4300
Washington, DC 20201

For questions or additional information about the Head Start logo, contact HeadStart@eclkc.info or (toll-free) 866-763-6481, Monday–Friday, 8 a.m. – 6 p.m. ET.

Head Start Collaboration Office (HSCO) Logo and Guidance for Use

In February 2024, the Office of Head Start developed a logo for the specific use of Head Start Collaboration Offices (and for Central Office use in developing materials for HSCOs). As with the Head Start logo, the HSCO logo may not be superimposed with other logos or embellished with graphic elements. The logo can, however, be used alongside a department or agency logo or a state seal as long as the graphic elements are not superimposed. See [Appendix H](#) for the HSCO Logo, Color Palette and Font Guide.

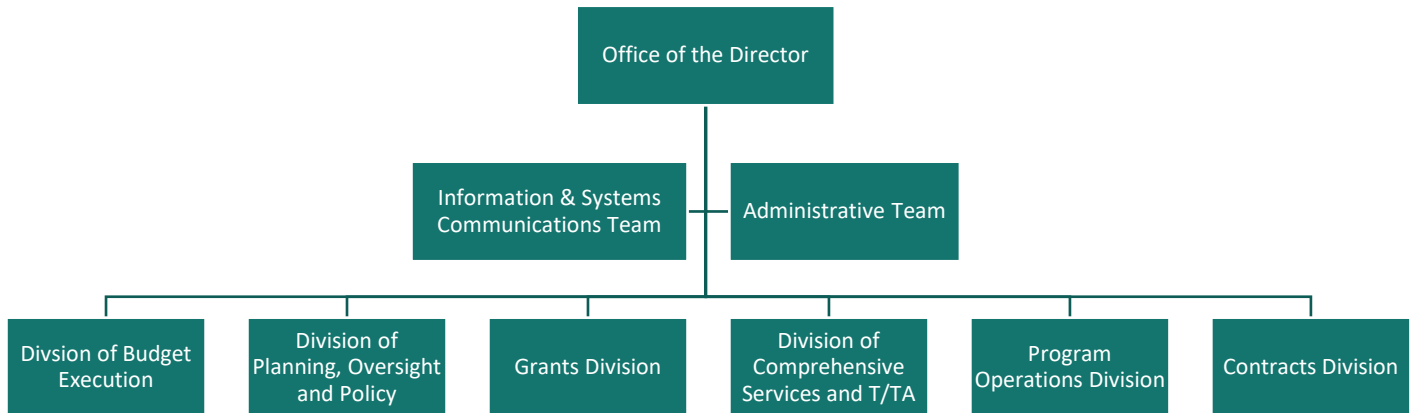


Appendices

Appendix A: Office of Head Start Organizational Chart

Office of Head Start

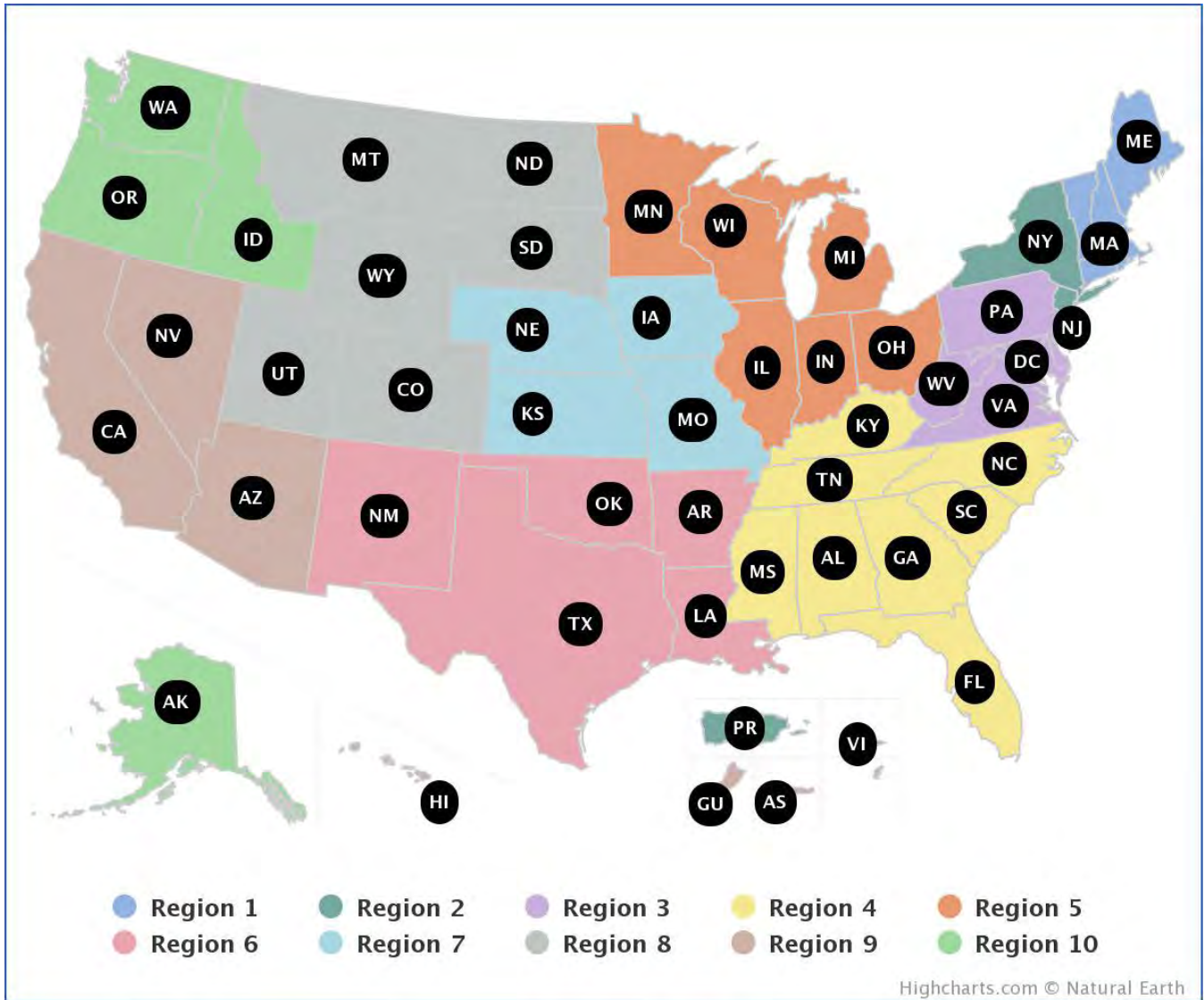
Central Office



Regional Offices



Appendix B: OHS Regional Offices



Region 1: The Office of Regional Operation’s Boston office serves Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont.

Region 2: The Office of Regional Operation’s New York City office serves New Jersey, New York, Puerto Rico and the U.S. Virgin Islands.

Region 3: The Office of Regional Operation’s Philadelphia office serves Delaware, the District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia.

Region 4: The Office of Regional Operation’s Atlanta office serves Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee.

Region 5: The Office of Regional Operation’s Chicago office serves Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin.

Region 6: The Office of Regional Operation’s Dallas office serves Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.

Region 7: The Office of Regional Operation's Kansas City office serves Iowa, Kansas, Missouri, and Nebraska.

Region 8: The Office of Regional Operation's Denver office serves Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming.

Region 9: The Office of Regional Operations' San Francisco office serves Arizona, California, Hawaii, Nevada, American Samoa, Federated States of Micronesia, Guam, Marshall Islands, Republic of Palau, and Commonwealth of the Northern Mariana Islands.

Region 10: The Office of Regional Operation's Seattle office serves Alaska, Idaho, Oregon, and Washington.

Region 11: American Indian and Alaska Native (AIAN)

Region 12: Migrant and Seasonal Head Start (MSHS)

Appendix C. HSCO Director Roles and Responsibilities

State Director of Head Start Collaboration Responsibilities

(A) Conduct an assessment within the first year of the State receiving the collaboration grant. The assessment must:

(i) address the needs of Head Start agencies in the State with respect to collaboration, coordination and alignment of services, and alignment of curricula and assessments used in Head Start programs with the Head Start Child Outcomes Framework and, as appropriate, State early learning standards;

(ii) be updated on an annual basis; and

(iii) be made available to the general public within the State;

(B) Develop a strategic plan that is based on the assessment. The strategic plan should:

(i) enhance collaboration and coordination of Head Start services by Head Start agencies with other entities providing early childhood education and development, health care, mental health care, welfare, child protective services, and a host of other community service activities for children and families;

(ii) assist Head Start agencies to develop a plan for providing full working-day, full calendar year services for children enrolled in Head Start programs who need such services;

(iii) assist Head Start agencies to align curricula and assessments with the Head Start Child Outcomes Framework and, as appropriate, State early learning standards; and

(iv) enable Head Start agencies to access professional development opportunities; and

(v) enable the Head Start agencies to better conduct outreach to eligible families;

(C) Promote partnerships between Head Start agencies, State and local governments, and the private sector to help ensure that children from low-income families in Head Start programs are receiving comprehensive services to prepare for elementary school;

(D) Consult with the chief State school officer, local educational agencies, and providers of early childhood education and development, at State and local levels;

(E) Promote partnerships between Head Start agencies, schools, law enforcement, relevant community-based organizations, and substance abuse and mental health treatment agencies to strengthen family and community environments and to reduce the impacts of substance abuse, child abuse, domestic violence, and other high-risk behaviors that compromise healthy development;

(F) Promote partnerships between Head Start agencies and other organizations to enhance Head Start program quality;

(G) Identify other resources and organizations (both public and private) to provide in-kind services to Head Start agencies; and

(H) Serve on the State Advisory Council to assist Head Start agencies in engaging in effective coordination and collaboration.

From [Sec. 642B](#) of the Head Start Act - Head Start Collaboration: State Early Education and Care

Appendix D: Federal Early Childhood Statutes, Regulations and Program Guidance

The [Early Childhood Systems Collective Impact Project](#) has developed a comprehensive [catalog](#) of federal statutes, regulations, and guidance documents for 36 federal programs and a [crosswalk](#) of these programs that address program eligibility, needs assessments, outcomes and performance measures, well-being metrics, and equity. See the appendix in the [ECS Catalog and Crosswalks Methods document](#) for descriptions and citations for the following programs:

Exhibit I.1. Early Childhood Systems Collective Impact Project review list of key federal programs serving young children and families

Federal program	Department/agency	
Child and Adult Care Food Program (CACFP)	U.S. Department of Agriculture (USDA), Food and Nutrition Service	
Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)		
Supplemental Nutrition Assistance Program (SNAP)		
Military Child Care		U.S. Department of Defense (DOD)
21st Century Community Learning Centers (21st CCLC)		U.S. Department of Education (ED)
Child Care Access Means Parents in Schools (CCAMPIS)		
Improving Basic Programs Operated by Local Educational Agencies (Title I, Part A)		
Individuals with Disabilities Education Act (IDEA) Part B Section 619		
Individuals with Disabilities Education Act (IDEA) Part C		
Title VI of the Elementary and Secondary Education Act—Indian, Native Hawaiian, and Alaska Native Education		
Child Care and Development Fund (CCDF)	U.S. Department of Health and Human Services (HHS), Administration for Children and Families	
Child Support Program		
Child Welfare Services Program (Title IV-B, Subpart 1 of the Social Security Act)		
Community-Based Child Abuse Prevention (CBCAP) Grants		
Early Head Start		
Head Start		
Preschool Development Grant Birth through Five (PDG B-5)		
Temporary Assistance for Needy Families (TANF)		
The Federal Foster Care Program and the Prevention Services Program (Title IV-E of the Social Security Act)		
Tribal Maternal, Infant, and Early Childhood Home Visiting (TMIECHV)		U.S. Department of Health and Human Services (HHS), Centers for Disease Control and Prevention
Essentials for Childhood		
Learn the Signs. Act Early.	U.S. Department of Health and Human Services (HHS), Centers for Medicare & Medicaid Services	
Children’s Health Insurance Program (CHIP)		
Medicaid	U.S. Department of Health and Human Services (HHS), Health Resources and Services Administration	
Early Childhood Comprehensive Systems (ECCS) Program		
Early Hearing Detection and Intervention (EHDI) State Programs		
Family-to-Family Health Information Centers		
Health Center Program		
Healthy Start		
Infant Toddler Court Program (ITCP)		
Maternal and Child Health (MCH) Block Grant (Title V)		
Maternal, Infant, and Early Childhood Home Visiting (MIECHV)		
Infant and Early Childhood Mental Health Grant Program		U.S. Department of Health and Human Services (HHS), Substance Abuse and Mental Health Services Administration
Linking Actions for Unmet Needs in Children’s Health (Project LAUNCH)		
Mental Health Block Grant		

Appendix E: Creating Memoranda of Understanding/Agreement (MOUs/MOAs)

HSCOs can be integral in establishing memoranda of understanding or agreement with state agencies and partner entities to facilitate and support serves for children and families enrolled in Head Start and Early Head Start. The National Head Start Association can be a valuable resource in helping HSCOs establish MOUs/MOAs through the provision of templates and examples. Examples of state/Head Start MOUs may also be available by contacting your Head Start Central Office Collaboration Liaisons, Beth Caron (beth.caron@acf.hhs.gov) or Omair Shamim (Omair.Shamim@acf.hhs.gov).

MOUs to Support Children with Disabilities in Head Start Programs:

The U.S. Department of Education's Office of Special Education Programs and the U.S. Department of Health and Human Services' Office of Head Start released the following documents in 2022 to encourage collaboration between state educational agencies (SEAs), local educational agencies (LEAs), and Head Start programs to effectively meet the Individual with Disabilities Education Act (IDEA) requirements. These documents make clear that SEAs, LEAs, and Head Start programs all have responsibilities for implementing IDEA to ensure that children with disabilities enrolled in Head Start programs receive a free appropriate public education in the least restrictive environment.

- [Dear Colleague Letter on Individuals with Disabilities Education Act \(IDEA\) Services in Head Start](#)
- [Guidance on Creating an Effective Memorandum of Understanding to Support High Quality Inclusive Early Childhood Systems.](#)

This guidance includes steps for developing MOUs as well as resources that can be used to develop any MOU, not just those to support children with disabilities.

Referring a Child with a Suspected Disability or Delay for Evaluation for Special Education

When there is a concern...

The Individuals with Disabilities Education Act (IDEA) is a federal law requiring State education agencies to find children who may need early childhood special education.

Families should talk with their child's teachers and doctor about their concerns. Family members, medical professionals, and teachers—including those from Head Start or child care programs—can call the local public school to ask about the evaluation process and make a referral, but evaluation of a child cannot occur until a parent provides written permission.

Agreeing to an evaluation does not mean a family agrees to special education services.

Referral and Evaluation

Once a school district has received written permission for the evaluation from a parent, the school district must complete the evaluation in 60 days. Obtaining permission for the evaluation should occur within a reasonable time from a referral. Some states define what the reasonable timeline should be, others begin the timeline when a parent requests an evaluation in writing to school district officials.

A school district and family can also agree to implement additional strategies or activities before the evaluation occurs. [Response to Intervention \(RTI\)](#) is an approach that some schools may use to provide support and gather additional information about the child before an evaluation. An evaluation cannot be delayed if the school and family do not agree to try other supports or strategies first.



If a child is eligible for services, the school and parent work together to create an Individualized Education Program (IEP) for that child.

The school might decide the child does not need an evaluation, but must explain why to the parents in writing. Families can consider other services available for their child through their local health department, state, or community programs.

Questions and Support

Teachers and school administrators can help families understand the process.

Additionally, each state has a [Parent Training and Information \(PTI\) Center](#) or [Community Parent Resource Center \(CPRC\)](#) where most staff are parents of children with disabilities.

Center staff can answer questions, help parents prepare for meetings, and make informed decisions for their child. If parents disagree with a school's decision, they can also explain parental rights and potential ways to resolve the dispute.

Referral and Evaluation Information for Your State or Local District

Replace this text with referral and evaluation information and context specific to your state or locality. Be sure to provide details if your state’s established referral and evaluation timeline (for example, your 60-day timeline might begin when a school principal or special education director receives a written request for an evaluation from a parent).

Contact Information for Your State or Local District

[Replace this text with contact information and context specific to your state or locality.]

Contact Organization

Firstname Lastname
 Title
 Organization
 Street Address
 City, State, Zip
 555-555-5555
 email@email.email
 https://website.website

Contact Organization

Firstname Lastname
 Title
 Organization
 Street Address
 City, State, Zip
 555-555-5555
 email@email.email
 https://website.website

Parent Training and Information Center (PTI)

[Replace this text with PTI information and context specific to your state or locality.]

Find a nearby PTI at <https://www.parentcenterhub.org/find-your-center/>

Resources

1. IDEA Regulations — [34 CFR §300.111 Child Find](#); [34 CFR §300.300 Parental Consent](#); and [34 CFR §300.301 Initial Evaluations](#)
2. Office of Special Education Programs (2016) — [OSEP Memo 16-07—Response to Intervention \(RTI\) and Preschool Services](#)

Appendix G: HSES Reports Available to HSCOs

HSCOs can access reports in HSES on grantee enrollment, annual funding reports as well as directories of program locations and contacts.

Screenshot of Reports Tab in HSES

The screenshot shows the HSES Reports interface. At the top, there are navigation tabs: Home, Contacts, Reports, Correspondence, Grant Applications, and Documents. The Reports tab is selected, and a sub-tab labeled 'PIR' is also visible. Below the navigation, there is a section for 'Collaboration Offices Directory' with options to 'Open all folders' or 'Close all folders'. The main content area is titled 'Reports' and contains a tree view of report categories:

- Centers**: Centers by program and by name, with address and federal interest status
- Directories**:
 - All Program Locations and Contacts: Grantee and delegate demographics, locations and key contact information
 - Delegate Locations and Contacts: Delegate demographics, locations and key contact information
 - Program Mailing Labels: Report to generate program mailing label
- Fiscal**:
 - Annual Funding Report: Annual Funding Report
- Grantee Enrollment**:
 - Grantee Enrollment: Grantee Enrollment as reported on the most recent Notice of Award

Example of the Annual Funding Report in HSES:

Region	Grant Number	Grantee	Total FY2022 - Budgeted
1	01CH010695	Community Action Pioneer Valley, Inc.	\$7,031,669
1	01CH010712	South Shore Community Action Council, Inc.	\$5,862,386
1	01CH010716	Holyoke.Chicopee.Springfield Head Start, Inc	\$14,487,616
1	01CH010826	Communities United, Inc.	\$4,299,537
1	01CH010903	Worcester School District	\$7,141,530
1	01CH011073	Community Action Agency of Somerville	\$4,599,370
1	01CH011235	Action For Boston Community Development, Inc.	\$35,117,649
1	01CH011278	Martha's Vineyard Community Services Incorporated	\$462,176
1	01CH011360	Associates for Human Services, Inc.	\$1,479,151
1	01CH011364	South Shore Stars, Inc.	\$910,232
1	01CH011420	Berkshire County Head Start Child Development Prog	\$3,157,204
1	01CH011478	Greater Lawrence Community Action Council, Inc.	\$6,087,627
1	01CH011499	LEO INC.	\$4,698,264
1	01CH011513	Quincy Community Action Program, Inc.	\$3,237,966

Example of Grantee Enrollment Report in HSES:

Region	Grant Number	Grantee	Head Start Funded	Early Head Start Funded
2	02CH010502	Urban Strategies LLC		272
2	02CH010502	Urban Strategies LLC		272
2	02HP000446	Urban Strategies LLC		144
2	02HP000446	Urban Strategies LLC		144
3	03CH010472	Hampton Roads Community Action Program, Inc.	800	
3	03CH010472	Hampton Roads Community Action Program, Inc.	800	
3	03CH010538	Hampton Roads Community Action Program, Inc.	430	32
3	03CH010538	Hampton Roads Community Action Program, Inc.	430	32
3	03CH010569	York, County of		117
3	03CH010569	York, County of		117
3	03CH010570	Orange County Public Schools	118	46
3	03CH010570	Orange County Public Schools	118	46
3	03CH010581	Clinch Valley Community Action, Inc.	167	10
3	03CH010581	Clinch Valley Community Action, Inc.	167	10
3	03CH010585	Children's Center, The		280

Appendix H: HSCO Logos and Guidance for Use

Head Start Collaboration Office logo

Font: HelveticaNeueLT Std

Color Palette and Font Guide

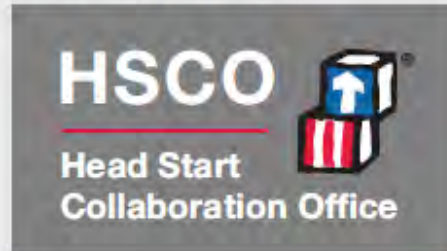
All text and graphics have been converted to outlines (not live text).
All elements to remain grouped and scaled uniformly.

Standard Version
to be used against light backgrounds




Alternate versions to be used against dark backgrounds

Alternate Color Version 1
White lettering with color logo



Alternate Version 2
Completely white




 RGB 0-99-166
 CMYK 94.51-62.75-6.27-0.78
 HEX #0063A6


 RGB 227-24-55
 CMYK 0-100-81-4
 HEX #E51937


 RGB 35-31-32
 CMYK 0-0-0-100
 HEX #231F20

Head Start Collaboration Office logo - Use Guide



With horizontal arrangement starting with the HSCO logo, include a grey (50% black) divider line. The uniform width between HSCO logo, divider line, and state icon is to match state icon radius. Overall height of HSCO logo, divider line, state icon and name lettering to match.



With horizontal arrangement starting with a state icon, include a grey (50% black) divider line. The uniform width between state icon, divider line, and HSCO logo is to match the height of the "H" in the "Head" lettering.



Stacked version with a state icon to include grey divider line. Uniform height between HSCO logo, divider line, and state icon to match "H" in "Head". Overall height of HSCO logo to match the overall height of state icon and name lettering.



Stacked version with Maryland State Department of Education logo to include grey divider line. Uniform height between the MSDOE logo, divider line, and HSCO logo to match "e" in "Head". The MSDOE logo to be flush left with the © in HSCO logo.

Client: The Office of Head Start

Designer: Terry Timchinna Updated: 02-27-24

Appendix I: Building and Maintaining Relationships between Head Start State Collaboration Offices and State Head Start Associations



Building and Maintaining Relationships between Head Start State Collaboration Offices and State Head Start Associations

Purpose

The purpose of this document is to highlight best practices in building strong relationships between Head Start Associations (HSAs) and Head State Collaboration Offices (HSCOs).

The Improving Head Start for School Readiness Act of 2007 gives the HSA particular rights and responsibilities. Section 642B(3)(C) states,

“(3) In order to improve coordination and delivery of early childhood education and development to children in the State, a State that receives a collaboration grant under paragraph (2) shall—

...

(C) Involve the State Head Start Association in the selection of the Director and involve the Association in determinations relating to the ongoing direction of the collaboration office involved.”

HSA’s fulfill these responsibilities in a number of ways. For example, working in collaboration with the Collaboration Director participating in the annual needs assessment, cross walking HSA goals with HSCO goals to identify trends to coordinate the work, sharing barriers and success, and attending state meetings and summits to share/listen to one another. Association members may provide input in the placement of the HSCO within the State, as well as in other State planning and policy issues. In general, the HSA serves as a valuable resource to the HSSCO lead agency and HSSCO Director.

Role Clarity

Strategies and information to clarify their respective roles:

- *Clearly define the structure and function of the HSA and the HSCO.* When each partner understands their role, responsibilities, and the communities, they serve, feelings of competition give way to coordination and success is shared with Head Start children and families. When there is mutual respect and understanding in these roles the relationship flows more naturally.

- *Stretch to see the other’s perspectives.* The HSA and the HSCO come from different perspectives. One focuses on programs, local relationships and advocacy; while the other focuses on local partnerships and state processes. At the confluence, they support each other and benefit from each other’s strengths. Thinking from the perspective of

the end users helps the HSCO incorporate the community voice in state level work and the HSA leverages the state level resources at the community level.

- *Present a congruent public face.* It is important that together the HSA and the HSCO support the mutual vision and mission of Head Start in their state.

Role of HSCO

The HSCO's goals is collaboration and coordination. They meet this goal by bringing stakeholders together to connect common and at times competing interests and goals to create a plan of action resulting in better systems, policy and procedures for all children and families in the State. HSCO directors walk the boundaries between the worlds of Head Start, state governments and agencies, state Head Start Associations, and local communities.

- *Pave the way for Head Start programs and representatives to be involved in State and local decision-making processes about services.* The HSCO works on behalf of Head Start within the State environment, placing deliberate emphasis on priorities detailed in the Head Start Act, including Health Services, Homelessness, Welfare, Child Care, Child Welfare, Family Literacy, Disabilities, Community Services, Education, and Professional Development. The HSCO promotes linkages between Head Start agencies and the appropriate state and local entities in each of these areas, and ensures that the perspectives of the Head Start community represented in state plans, processes and policies.
- *Recognize the flexibility of the HSCOs to work with State and local agencies.* The Head Start Act has requirements that clearly define the role of the HSCO as more focused on assisting local Head Start programs. The flexibility of this role has challenges as well as advantages.
 - There are appropriate roles for the joint involvement of the HSCO and the HSA in affecting program outcomes. The HSCO may be able to open channels of communication not otherwise available to the Head Start community, while the HSA may make recommendations and decisions on behalf of programs.
 - Located in a position of authority and access within the State, the HSSCO Director may also be involved in the work of state government. Though this involvement may have some challenges, the HSCO leverages these relationships to maximize the Head Start perspective at the State level. Sensitivity to the location of the HSCO can help to maximize Head Start participation in state level policies and initiatives.
 - The HSA supports the HSCO with trends identified in the HSA's strategic plan. Through cross walking the strategic plans, both groups can recognize barriers that may be presented by state policies and procedures, areas of growth for HSA, and identify state agencies that could provide further guideless to address barriers.
- *Work as supporting partners.* The HSCO can be a powerful player in State initiatives on behalf of children and families, representing the interests of Head Start. As stakeholders, advisors and advocates, the HSA can support the HSCO in being a viable partner to the State in initiatives.

Role of HSA

Although HSA's have no supervisory responsibility for the HSCOs, as stake holders, advisors and advocates they play an important role in supporting the HSCO in achieving its goal of being a viable partner in State initiatives on behalf of children and families. The Office of Head Start, therefore, supports the formation of a strong, supportive partnership between the HSSCO and the Head Start Association in every State.

- *Be the voice of the Head Start community in the state.* The HSA advocates on behalf of local Head Start programs and can be vocal in helping the Governor and the legislature understand the Head Start program.
- *Contribute to the HSCO Director Selection.* HSAs are involved in the selection, appointment, or hiring of the HSCO director by reflecting the HSA position while serving on the state selection committee and/or participating in defining qualifications for the position. The HSA may provide input on the placement of the HSCO within the State structure.
- *Be involved in the ongoing work of the HSCO.* The HSA is involved in the ongoing work and direction of the HSCO, and participates in the development of HSCO strategic plans that are based on the results of ongoing needs assessments. Working together avoids duplication of effort, and allows the Head Start community to play supportive and complementary roles to achieve goals and objectives, and to maximize benefits for low-income children and families.
 - *State Advisory Council (SAC) (Head Start Act section 642B(b)(1)(A))* established in each state to facilitate the development or enhancement of high-quality systems of early childhood and care designed to improve school preparedness. States are to bring early childhood stakeholders together to identify opportunities to strength practices and identify barriers to collaboration and coordination. The membership must include the HSCO Director and a representative from Head Start/Early Head Start/Early Head Start Child Care Partnership agency located in the state, including migrant and seasonal Head Start and Tribal program.
 - *In the annual refunding applications, which includes the strategic plan, the HSCO states how the HSA participates in the ongoing direction of the HSCO.* HSAs submit letters of support as a way of showing solidarity of purpose these letters are required with the baseline application.
- *Contract to support the work of collaboration in the state.* The HSCO may contract with the HSA to implement identified activities outlined in the HSSCO's strategic plan.
 - *Any sub-grants maybe awarded at the discretion of the HSCO Director and lead agency and must be included in the HSCO's annual refunding application and budget request for review and approval by the OHS Regional Office.* In working on a joint initiative, be aware of appropriate roles, and what the HSCO can and cannot fund (ACYF-PI-HS-06-01). The HSCO cannot fund any routine HSA activities, membership activities, or membership dues, but rather subcontracts for work that fulfills the HSCO strategic goals/objectives/activities in the HSCO's 5-year strategic plan.
- *Work as supporting partners:* The HSA is a consistent support group for local Head Start programs. HSCO provides support for activities in the HSSCO priority areas, such as convening and facilitating State and local conferences and forums, stimulating State- or community-based partnership planning and activities, documenting exemplary

collaborative efforts, preparing and disseminating newsletters and reports on partnership issues and policies and carrying out HSSCO self-assessment. The HSCOs and the HSAs mutually enhance each other's work.

Role of OHS Central and Regional offices

○ *Provide Oversight.* The OHS Regional Office reviews HSCO strategic plans, annual refunding applications and reports. The Regional Office monitors and provides oversight to HSCOs to ensure the HSCO is meeting the intent of the Head Start Act. Central Office collaborate with the Regional Office in problem solving, provides guidance on consistent interpretation of policies on HSCO functions and decision-making, and provides a national vision to regional offices and HSCOs.

○ *Clarify Guidance.* The Office of Head Start provides information to HSCOs on new policy developments and partnership opportunities between Head Start and other federal agencies and programs, as well as related collaborative initiatives and resources from other national organizations.

○ *Respect and support the place of each partner.* OHS Central and Regional Offices understand and respect the importance of supportive HSCO-HSA relationships and encourages such relationships at the state and local level.

Sustaining a positive HSCO-HSA relationship

Strategies to build and sustain positive, productive relationships:

○ *Communicate.* Consistent and frequent communication is key to a successful HSA and HSCO relationship and results in mutual trust and teamwork. As the HSCO engages in systems building activities, support from the HSA garners beneficial results for the Head Start community.

○ *Maintain open relationships.* Open, honest, and direct relationships enable both parties to maximize their strengths in accomplishing desired results at the state level. As they work together on behalf of the Head Start and early childhood communities, alignment of HSA and HSCO efforts is crucial.

○ *Enable smooth transitions.* When leadership changes in either the HSCO or the HSA, leaders of both entities face a learning curve in order to be effective in their new position. The transitions strengths new leadership brings to the position.

○ *Increase knowledge of how Head Start works.* Visit a Head Start program the first year the HSCO Director is in their position. Following years, the HSCO Director may visit a program when there is a turnover in Head Start Director Regularly attend HSA meetings as an opportunity to provide progress to work, share challenges, bring State partners to address concerns as well as learning about concerns and strengths from the HSA.

○ *Increase knowledge of how state systems work.* Sharing priorities State agencies are working on. Discussing how this work affects Head Start programs. Share ideas to help the State move forward and include HS in the development. What committees may a HS program participate? (OTHERS)