



Maine Head Start



2014 Annual Report



Dear Maine Community,

The Maine Head Start Directors' Association (MHSDA) and the Maine Head Start State Collaboration Office (MHSSCO) are pleased to share our 2014 Annual Report on Head Start and Early Head Start in Maine communities.

For 50 years, Head Start has provided services to support the healthy development of Maine's most vulnerable children and their families. The model, developed in 1965 to provide preschool children with a "head start," is synonymous with a focus on school readiness. Informed by the known effects of poverty on child well-being, the initial comprehensive services program design provides services that support early education as well as health, nutrition, mental health, and social and family support services. With the emergence of research on the importance of learning and development in the early years and the increased numbers of children and families living in poverty, Head Start is even more relevant today.

In Maine, there are eleven Head Start grantees that operate 24 programs. The federal government provides 80% of the annual cost to operate Head Start programs with the remaining 20% coming from matching contributions. The State of Maine provides a small amount of funding allowing programs to serve additional children and families. The information presented in this report illustrates the unique features of the Head Start program, as well as how our efforts are aligned, connected, and support the broad goal of increased investment in high quality early childhood education in Maine.

As an early childhood partner concerned with the healthy growth and development of Maine's citizens, Head Start continues to make vital contributions to the early care and education system in Maine. As Maine continues to build a comprehensive early childhood system, Head Start has a critical role to play. Collaboration among early care and education programs is necessary to achieve greater access to high quality programs. There is no single agency that can meet all of the diverse needs affecting low-income families. Head Start has a long and successful history in Maine of demonstrating effective outcomes for participating children and families. It is our hope that the 2014 Maine Head Start Annual Report will contribute to the work in Maine by providing this information to our citizens and decision makers.

Sincerely,

Douglas D. Orville

Douglas D. Orville
Chair, Maine Head Start Directors' Association
Executive Director, Child and Family Opportunities, Inc.

Linda Labas, M.Ed., Director
Maine Head Start State Collaboration Office

Introduction

The goal of Head Start is to improve outcomes for young children (ages 6 weeks to 5 years) from low-income families by promoting school readiness through a continuum of comprehensive services (early childhood education, health, nutrition, and social services) that support children's development and family functioning. The term "Head Start" refers to the Head Start program as a whole which serves pregnant women, infants, toddlers, preschool-aged children, and their families in various service options (home visiting, center-based, and family child care).

This annual report presents aggregate data from the 11 non-tribal Head Start grantees in Maine for the 2012-2013 program year. All of the data related to services, staff, children, and families cited in this report are obtained from the Office of Head Start 2012-2013 Program Information Report (PIR)¹ unless otherwise indicated. This data clearly demonstrates Head Start's positive impact on Maine's children, families, communities, and economy.

Head Start is a well-established, research-based, and innovative program. As an active partner in the early childhood service delivery system, Head Start is dedicated to the healthy growth and development of the youngest and most vulnerable members of our communities. It is grounded in a two generation approach that is necessary to improve the lives of young children and their families.

The Maine Head Start State Directors Association provides leadership in educating, advocating, and promoting the quality and quantity of early childhood education and supports to families. The Maine Head Start State Collaboration Office facilitates coordination and collaboration between Head Start and local and state agencies designed to benefit low-income children and families. For an in-depth description of Maine Head Start and the Maine Head Start State Collaboration Office, please visit <http://umaine.edu/ccids-mhssco/>.



My oldest, that is now 6 and in the first grade, started out in Head Start. He's the best reader in his class and needs extra work sent home to give him the challenge they can't give him in class with the other kids. The head start he received is still continuing to pay off. - Alyssa

¹ The Head Start PIR data reports are available upon request. Contact information found at <http://eclkc.ohs.acf.hhs.gov/hslc/data/pir>

Head Start Matters

Head Start Fast Facts

What is Head Start?

Head Start is a federally funded, community-based program that promotes the school readiness of preschool children from low-income families by enhancing their cognitive, social, and emotional development.

Head Start's comprehensive services design is unique. Enrolled children and families participate in a wide array of services and supports, including education, health, mental health, nutrition, and social services.

Head Start preschool services may be center-based, home-based or a combination, and operate as a half-day or full-day.



Both Head Start and Early Head Start services are provided in a variety of ways depending on the needs of the local community. Through the years, both programs have included community partnerships with local family child care homes, center-based child care programs, and/or local public school Pre-Kindergarten programs.

According to the Maine Department of Education, there are currently 210 Public Pre-K programs. Head Start is a collaborative partner with 74 of these programs (or 35% of the Public Pre-K programs in Maine).

Head Start was the first early intervention program providing services to those with established risks including families living in poverty, experiencing homelessness, and children in the child welfare system.

(Brekken and Corso, 2009)

What is Early Head Start?

Early Head Start operates year round and incorporates all of the Head Start program content areas into a comprehensive program for younger children, ages 6 weeks to 3 years. Early Head Start supports an integrated continuum of care for children and families in centers, home-based settings, and in combination program options based on the needs of the local community.

For pregnant women enrolled in Early Head Start, home visits are conducted to ensure that expectant mothers have access to comprehensive prenatal and postpartum care. Children and families who receive home-based services meet twice monthly with other enrolled families for a group learning experience facilitated by Early Head Start staff.



A Snapshot of Head Start in Maine for the 2012-2013 Program Year



Demographics

Maine has 11 non-tribal Head Start grantee organizations and 24 programs.

4,394 pregnant women, infants, toddlers, and preschoolers served in Maine's Head Start programs
Head Start (3,207) Early Head Start (1,115) Pregnant Women (72)



Families Served

- 4,027** families served by Head Start.
- 3,777** families received at least one of the available family services.
- 747** families received mental health services.
- 433** families experienced homelessness.



Children's Health

- 97%** of children had access to health insurance at the end of enrollment year.
- 98%** of enrolled children had a medical home.
- 89%** of enrolled children were current on all immunizations.
- 67%** of enrolled children's daily nutritional needs were supplied by Head Start.
- 14%** of enrolled children received mental health consultation services in Head Start.



Economic Impact

- 1,185** Maine citizens are employed by Head Start.
- 73%** of Head Start preschool teachers have a baccalaureate or advanced degree.
- 64%** of Head Start parents are employed.
- 16%** of Head Start parents are in school/training.



Source: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood & Knowledge Center. (2014). *2012-2013 Program Information Report (PIR)*. [Data file]. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/data/pir>

Maine Head Start Grantees

- Androscoggin Head Start & Child Care**
 County served: Androscoggin
 Coburn School
 269 Bates Street, Lewiston, ME 04240
 (207) 795-4040 ext. 316
 Betsy Norcross Plourde, Director
 bplourde@androkids.com

- Aroostook County Action Program**
 County served: Aroostook
 P.O. Box 1116, 771 Main Street
 Presque Isle, ME 04769
 (207) 768-3045 ext. 670
 Sue Powers, Director
 spowers@acapme.org

- Child & Family Opportunities, Inc. (CFO)**
 Counties served: Hancock and Washington
 P.O. Box 648, Ellsworth, ME 04605
 (207) 667-2995 ext. 230 or 1-800-834-4378
 Doug Orville, Director
 DougO@childandfamilyopp.org

- Community Concepts, Inc.**
 Counties served: Oxford and Franklin
 17 Market Square, South Paris, ME 04281
 (207) 739-6516
 Heath Ouellette, Director
 Houellette@Community-Concepts.org

- Kennebec Valley Community Action Program (KVCAP)**
 Counties served: North Kennebec and Somerset
 97 Water Street, Waterville, ME 04901
 (207) 859-1618
 Kathy Colfer, Child & Family Services Director
 kathyc@kvcap.org

- Midcoast Maine Community Action**
 Counties served: Sagadahoc, Lincoln, and Greater Brunswick
 34 Wing Farm Parkway, Bath, ME 04530
 (207) 442-7963 ext. 214 or 1-800-221-2221
 Sue Kingsland, Director
 sue.kingsland@mmcacorp.org

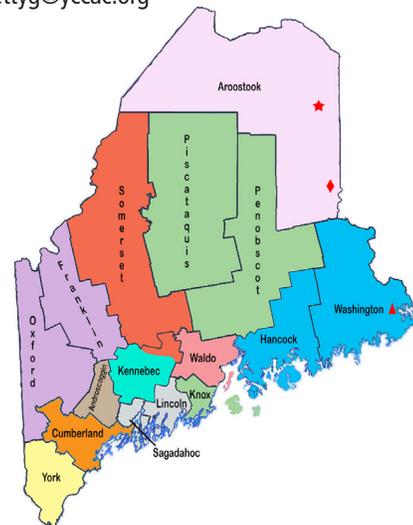
- The Opportunity Alliance**
 County served: Cumberland
 510 Cumberland Avenue, Portland, ME 04101
 (207) 553-5823
 Louise Marsden, VP, Family and EC Education
 louise.marsden@opportunityalliance.org

- Penquis Community Action Program**
 Counties served: Penobscot, Piscataquis, and Knox
 P.O. Box 1162, Bangor, ME 04402-1162
 (207) 973-3500
 Heidi LeBlanc, Director
 hleblanc@penquis.org

- Southern Kennebec Child Development Corporation**
 County served: Southern Kennebec
 337 Maine Avenue, Farmingdale, ME 04344
 (207) 582-3110, ext. 12
 Michele Pino, Director
 michelep@skcdc.org

- Waldo County Community Action Partners**
 County served: Waldo
 P.O. Box 130, Belfast, ME 04915
 (207) 338-6806, ext. 204
 Kim Cummings, Director
 kcummings@waldocap.org

- York County Community Action Corporation**
 County served: York
 P.O. Box 1964, Biddeford, ME 04005
 (207) 710-2404
 Betty Graffam, Director, Children's Services
 bettyg@yccac.org



Tribal Head Start

- Little Feathers Head Start Aroostook Band of Micmacs**
 Area served: Houlton and Presque Isle
 13 Northern Road, Presque Isle, ME 04769
 (207) 768-3217
 Tammy Deveau, Director
 tdeveau@micmac-nsn.gov

- Maliseet Head Start**
 Area served: Houlton
 1 Maliseet Drive, Houlton, Maine 04730
 (207) 521-2410
 Tracie Botting, Director
 tbotting@maliseets.com

- Passamaquoddy Head Start**
 Area served: Perry
 P.O. Box 344, Perry, ME 04667
 (207) 853-4388 & (207) 454-2128
 Betty Lewey, Director
 passamaquoddyheadstart@roadrunner.com

Head Start Matters

Enrollment in Maine

Maine was one of the first states to have a Head Start program.

(Maine Head Start Association)

2013 Federal Poverty Level

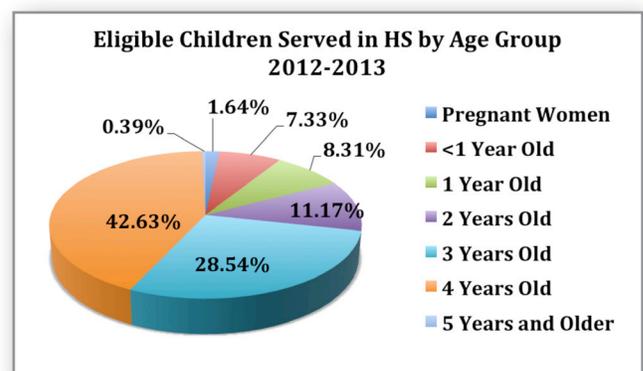
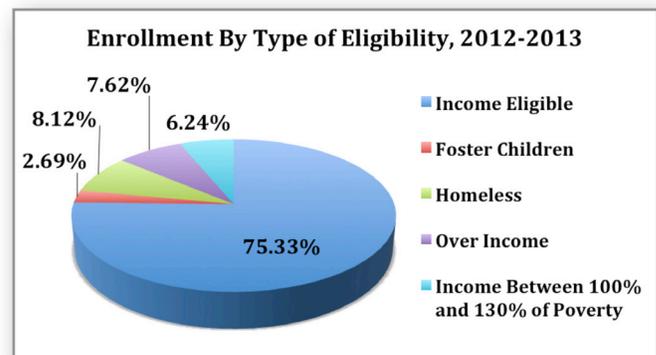
Head Start enrollment is prioritized for families living in poverty. Programs use the [2013 Federal Poverty Guidelines](#). Up to 10% of the children enrolled may be from families that exceed the low-income guidelines. For the purpose of eligibility, a child from a family that is homeless, receiving public assistance, or a child in foster care, is eligible even if the family income exceeds the income guidelines (U.S. DHHS, ACF, Head Start, ECKC, Head Start Performance, 2008).

2013 Federal Poverty Guidelines

Family Size	Annual Income
1	\$11,490
2	\$15,510
3	\$19,530
4	\$23,550
5	\$27,570
6	\$31,590
7	\$35,610
8	\$39,630
Add \$4,020 for each additional family member above 8	

Source: U.S. DHHS, Office of the Assistant Secretary for Planning and Evaluation. Retrieved from <http://aspe.hhs.gov/poverty/13poverty.cfm#guidelines>

In 2012, only 28% of the income eligible children in Maine were served in a Head Start program due to funding availability. This means that 72% of the children who were income eligible did not have the opportunity to benefit from this comprehensive early learning program (Maine Children's Alliance, Health, 2013).



Head Start Matters for Maine Children

Effective programs are based on child development research. Providing supportive relationships and safe environments can improve outcomes for all children and ensure that they have a solid foundation for a productive future.

(Center on the Developing Child, *InBrief: Early*, 2014)

What does the research say?

The foundations for school readiness are set in the early years and prepare children for life.

School readiness focuses on all aspects of healthy development, including physical, cognitive, social, and emotional development. Higher quality preschool programs have greater impacts on children's development and are more likely to create gains that are sustained after the child leaves preschool.

Recent evidence suggests that high quality preschool positively contributes to the language, literacy, and mathematics skills growth of both low- and middle-income children, but has the greatest impact on children living in or near poverty (Yoskikawa, et al., 2013).

Research consistently affirms that children in classrooms with higher CLASS (Classroom Assessment Scoring System) scores demonstrate more positive social and early academic development (U.S. DHHS, ACF, Understanding, 2012).

When I started in our Head Start agency, the agency was shifting to a new curriculum in all Head Start classrooms. Now that we're in year two of curriculum implementation, we're starting to look at aggregate CLASS data and children's learning gains—and it's so exciting! We're definitely seeing gains in both areas.

- Cristina, Maine Head Start Grantee Operations Director

How does Head Start measure up?

While Head Start always strives for excellence, the Head Start Act explicitly states that all programs implement scientifically valid curricula. This ensures that children's learning experiences are of the highest quality and are age and developmentally appropriate.

"The Head Start Approach to School Readiness" means that children are ready for school, families are ready to support their children's learning, and schools are ready for children.

Head Start views school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life (U.S. DHHS, ACF, Head Start Approach, 2014).

The Head Start Act (2007) requires periodic monitoring of all Head Start classrooms using a "valid and reliable research-based observational instrument." The instrument used is the Classroom Assessment Scoring System (CLASS).

What is the picture in Maine?

Head Start performance standards helped to inform the development of Quality for ME, Maine's Child Care Quality Rating Improvement System. All Head Start grantees participate in Quality for ME.

Maine Head Start programs are above the New England regional average in Classroom Assessment Scoring System (CLASS) instructional support scores.

All Maine grantees measure child achievement based on developmental measures that reflect developmentally appropriate school readiness. Child school readiness improvement is measured at the beginning, middle, and end of the year.

To learn more about Maine grantee program demographics and monitoring reports including CLASS reviews, visit <https://eclkc.ohs.acf.hhs.gov/hslc/data/psr>

Head Start Matters for the Health of Maine Children

Physical and emotional health are necessary for children to fully participate in learning. Being healthy is critical to school readiness.

(U.S. DHHS, ACF, ECKC, *Healthy Children*, 2012)

What does the research say?

High quality early care and education programs that buffer young children from excessive stress could promote health and prevent disease, not just prepare the children to succeed in school (Center on the Developing Child, Foundations, 2014).

Healthy children need the following:

- Health Insurance
- Medical Home (continuous accessible physical and mental health care)
- Dental Home (continuous accessible dental care)
- Developmental Screening
- Healthy Parents
- Healthy Food

Nutrition

When children live in families facing food insecurity and hunger, their brain architecture is affected, causing harm to their physical, mental, social, and emotional health throughout their lives.

(Maine Children's Alliance, Social, 2013)

Head Start provides children with up to two-thirds of their daily nutritional needs.

Many children living in poverty are facing malnourishment, hunger, or can be overweight or obese.

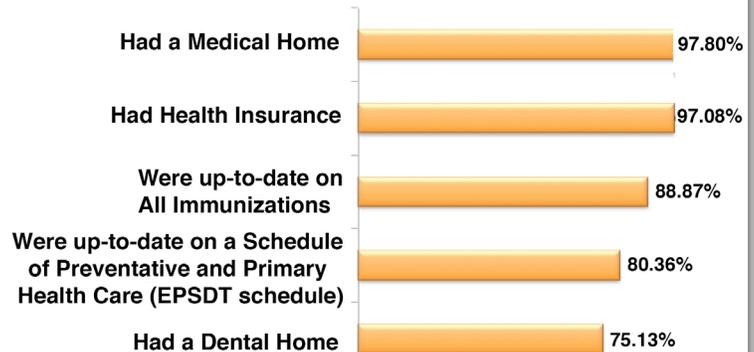
Head Start offers nutritious, ethnically diverse, and child-friendly food through a state-of-the-art food service program. All Head Start grantees participate in the U.S. Department of Agriculture's Child and Adult Care Food Program.

How does Head Start measure up?

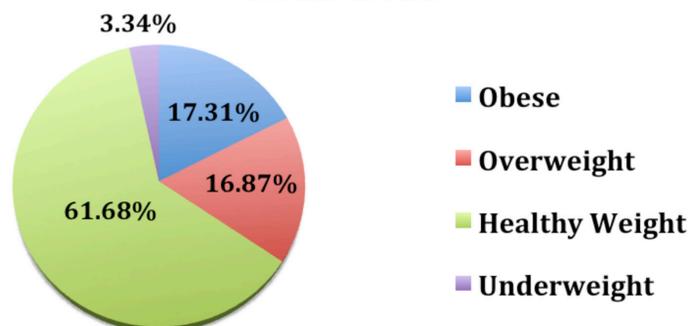
Head Start focuses on wellness for all enrolled children. By following a schedule of visits with primary health care providers with a focus on prevention, problems are quickly identified and addressed.

At enrollment, 2,044 Maine children were up-to-date on their primary and preventative health care (Early Periodic Screening, Detection, and Treatment – EPSDT schedule). By the end of the year, that number jumped to 3,473, which represents a 70% increase in children up-to-date according to the EPSDT schedule.

At the End of the Enrollment Year 2012-2013



Body Mass Index at Enrollment 2012-2013



Head Start Matters for the Mental Health of Maine Children

Early childhood mental health is synonymous with general health and well-being. It impacts children's learning and school readiness.

(U.S. DHHS, 2009 Head Start Bulletin, *Mental Health*)

Mental Health

What does the research say?

Evidence suggests that children's mental health and specifically, emotional adjustment, plays an important part in predicting their likelihood of school success. Programs that focus on social skills have been shown to have improved outcomes related to drop-out rates, attendance, repeating a grade, and special education referrals. They also have improved grades, test scores, and reading, math, and writing skills.



Mental health includes a broad spectrum of services to children and families including promotion, prevention, early identification, and treatment. Head Start staff also benefit from mental health resources that provide education and promote wellness (Zins, et al., 2004).

How does Head Start measure up?

Head Start focuses on children's social and emotional development and supports their behavioral and mental health care needs.

Head Start and Early Head Start programs partner with local professionals and other programs to ensure that children, families, and staff have access to prevention and intervention services. Programs are required to provide on-site mental health consultation. Head Start's commitment to social-emotional wellness includes the long-standing practice of not suspending or expelling any child.



What is the picture in Maine?

595 children received staff consultations for mental health services; of those, **28%** received **3** or more consultations.

241 parents received consultations about their children's mental health; of those, **35%** received **3** or more consultations.

90% of the children referred for mental health services outside of Head Start received services.

Head Start Matters for Maine Children with Disabilities

Head Start's comprehensive child development model often provides the first opportunity to identify a disability or health condition affecting a young child's development.

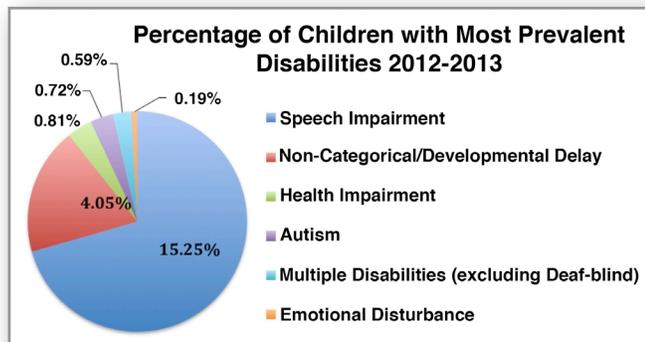
(U.S. DHHS, ACF, *Advisory Committee*, 2012)

Children with Special Needs and Disabilities

What does the research say?

Head Start has created the infrastructure, training resources, coordination, and partnerships to make inclusion not only possible, but also successful (Brekken & Corso, 2009).

Access to early learning environments, participation in the regular education curriculum and activities, and supports to children, families, and professionals are all necessary to ensure that the needs and priorities of infants and young children with disabilities and their families are met in inclusive settings (Cate, et al., 2010).



How does Head Start measure up?

Head Start is the largest provider of inclusive services for young children with disabilities in the United States (University of Washington, Head Start Center, n.d.)

Head Start programs are required to make at least 10% of funded slots available for children with disabilities (University of Washington, Head Start Center, n.d.)

Head Start programs must develop a disabilities service plan providing strategies for meeting the special needs of children with disabilities and their parents.

The Head Start Performance Standards and other regulations assure that children with disabilities and their families are included in the range of comprehensive services and program options available to all families.

What is the picture in Maine?

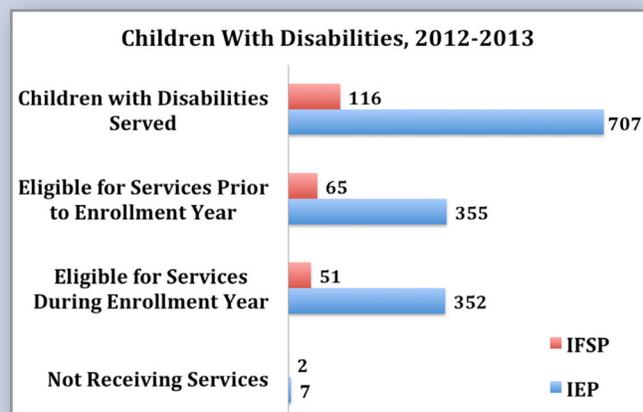
823 children with disabilities attended Head Start programs.

707 children ages 3-5 had an Individual Education Plan (IEP).

116 children ages birth-3 had an Individual Family Service Plan (IFSP).

All Head Start grantees in Maine are approved programs for special education services through the Maine Department of Education, Child Development Services (CDS).

Maine Head Start grantees work in partnership with local school districts to coordinate transition services.



Head Start Matters for Maine Families

Recognizing the inseparable importance of providing services that are informed by family and community needs and by authentically including and engaging families, Head Start is based on a two-generational model addressing life-long learning and economic advancement for both children as well as families.

(Annie E. Casey Foundation, 2014)

What does the research say?

The family is the primary force in preparing children for school and life, and children benefit when all of the adults who care for them work together (Bronfenbrenner, 2005).

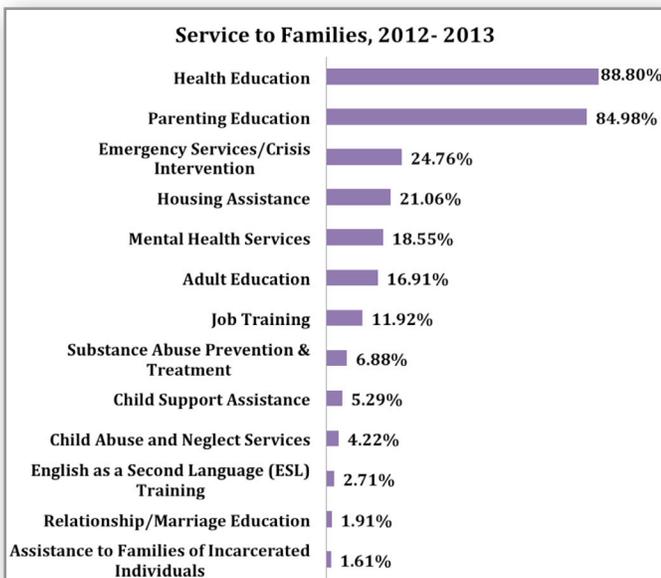
How does Head Start measure up?

Head Start recognizes that parents are the primary educators of their children. The comprehensive services approach extends to and includes building relationships with families. These relationships help to support family well-being, strong parent-child relationships, and ongoing learning and development of parents and children.

Head Start authentically engages families in activities that support their own development, including the following;

- Volunteering in the classroom;
- Participating in educational opportunities;
- Participating in work initiatives, health and wellness services;
- Joining program governance structures such as policy councils, giving them an opportunity to contribute to and exert a degree of local ownership and investment in their community program.

Head Start staff must offer parents an opportunity to develop individualized family partnership agreements. These agreements are developed by parents with the support of Head Start staff and are designed to provide support to families in direct response to their interests, goals, strengths, and needs.



What is the picture in Maine?

5,894 people provided volunteer services during the 2012-2013 enrollment year, including **3,599** parents. (Parent volunteers accounted for **61%** of all volunteers.)

3,422 families participated in Head Start parenting education programs.

Head Start has seen an increase in the numbers of children and families experiencing homelessness. Family support services include supporting families to find stable housing.

Of the **443** homeless families with **504** children served during the 2012-2013 enrollment year, **191** or **4.7%**, successfully acquired housing.

Head Start Matters for Maine's Economy

Research shows that one of the best investments we can make in a child's life is high quality early education.

(President Barak Obama, 2014)

What does the research say?

Every dollar invested in quality early childhood education for disadvantaged children delivers economic gains of 7%-10% per year through increased school achievement, healthy behavior, and adult productivity. Quality early childhood education is a cost-efficient strategy for reducing deficits and promoting growth (First Five Years Fund, 2014).

Young children who receive the supports and developmental experiences they need are more likely to succeed in grades K-12, graduate on time, attend college, become employed, earn higher wages, and avoid criminal justice system involvement—all consequences that have major cost implications for governments and taxpayers (Trostel, 2013).

In 2012, the early childhood education workforce was comprised of about one million center-based teachers and caregivers directly responsible for children age birth through 5 years, not yet in kindergarten; and another one million paid home-based teachers and caregivers serving the same age group (U.S. DHHS, ACF, National Survey, 2013).



How does Head Start measure up?

Head Start is a program that supports families' efforts to attain economic security by offering parenting and financial planning programs, referrals to community and state resources, job skills, educational opportunities, and health care.

Nationally, Head Start is a significant employer: in 2013, Head Start programs employed and contracted with 250,000 staff. Parents of current or former Head Start children made up 23% of Head Start staff.



Head Start supports parents who work which positively impacts the economy. When parents have access to reliable, quality early care and education, they are less stressed or distracted and more productive in their jobs. They can financially care for their own families and contribute to federal, state, and local taxes.

What is the picture in Maine?

Maine Federal Head Start funding in 2012-2013 was **\$29,881,312** (U.S. DHHS, ACF, Head Start, 2013).

Maine State Head Start funding for 2012-2013 was **\$1,803,455**.

Head Start Matters for the Education of Maine Children

Head Start has made deliberate and successful efforts to improve teacher qualifications, but improvements in wages have not kept pace.

(Whitebook, Phillips and Howes, 2014)

What does the research say?

Outcomes in early childhood classrooms are more positive when teachers have higher levels of educational attainment and in particular, a bachelor's degree (Kelly & Camilli, 2007).

While a recognized measure of quality in early childhood education is the educational attainment of teachers, the wages of teachers depend more on where they work and the ages of the children they teach than on the qualifications (Whitebook, et al., 2014).

How does Head Start measure up?

The Head Start Act specifies that 50% of center-based preschool teachers nationwide should have a baccalaureate degree in early childhood education by 2013.

Nationally, 66% of all Head Start center-based preschool teachers had a baccalaureate or advanced degree in early childhood education (ECE), or in a related field with experience.

What is the picture in Maine?

Head Start programs throughout Maine employed **1,123** individuals and contracted with an additional **62** staff. Current or former Head Start parents accounted for **296** of these Head Start employees. In Maine, **73%** of the Head Start teaching staff had a baccalaureate degree in the 2012-2013 program year.

Maine Head Start Teacher Qualifications FY 2012-2013

226 Preschool Teachers

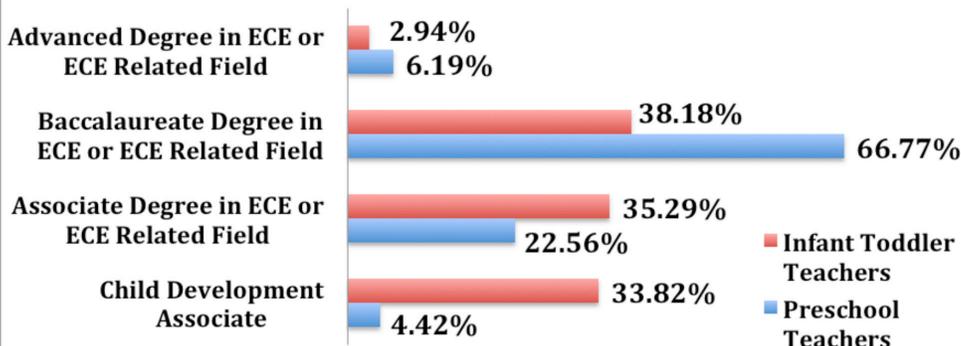
- 14 advanced degrees in ECE/related field (6.19%)
- 151 bachelor's degrees in ECE/related field (66.77%)
- 51 associate degrees in ECE/related field (22.56%)
- 10 Child Development Associate (4.42%)

68 Infant Toddler Teachers

- 2 advanced degrees in ECE/related field (2.94%)
- 28 bachelor's degrees in ECE/related field (38.18%)
- 24 associate degrees in ECE/related field (35.29%)
- 23 Child Development Associate (33.82%)



Staff Education, 2012 -2013



Early childhood education is an efficient and effective investment for economic and workforce development. The earlier the investment, the greater the return on investment.

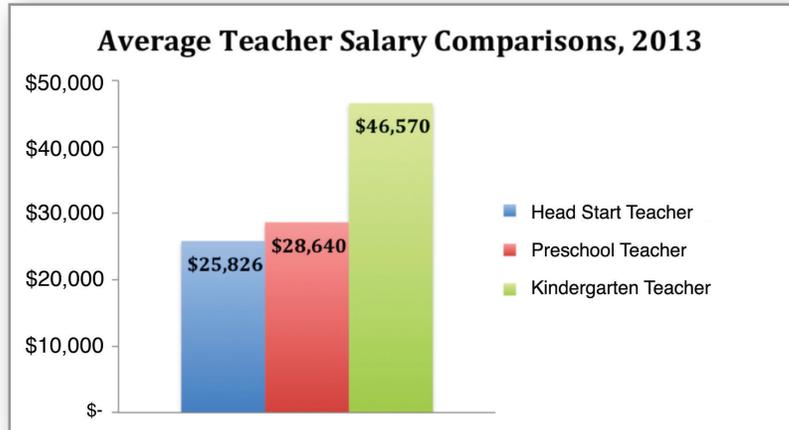
(Heckman, 2012)

Head Start Matters for the Education of Maine Children (cont.)

A comparison between the [U. S. Dept. of Labor Bureau of Labor Statistics 2013 Annual Mean Wages for Maine Preschool Teachers \(occupation code 25-2011\)](#) and [Kindergarten Teachers \(occupation code 25-2012\)](#) with 2012-2013 salary data from the U.S. Department of Health and Human Services, Office of Head Start, reveals that Maine Head Start teachers earn considerably less (\$25,826) than other early education teachers in the state (\$28,640 - \$46,570).

This income inequality for Head Start teachers prevails regardless of educational attainment and higher mandated standards for evidence-based practices and program outcome measures.

For many Head Start educators, these earnings are barely enough to keep them out of poverty. Without parity in compensation, Head Start will continue to have difficulty attracting and retaining high quality teachers for the youngest and most vulnerable members of our communities (Whitebook, et al., 2014).



Maine Early Education Teacher Annual Mean Wages (2012-2013)

Head Start Teacher	\$25,826 (OHS, 2012-2013 PIR)
Preschool Teacher*	\$28,640 (Maine DOL, 2013)
Kindergarten Teacher	\$46,570 (Maine DOL, 2013)



*Preschool Teacher – instructs preschool-age children in activities designed to promote social, physical, and intellectual growth needed for primary school in preschool, day care center, or other child development facility. United States Dept. of Labor, Bureau of Labors Statistics Standard Occupational Classification <http://www.bls.gov/soc/2010/soc252011.htm>

References

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- Brekken, L.J. & Corso, R.M. (2009, Winter). *Head Start's commitment to serving children with disabilities and their families*. (NHSA Dialog Briefs Vol. 12 No. 2). Alexandria, VA: National Head Start Association, Research and Evaluation Division. Retrieved from https://www.nhsa.org/files/static_page_files/9FFF1C22-1D09-3519-AD44D1FEE3A3986C/Dialog_Briefs_v12no2.pdf
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- Cate, D., Diefendorf, M., McCullough, K., Peters, M. L., & Whaley, K. (Eds.). (2010). *Quality indicators of inclusive early childhood programs/practices: A compilation of selected resources*. (PDF pg. 3). Chapel Hill: The University of North Carolina, FPG Child Development Institute, National Early Childhood Technical Assistance Center. Retrieved from <http://sped.dpi.wi.gov/sites/default/files/imce/sped/pdf/spp6-qual-ind-incl.pdf>
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