

FUNDING SOURCES AND TTA

Do Head Start grant recipients access different TTA depending on the funding sources they receive?

Head Start Grantees' Training and Technical Assistance (TTA) Use and Funding (2019–2020)

OPRE Report #2023-180



ABOUT HEAD START

Head Start (HS) is a comprehensive services program that provides support for low-income children ages birth to 5 and their families. The Office of Head Start (OHS) administers funds to local recipients to operate HS programs.

OHS provides TTA to grant recipients through National Centers, Regional TTA Specialists, and their online Early Childhood Learning and Knowledge Center (ECLKC). Grant recipients also receive their own TTA funds.



SURVEY OF HS GRANT RECIPIENTS ON TRAINING AND TECHNICAL ASSISTANCE (TTA)

The nationally representative survey of HS directors and managers/coordinators provides the Administration for Children and Families (ACF) novel insights about how HS grant recipients use TTA of all types and sources.

HS grant recipients are organizations that have been awarded one or more HS grants. The survey was conducted in 2019–2020, just before the COVID-19 pandemic.



THE GOALS OF THIS BRIEF

The goals are to identify the combination of funding sources grant recipients receive and understand their use of TTA. The purpose of TTA is to help build organizational capacity and improve practices, which in turn improves child and family outcomes.

We expected diversity in TTA sources and funding sources for TTA, but we wanted to examine whether there were systematic differences in TTA sources used by programs receiving funding from different sources.



Most grant recipients use a wide variety of TTA sources.



Over 80% of HS grant recipients receive other sources of funding for child and family services in addition to HS funding.



The sources of funding grant recipients receive are not associated with the types of TTA they use.

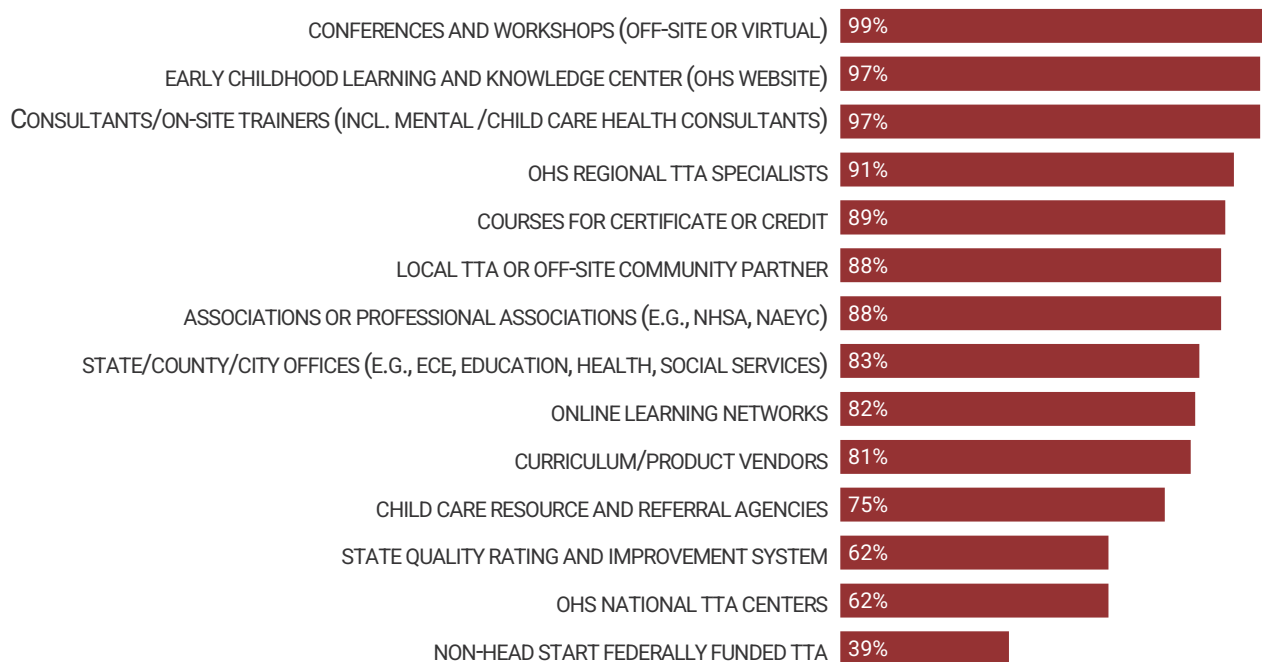
MAIN FINDINGS



MOST GRANT RECIPIENTS USE A WIDE VARIETY OF TTA SOURCES.

Overall, most grant recipients reported getting **TTA** from various sources. The most common sources were conferences and workshops (99%), the ECLKC (97%), and consultants and on-site trainers (97%).

? *In the last program year (2018–2019) did your program use TTA from ... ? (N=1,268)*

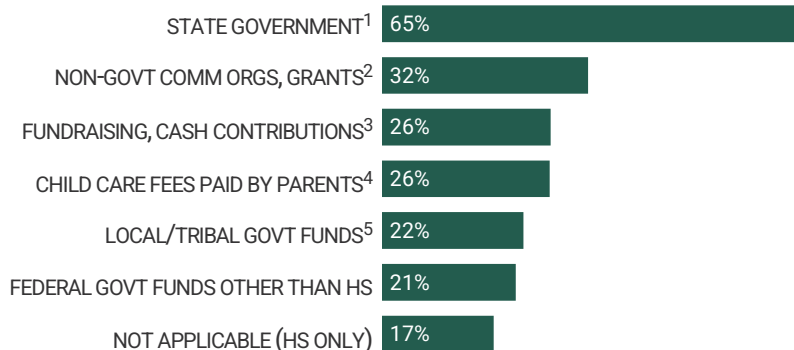


OVER 80% OF HS GRANT RECIPIENTS RECEIVE OTHER SOURCES OF FUNDING FOR CHILD AND FAMILY SERVICES IN ADDITION TO HS FUNDING.

The **FUNDING SOURCES** that programs received beyond federal HS grants varied and are not mutually exclusive.

Most grant recipients (65%) reported receiving funds from state governments to provide services to children and families, in addition to HS funding.

? *In addition to HS funding, which of the following are additional sources of funds that your program receives to provide services to children and families? (N=1,268)*



17% Reported receiving funding from only HEAD START.



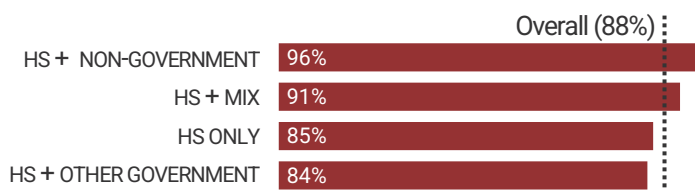
We collapsed the funding sources into groups in order to create mutually exclusive categories that reflect different possible combinations of HS and other government (public) or non-government (private) funds.

COLLAPSED FUNDING CATEGORY	FUNDING SOURCES
HS + other government	State government; local/tribal govt funds; Federal Funds other than HS
HS + non-government	Child care fees; Non-govt comm orgs, Grants; Fund raising
HS + mix	Any mix of the other categories
HS only	Not applicable (HS only)

We then compared the TTA sources grant recipients use with each of the collapsed funding categories. For 12 of the TTA sources, there were no significant differences by funding category. Only two TTA sources differed by funding category: TTA from associations and state Quality Rating and Improvement System (QRIS).

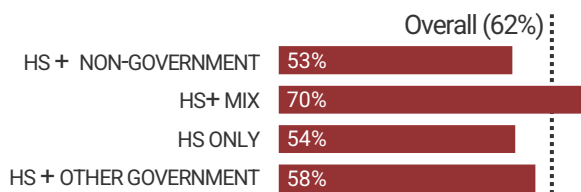
i *Proportion of grant recipients that used TTA from associations or professional associations, by collapsed funding source*

Fewer grant recipients with only HS funding or HS and other government funding use TTA from associations than those with other funding sources.



i *Proportion of grant recipients that used TA from state QRIS, by collapsed funding source*

More grant recipients with a mix of HS funding use TTA from state QRIS than all other funding combinations.



There are few differences in the sources of TTA used by grant recipients receiving funding from different sources.

CONCLUSIONS

- Grant recipients use TTA from **multiple sources** and have **other sources of TTA** available beyond OHS TTA.
- Other than HS, the most common source of funding for child and family services is state government.
- **Nearly all grant recipients are using HS TTA**, even when they have access to other TTA sources.



The **SURVEY OF HEAD START GRANTEES ON TRAINING AND TECHNICAL ASSISTANCE (TTA)** provides the Administration for Children and Families (ACF) with insights about how HS grant recipients use TTA of all types and from all sources.

NORC at the University of Chicago conducted two nationally representative surveys, one in October-December 2019 with HS program directors, and one from February to April 2020 with managers/coordinators that represented four practice domains: (1) early childhood development and education; (2) fiscal operations; (3) family and community services; and (4) health, mental health, and safety. Both surveys referenced TTA use prior to the COVID-19 pandemic.

One goal of the surveys was to identify grant recipients' TTA needs and how they use a variety of TTA resources to build organizational capacity and improve practice. Other goals of the survey were to understand how grant recipients share knowledge, build skills, and apply TTA to improve their programs.

The survey addressed three primary research questions:

- *How are Head Start grant recipients selecting their training and technical assistance (TTA)?*
- *What TTA are Head Start grant recipients' staff receiving from all available sources?*
- *How does TTA inform practice change within Head Start grant recipients?*

All HS grant recipients that held grants in 2018–2019 were invited to complete the survey. Of the 1,586 grant recipient organizations, 80% of these grant recipients' program directors responded to the web-based survey.

CONTACT INFORMATION

Ann Rivera, Ph.D.
Senior Social Science Research Analyst
Office of Planning, Research and Evaluation, Administration for Children and Families
U.S. Department of Health and Human Services
330 C St SW, 4th Floor, Washington, DC 20201
Phone: 202-401-5506

CONTRACT NUMBER

HHSSP2332015000481, Early Childhood Training and Technical Assistance Cross-System Evaluation Project

PROJECT INFORMATION

The Administration for Children and Families established the Early Childhood Training and Technical Assistance (TTA) Cross-System Evaluation Project to answer questions about the processes and effectiveness of the Early Childhood TTA System (ECTTAS). The project is designed to support the use of data and evaluation tools for continuous quality improvement of ECTTAS' resources and methods. Through various utilization-focused research activities, the project conducts research and develops resources to inform ACF and partners about how to improve TTA services to support policy, practice, and organizational change among grant recipients at state and local levels. The project is carried out by NORC at the University of Chicago, in partnership with the Office of Planning, Research, and Evaluation (OPRE), the Office of Head Start (OHS), and the Office of Child Care (OCC).

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1. CCDF or TANF subsidies, state pre-K funding, voucher/certificates, state contracts or grants
 2. Foundations and corporations (e.g., United Way, local charities, or religious organizations)
 3. Gifts, bequests, special events
 4. Agencies that receive Head Start funding may also provide services to children not eligible for Head Start for a fee
 5. For example, pre-K funding from local school district