

Prepared for
Florida Head Start Collaboration Office
by
Florida Institute of Education at
the University of North Florida



FLORIDA HEAD START STATE COLLABORATION OFFICE NEEDS ASSESSMENT



2008-2009
Survey Results



The goal of Head Start is to increase the social competence of children in low-income families and children with disabilities, and to improve their chances for school success.

**Florida Head Start
State Collaboration Office
Needs Assessment
2008-2009 Survey Results**

Prepared by

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INTRODUCTION

Overview of the Head Start Program

Head Start is a national program that promotes school readiness by enhancing the social and cognitive development of children by providing educational, health, nutritional, social and other services to enrolled children and families. In 1995, the Early Head Start Program was established to serve expectant women and children from birth through age three. The Head Start program is administered by the Office of Head Start, Administration for Children and Families, Department of Health and Human Services (<http://eclkc.ohs.acf.hhs.gov>).

Grants are awarded directly to local public agencies, private non-profit and for-profit organizations, school systems, and Indian Tribes for the purpose of operating Head Start programs at the community level by the Administration for Children and Families Regional Offices and the Office of Head Start's American Indian-Alaska Native and Migrant and Seasonal Program Branches. Since 1990, the Office of Head Start has funded Head Start State Collaboration Office grants to support the development of multi-agency and public/private partnerships at the state and local levels. Florida's Head Start State Collaboration Office is administered by the University of North Florida/Florida Institute of Education in cooperation with the Agency for Workforce Innovation Office of Early Learning and the Florida Head Start Association.

Primary goals of these partnership grants are to:

- Help build early childhood systems and access to comprehensive services for all low-income children;
- Encourage widespread collaboration between Head Start and other appropriate programs, services, and initiatives, and augment Head Start's capacity to be a partner in state initiatives on behalf of children and their families; and
- Facilitate the involvement of Head Start in the development of state policies, plans, processes and decisions affecting the Head Start target population and other low-income families.

The Head Start Act of 2007 identifies the following priority areas for Head Start State Collaboration Offices (HSSCO):

- Promote access to timely **health care** services, including general health, oral health, and mental health services;
- Support access to services for children experiencing **homelessness** through coordination with state and local education agencies (LEAs) implementing McKinney-Vento requirements;
- Encourage and support collaboration with **welfare** systems (Temporary Assistance for Needy Families [TANF] program) and improve or enhance coordination with **child welfare** services, including foster care and child protective services;
- Coordinate activities with state child care agencies and child care resource and referral agencies to strengthen partnerships between local Head Start and child care programs to make full-working-day and full-calendar-year **child care** services available to children;
- Promote and support state and local connections that enhance **family literacy**;
- Increase opportunities for children with **disabilities**;
- Promote and support full utilization of relevant **community services**, including public schools, public libraries, museums, and law enforcement agencies, and promote effective outreach efforts to Head Start-eligible families;
- Facilitate alignment of **education** curricula and assessments used by Head Start agencies with the *Head Start Child Outcomes Framework* and, as appropriate, with state early learning standards and kindergarten curricula. Promote and support appropriate curricula for limited English proficient children and expand partnerships with LEAs for coordinated pre-kindergarten and transition to kindergarten services; and
- Support Head Start grantees in better accessing **professional development** opportunities for staff to meet the Head Start degree requirements.

At least 90% of children enrolled in Head Start programs must meet federal income guidelines, which in 2009 for a family of four is \$22,050. Ten percent of the enrollment must be made available to serve children with disabilities. Services are delivered in a center-based or home-based option, with 92% of participants served in centers.

Head Start in Florida

According to the 2007-2008 Program Information Report (PIR), Florida Head Start Programs served 40,439 children including 37,093 in Head Start and 3,346 in Early Head Start. There were also 319 pregnant women served during that same time period. Head Start Programs are also eligible to provide the Voluntary Prekindergarten Program, a school readiness program for all four-year-old children living in the state of Florida.

All 67 counties in Florida have a Head Start Program. Florida has 44 different Head Start grantees comprised of 17 Head Start only programs, 22 Head Start and Early Head Start programs, four Early Head Start only programs, and two Migrant and Seasonal Head Start grantees. Migrant and Seasonal Head Start Programs serve children from age six weeks through five years of age and provide the same comprehensive services as regional Head Start programs. Florida is also home to the Miccosukee Indian Tribe, which once operated a Head Start Program.

One third of Florida's grantee agencies are public school districts. Florida is a single county/single district state with some of the state's largest county governments (including Miami-Dade County) operating four Head Start programs. Another nine grantees are community action agencies. Child care, faith-based, and single purpose agencies comprise the remainder (see Appendix A for a detailed listing).

Florida is currently the fourth largest state in the nation and has a very diverse population. According to the 2007-2008 PIR data, over one-fourth of the Head Start families indicate the primary language of the family spoken at home is something other than English, with Spanish comprising 22%. Much of the diversity is located in the southern half of the state. Often for reporting purposes, the state is divided into four geographic regions: Northwest (the panhandle), Northeast, Southwest, and Southeast. The most heavily populated areas are in the Southeast and Southwest service regions. The Southeast service region (depicted in yellow on the map) includes a program serving migrant children and extends its services northward as families migrate. The Northwest is less densely populated than other service regions and home to two military bases. Tourism and agriculture comprise much of Florida's service-based economy that provides jobs for many Head Start families.

Figure 1 presents the locations of the Head Start programs and depicts its four service regions.

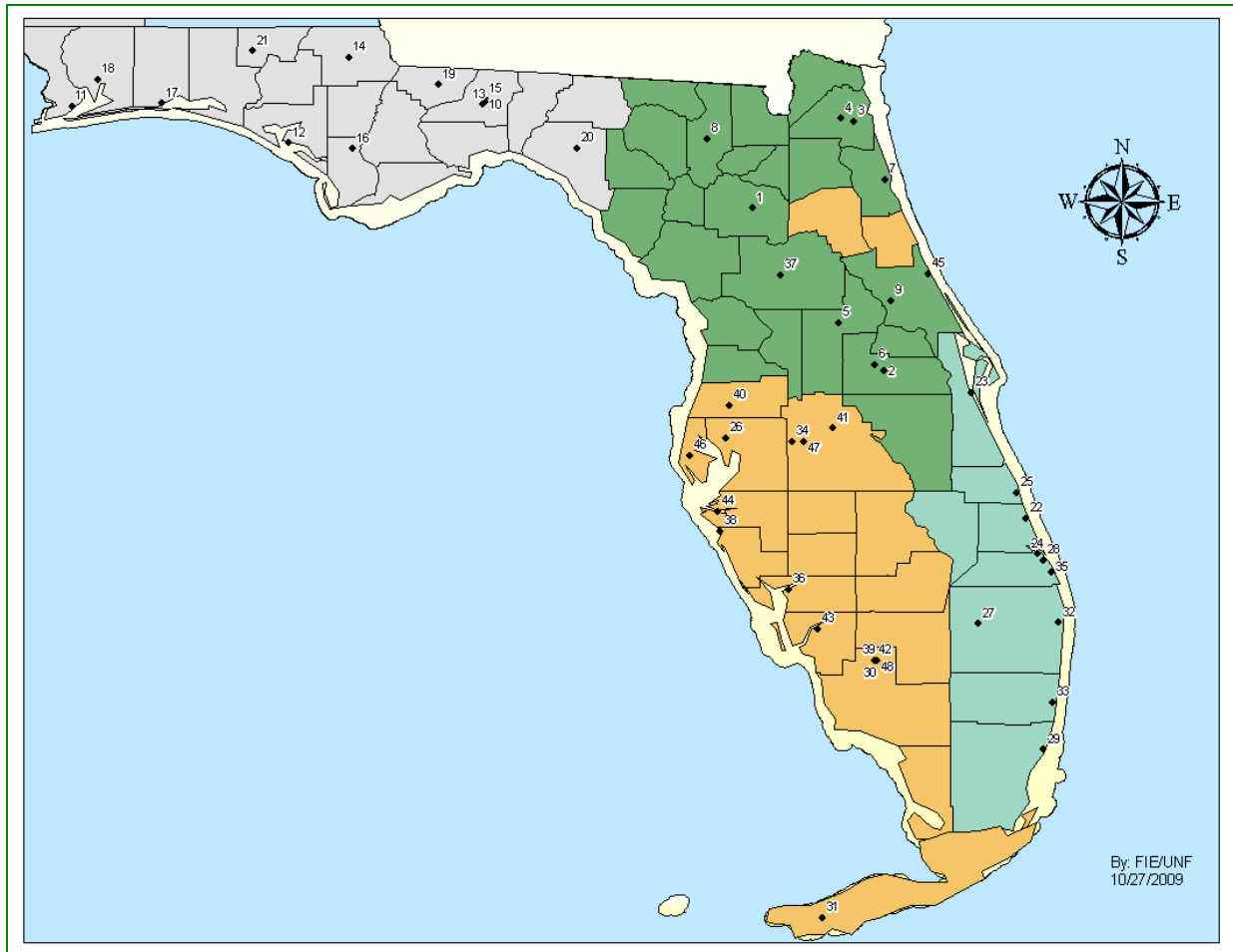


Figure 1. Locations of Florida Head Start programs organized into four service regions.

STUDY DESIGN

Study Purpose

The Head Start Act (as amended December 12, 2007) requires each Head Start State Collaboration Office (HSSCO) conduct a needs assessment of Head Start, Early Head Start and if applicable, Migrant and Seasonal Head Start grantees in their state. The assessment must include areas of coordination, collaboration, alignment of services, and alignment of curriculum and assessments used in Head Start programs with the *Head Start Performance Standards*, the *Head Start Child Outcomes Framework* and, as appropriate, *Florida Early Learning Standards*.

The purpose of this survey project is to collect local needs assessment data from Head Start program staff in Florida to develop a strategic plan outlining how the Head Start State Collaboration Office will assist and support Head Start grantees in meeting the requirements of the Head Start Act.

Survey Instrument

A cohort of Head Start State Collaboration Office Directors working with the Office of Head Start staff developed the *Head Start Needs Assessment Survey* template. The Florida HSSCO served on this committee and co-developed the Community Services section of the template.

The survey consisted of three parts. First, the data was gathered to identify the extent of involvement that each Head Start program has with various service providers and organizations by content area. The needs assessment survey questionnaire was organized around the eight priority domain the HSSCOs and respondents were asked to rate their responses using a Likert Scale to determine the range of involvement from “no working relationship” to a full “collaborative relationship.” The definitions of the range of involvement are as follows:

- **Collaboration** represents developing shared systems and share risk, responsibilities and rewards. For example the Head Start agency has formal written agreements and shared staff and/or facilities, including co-funded projects.
- **Coordination** represents joint projects, such as shared trainings or health screenings and assessments.
- **Cooperation** represents the lowest level of involvement an example of which would be an exchange of information and/or referrals.
- **No Working relationship** represents no involvement between the Head Start agency and the various other organizations.

Second, information was obtained regarding the level of difficulty each program has had engaging in each of the variety of tasks associated with the respective activity areas. A 4-point scale was used to measure the level of difficulty that ranged from “not at all difficult” to “extremely difficult”. Finally open-ended questions were used to document any remaining concerns and to give respondents an opportunity to share insight about what is working well in their program. Appendix B includes the complete survey instrument.

Study Methodology

In collaboration with the Florida Head Start Association, the *Florida Needs Assessment Survey* was distributed to Florida Head Start Directors through *Zoomerang*, an electronic survey engine, for a four-week period during the month of February 2009. All 44 Florida Head Start grantees responded to the survey. The Florida Institute of Education at the University of North Florida analyzed the data and collaborated with the HSSCO to assure the accuracy of survey results. The results will be shared with appropriate state and national partners, the Florida Head Start Association, and Head Start grantees.

PRESENTATION OF FINDINGS

The report is organized in two sections. In the first section, a detailed review of the responses for each key activity domain is presented coupled with a discussion of key findings. Also included for each key activity domain is a summary of the qualitative responses to open-ended questions. The second section of the report, entitled “Conclusions and Considerations,” summarizes key findings across the key activity domains.

SURVEY RESULTS KEY ACTIVITY DOMAINS

DOMAIN 1 – HEALTH CARE

Health Care Involvement measures the extent of the Florida Head Start agencies' involvement with the following health care service providers. Table 1 lists the service providers deemed relevant to the Health Care domain.

Table 1
Health Care Involvement

A. Medical home* providers
B. Dental home* providers for treatment & care
C. State agency(ies) providing mental health prevention and treatment services
D. Local agencies providing mental health prevention and treatment
E. Agencies/programs that conduct mental health screenings
F. WIC (Women, Infants Children)
G. Other nutrition services (e.g., cooperative extension programs, university projects on nutrition, etc.)
H. Children's health education providers (e.g., Child Care R&R, community-based training)
I. Parent health education providers
J. Home-visiting providers
K. Community health centers
L. Public health services
M. Programs/services related to children's physical fitness and obesity prevention

Note. Medical and Dental home means comprehensive, coordinated care and not just access to a doctor or dentist particularly for one-time exams.

Respondents were asked to indicate whether their involvement was *No Working Relationship* (little or no contact), *Cooperation* (exchange information/referrals), *Coordination* (work together), or *Collaboration* (share resources/agreements). Thirty-nine of the 44 Florida Head Start agencies responded to all items. Figure 2 displays responses to items as the percentage of actual responses in each category for each provider.

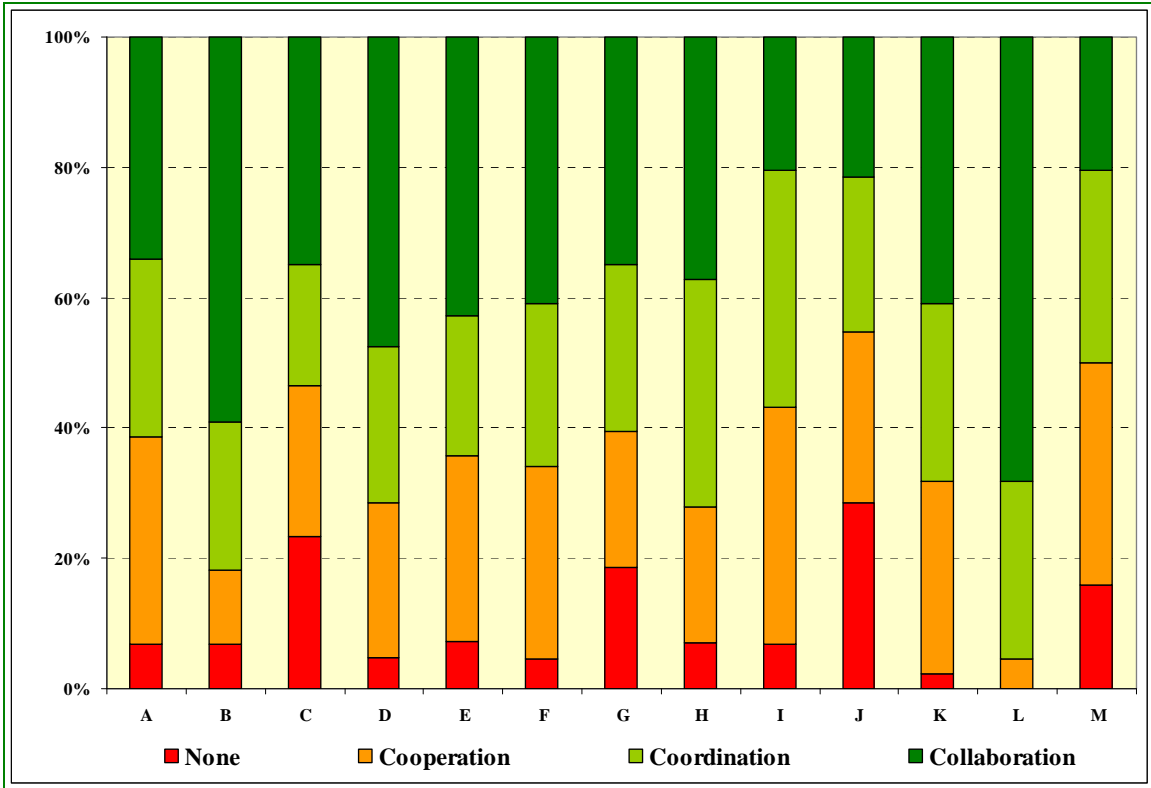


Figure 2. The extent of Florida Head Start agencies' involvement with health care providers.

Florida Head Start agencies indicated that they were most involved with *Public health services* (L) and were least involved with *Home-visiting providers* (J). Combining the orange (*Cooperation*) and red (*No Working Relationship*) portions of the bars also indicates little involvement with *State agencies providing mental health prevention and treatment services* (C), *Parent health education providers* (I), and *Programs/services related to children's physical fitness and obesity prevention* (M).

Health Care Engagement measures the level of difficulty Florida Head Start agencies experienced in engaging in activities and partnerships concerning health care. Table 2 lists the activities and partnerships deemed relevant to health care. Respondents could indicate four levels of difficulty ranging from *Not At All Difficult*, *Somewhat Difficult*, *Difficult*, and *Extremely Difficult*. Forty-one of the 44 Florida Head Start agencies responded to all items. Figure 3 displays responses to items as the percentage of actual responses in each category for each activity.

Table 2
Health Care Engagement

A.	Linking children to medical homes
B.	Partnering with medical professionals on health-related issues (e.g., screening, safety, hygiene, etc.)
C.	Linking children to dental homes that serve young children
D.	Partnering with oral health professionals on oral-health related issues (e.g., hygiene, education, etc.)
E.	Getting children enrolled in CHIP or Medicaid
F.	Arranging coordinated services for children with special health care needs
G.	Assisting parents to communicate effectively with medical/dental providers
H.	Assisting families to get transportation to appointments
I.	Getting full representation and active commitment on your Health Advisory Committee
J.	Sharing data/information on children/families served jointly by Head Start and other agencies re: health care (e.g., lead screening, nutrition reports, home-visit reports, etc.)
K.	Exchanging information on roles and resources with medical, dental and other providers/organizations regarding health care

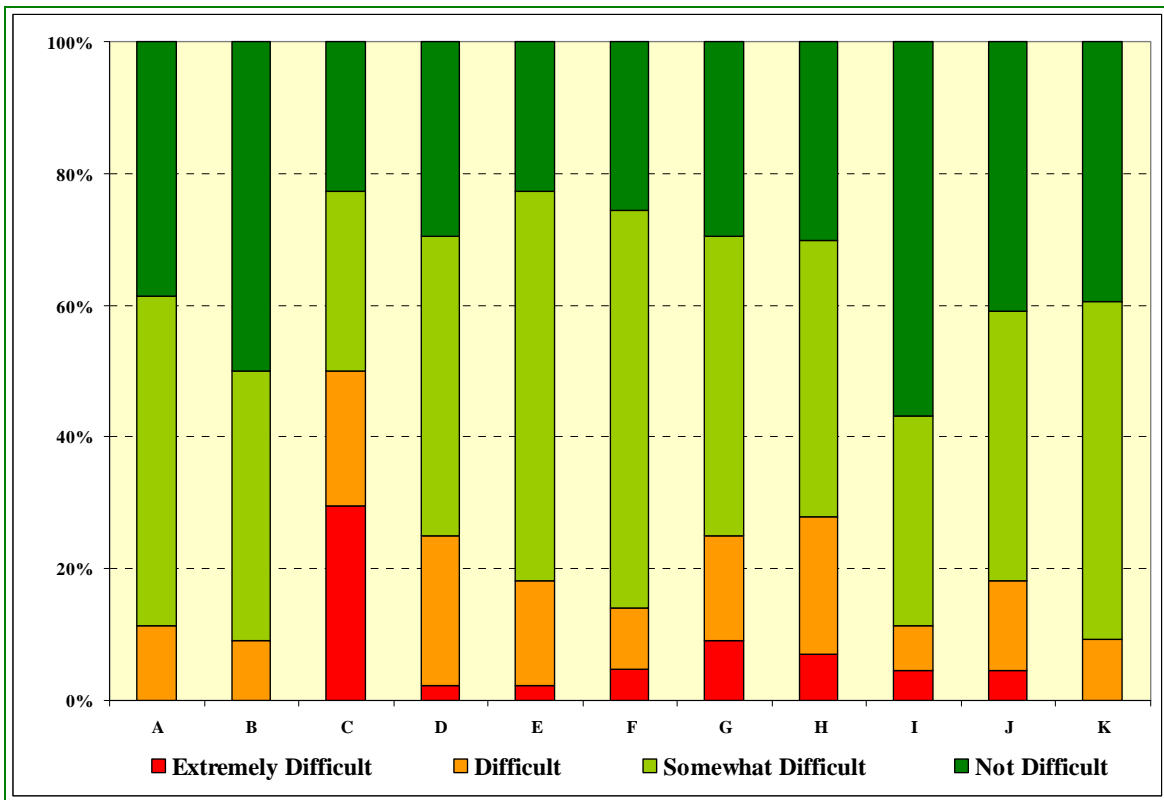


Figure 3. The level of difficulty Florida Head Start agencies experienced in engaging in activities and partnerships concerning health care.

Florida Head Start agencies indicated that the most difficult activity in which to engage was *Linking children to dental homes that serve young children (C)* and the least difficult

activity was *Getting full representation and active commitment on your Health Advisory Committee* (I). Combining the light green (*Somewhat Difficult*) and green (*Not At All Difficult*) portions of the bars also indicates little difficulty in *Exchanging information on roles and resources with medical, dental and other providers/organizations regarding health* (K), *Linking children medical homes* (A), and *Partnering with medical professionals on health-related issues* (B).

Additionally, respondents were asked two open-ended questions at the end of the survey. The first question provided respondents an opportunity to address the agency's concerns that were not included among the survey items. The second question provided respondents an opportunity to document what is working in the agency and to share successful strategies.

Opened-Ended Question: Please describe any other issues you may have regarding health care for the children and families in your program.

59% (26/44) of those surveyed responded to this question.

Major Themes/Issues:

1. Dental Provider Issues. 58% identified this theme. Issues included:
 - Lack of local providers
 - Lack of local specialists for follow-up treatment
2. Medical Provider Issues. 35% identified this theme. Issues included:
 - Providers will not perform proper blood lead screenings
 - Lack of local medical specialists
3. Family Issues. 31% identified this theme. Issues included:
 - Parents won't follow up on appointments
 - Non-citizens have limited options
 - Parent transportation & time constraints

Opened-Ended Question: What is working well in your efforts to address the health care needs of the children and families in your program? Which of these efforts do you think may be helpful to other programs?

75% of those surveyed responded to this question.

Major Themes/Issues

1. Positive Community Partnerships. 79% identified this theme. Issues included:
 - Good local relationships
 - Health Advisory Committees are working well
 - School support and school nurses' help

2. Dental Provider Issues. 36% identified this theme. Issues included:

Contracted services are working well

Variety of dental services are offered (free, on-site, off-site, special clinic)

3. Medical Provider Issues. 12% reported that contracted medical services are working well.

Summary of Open-Ended Questions

The health care domain elicited the highest overall percentage and number of responses for the open-ended questions in the assessment. Question 29 produced the highest number of responses of all questions in the qualitative section of the assessment.

In addressing the health care needs of children, community partnerships were rated as strong. In many areas, contracted providers seem to be performing well, but in others, these services can be improved. While the quality of pediatric dental services was not criticized, availability of providers is a big problem in some areas. Many responses echoed the comments of this grantee who wrote, “We have a great dental provider but if a child requires extensive treatment they need to travel 3 hours away and this is a problem.”

Creative solutions have been found in some areas to make dental services more available. Some of the problem-solving approaches include on-site dental clinics, free exams, and visiting dentists. As this respondent wrote, “We recently gained a stronger alliance with the dental divisions of the county health department. I think this is because of a change in the Medicare restrictions. In the past, Medicare would only cover dental screening if done at the health department. Now, Medicare will cover the cost for health department dental professionals to provide services off-site. So that is what we have arranged – dental screenings at our classrooms.”

Another area that may require attention is the perceived unresponsiveness by some medical providers to perform required screenings, as described in this comment: “The doctors in our rural counties [*sic*] are extremely non-cooperative. We have to beg and plead and basically harass them to complete the EPSDT schedule. We get no support from any doctor to obtain lead-poisoning testing.”

Non-citizens face unique challenges when trying to access health care services for their children. While this was not raised as a major issue, it is evident that some locations are attuned to the needs of these families, writing that “many of our undocumented families use the Emergency Room as their primary provider because of other limited options.”

DOMAIN 2 – SERVICES FOR CHILDREN EXPERIENCING HOMELESSNESS

Involvement with organizations/programs providing assistance for children experiencing homelessness measures the extent of the Florida Head Start agencies’ involvement with the service providers listed in Table 3.

Table 3
Homelessness Involvement

A. Local McKinney-Vento liaison
B. Local agencies serving families experiencing homelessness
C. Local housing agencies and planning groups (e.g., shelters, Ten Year Plan to End Homelessness committees)
D. Title I Director, if Title I funds are being used to support early care and education programs for children experiencing homelessness*

Note. Title I funded preschool programs must follow the *Head Start Performance Standards*.

Respondents were asked to indicate whether their involvement was *No Working Relationship* (little or no contact), *Cooperation* (exchange information/referrals), *Coordination* (work together), or *Collaboration* (share resources/agreements). Forty-two of the 44 Florida Head Start agencies responded to all items. Figure 4 displays responses to items as the percentage of actual responses in each category for each provider.

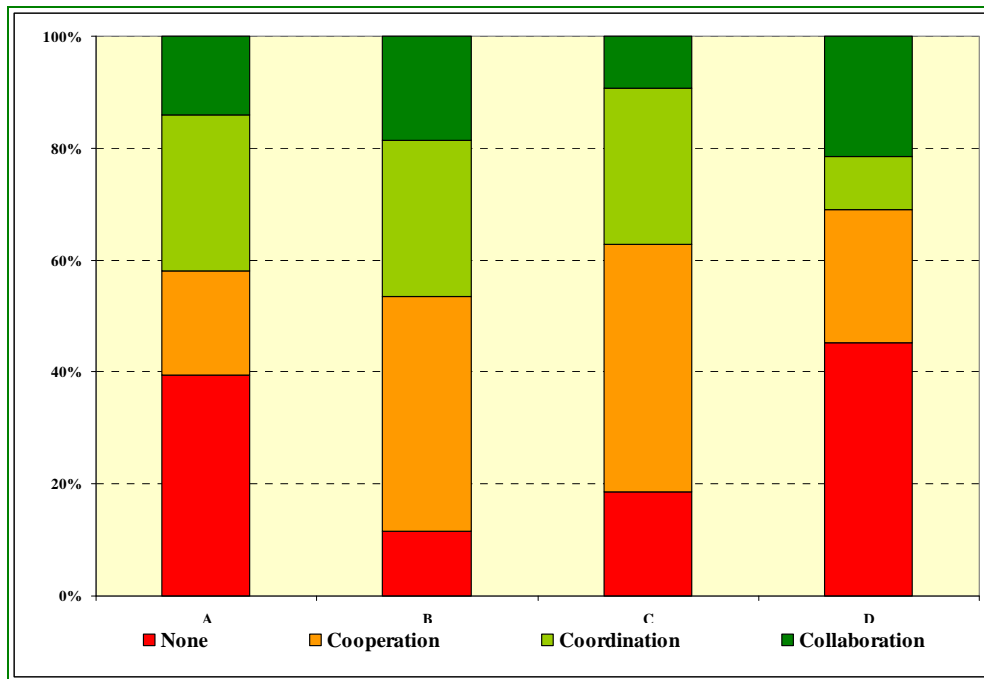


Figure 4. The extent of Florida Head Start agencies’ involvement with providers/organizations providing services for children experiencing homelessness.

Florida Head Start agencies indicated that they were most involved with *Local agencies serving families experiencing homelessness* (B) and were least involved with *Title I Director, if Title I funds are being used to support early care and education programs for children experiencing homelessness* (D). Combining the orange (*Cooperation*) and red (*No Working Relationship*) portions of the bars also indicates that across all four agencies, for at least 50% of the respondents, there was nothing more than an exchange of information.

Engagement involving children experiencing homelessness measures the level of difficulty Florida Head Start agencies experienced in engaging in activities and partnerships concerning services provided to children experiencing homelessness. Table 4 lists the activities and partnerships deemed relevant to children experiencing homelessness. Respondents could indicate four levels of difficulty ranging from *Not At All Difficult*, *Somewhat Difficult*, *Difficult*, and *Extremely Difficult*. Thirty-nine of the 44 Florida Head Start agencies responded to all items. Figure 5 displays responses to items and as the percentage of actual responses in each category for each activity.

Table 4
Homelessness Engagement

A.	Aligning Head Start program definition of homelessness with McKinney-Vento Homeless Assistance Act
B.	Implementing policies and procedures to ensure that children experiencing homelessness are identified and prioritized for enrollment
C.	Allowing families of children experiencing homelessness to apply to, enroll in and attend Head Start while required documents are obtained within a reasonable time frame
D.	Obtaining sufficient data on the needs of homeless children to inform the program's annual community assessment
E.	Engaging community partners, including the local McKinney-Vento Liaison, in conducting staff cross training and planning activities
F.	Entering into an MOU with the appropriate local entity responsible for managing publicly funded preschool that includes a plan to coordinate selection priorities for eligible children, including children experiencing homelessness
G.	In coordination with LEA, developing and implementing family outreach and support efforts under McKinney-Vento and transition planning for children experiencing homelessness

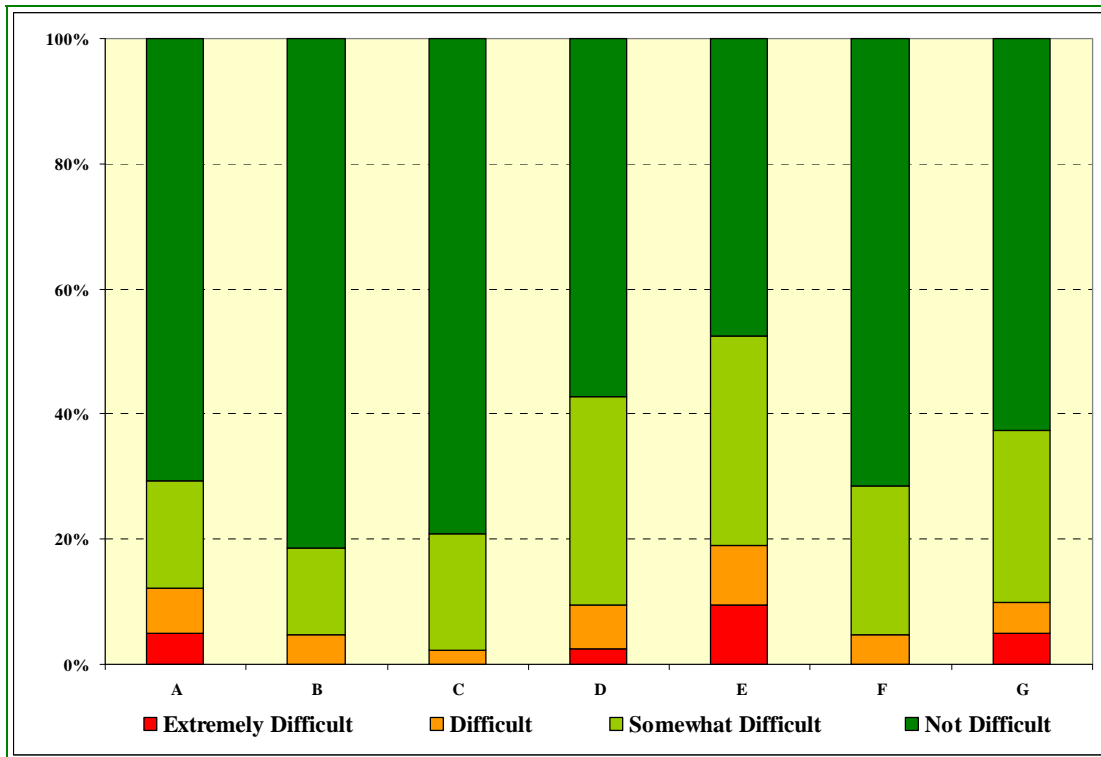


Figure 5. The level of difficulty Florida Head Start agencies experienced in engaging in activities and partnerships concerning children experiencing homelessness.

Florida Head Start agencies indicated the most difficult activity or partnership was *Engaging community partners, including the local McKinney-Vento Liaison, in conducting staff cross training and planning activities* (E) and the least difficult activity was *Implementing policies and procedures to ensure that children experiencing homelessness are identified and prioritized for enrollment* (B). Combining the light green (*Somewhat Difficult*) and green (*Not At All Difficult*) portions of the bars also indicates Florida Head Start agencies had little difficulty in engaging in partnerships and activities that provide services to children experiencing homelessness.

Additionally, respondents were asked two open-ended questions at the end of the survey. The first question provided respondents an opportunity to address the agency's concerns that were not included among the survey items. The second question provided respondents an opportunity to document what is working in the agency and to share successful strategies.

Opened-Ended Question: Comments (about Head Start services for children experiencing homelessness)

43% (19/44) of those surveyed responded to this question.

Major Themes/Issues

1. Lack of program. 53% identified this theme. Issues included:
 - Not aware of problem in community
 - No information on McKinney-Vento Homeless Assistance Act
2. Community partnerships. 32% identified this theme. Issues included:
 - Good local coordination
 - Problems with schools or public housing
3. No issues. 16% reported no issues.

Opened-Ended Question: Please describe any other issues you may have regarding services for children and families in your program experiencing homelessness:

43% (19/44) of those surveyed responded to this question.

Major Themes/Issues:

1. Miscellaneous Issues. 58% reported these miscellaneous issues:
 - Enrollment requirements disallow reserved spaces for homeless children
 - Clients have no transportation
2. Homelessness is not a problem. 42% identified this theme.

Opened-Ended Question: What is working well in your efforts to address the housing needs of the children and families in your program who are experiencing homelessness? Which of these efforts do you think may be helpful to other programs?

55% (24/44) responded to this question.

Major Themes/Issues

1. Community partnerships/referrals. 79% identified this theme. Issue included:
 - Collaboration with local agencies
 - Shelter relationships
 - School partnerships
 - Offering of direct family support (Habitat, churches, local programs)
2. Impact of liaison personnel 17% identified this theme.
3. Miscellaneous Issues 17% identified specific miscellaneous issues:
 - Family Assessment Instrument is helpful
 - Limited Emergency funding
 - Need to revise weight scale

Summary of Open-Ended Questions

Within this domain, the lack of programs in some areas and the failure to acknowledge homelessness as a problem emerged as a prominent theme. In fact, programs in some large cities reported that homelessness was not a big problem. One respondent wrote, “We’ve identified only one homeless family during the past twelve months. We enrolled the child in the Head Start Program but the family left the area before the child attended the program.”

Because coordinated programs are not in place, homelessness may not be getting attention as a community problem. Many of those surveyed commented on a lack of information on the McKinney-Vento Homeless Assistance Act, as this statement indicates: “We have not received any information regarding McKinney-Vento Liaison committee nor have we received any information regarding the services provided by the McKinney-Vento Liaison committee.”

Various miscellaneous issues were raised, such as enrollment restrictions and client transience. The inability to reserve space in shelters was raised in comments like this: “Homeless families without transportation faces *[sic]* some challenges as it relates to placement and program continuation. A vacancy may not be available near by the shelter the family is residing or near the family’s new residence after leaving the shelter.” “Homeless children are very mobile. We regret not have availability *[sic]* at many locations because we are not able to reserve a space of two at each location for these very needy children.”

Otherwise, many reported that community partnerships were working well. Best practices were offered, such as the use of the Family Assessment Instrument, partnership with Habitat for Humanity, and a revised weight scale to facilitate direct family support.

DOMAIN 3 – WELFARE/CHILD WELFARE

Welfare Involvement measures the extent of the Florida Head Start agencies’ involvement with the following service providers in the area of Welfare/Child Welfare. Table 5 lists the service providers deemed relevant to the Welfare/Child Welfare domain.

Table 5
Welfare/Child Welfare Involvement

A. TANF agency
B. Employment & Training and Labor services agencies
C. Economic and Community Development Councils
D. Child welfare agency
E. Children’s Trust agency
F. Services and networks supporting foster and adoptive families

Respondents were asked to indicate whether their involvement was *No Working Relationship* (little or no contact), *Cooperation* (exchange information/referrals), *Coordination* (work together), or *Collaboration* (share resources/agreements). Forty-two of the 44 Florida Head Start agencies responded to all items. Figure 6 displays responses to items as the percentage of actual responses in each category for each provider.

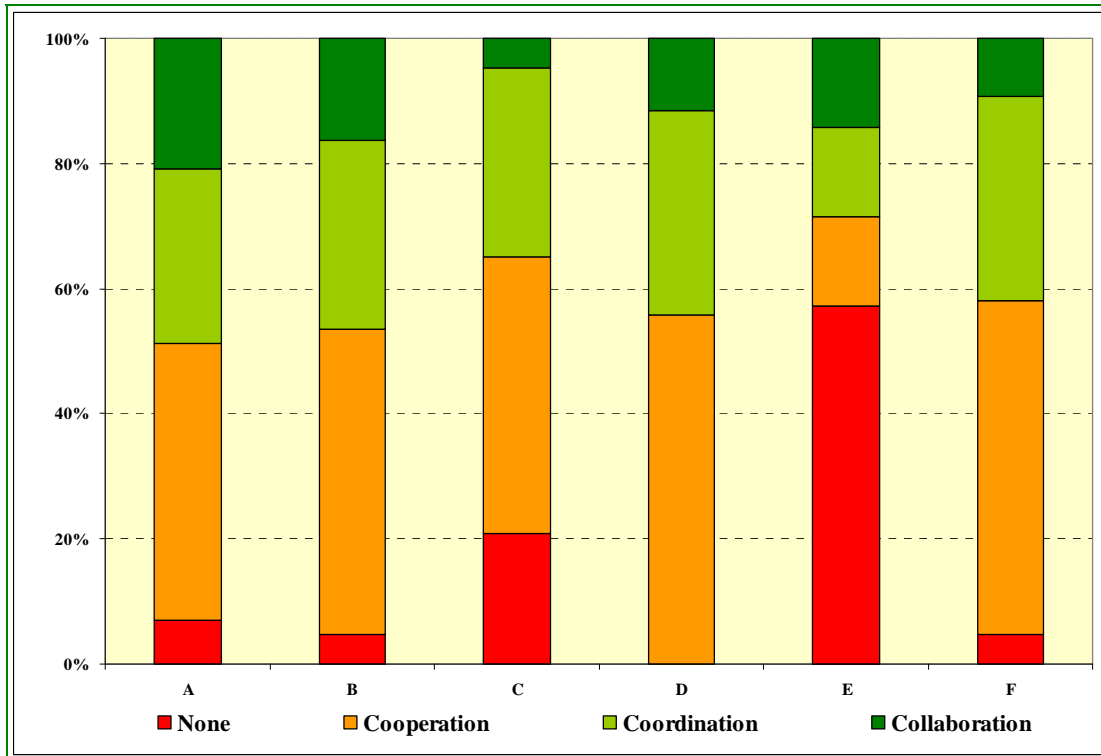


Figure 6. The extent of Florida Head Start agencies’ involvement with welfare/child welfare providers.

Florida Head Start agencies indicated they were most involved with *TANF agency* (A) and least involved with *Children’s Trust agency* (E). Combining the orange (*Cooperation*) and red (*No Working Relationship*) portions of the bars also indicates that across all six agencies, for at least 50% of the respondents, there was nothing more than an exchange of information.

Engagement involving welfare/child welfare measures the level of difficulty Florida Head Start agencies experienced in engaging in activities and partnerships concerning services provided by welfare/child welfare. Table 6 lists the activities and partnerships deemed relevant to Welfare/Child Welfare. Respondents could indicate four levels of difficulty ranging from *Not At All Difficult*, *Somewhat Difficult*, *Difficult*, and *Extremely Difficult*. Forty-two of the 44 Florida Head Start agencies responded to all items. Figure 7 displays responses to items as the percentage of actual responses in each category for each activity.

Table 6
Welfare/Child Welfare Engagement

A.	Obtaining information and data for community assessment and planning
B.	Working together to target recruitment to families receiving TANF, Employment and Training, and related support services
C.	Implementing policies and procedures to ensure that children in the child welfare system are prioritized for enrollment
D.	Establishing and implementing local interagency partnerships agreements
E.	Facilitating shared training and technical assistance opportunities
F.	Getting involved in state level planning and policy development
G.	Exchanging information on roles & resources with other service providers regarding family/child assistance services

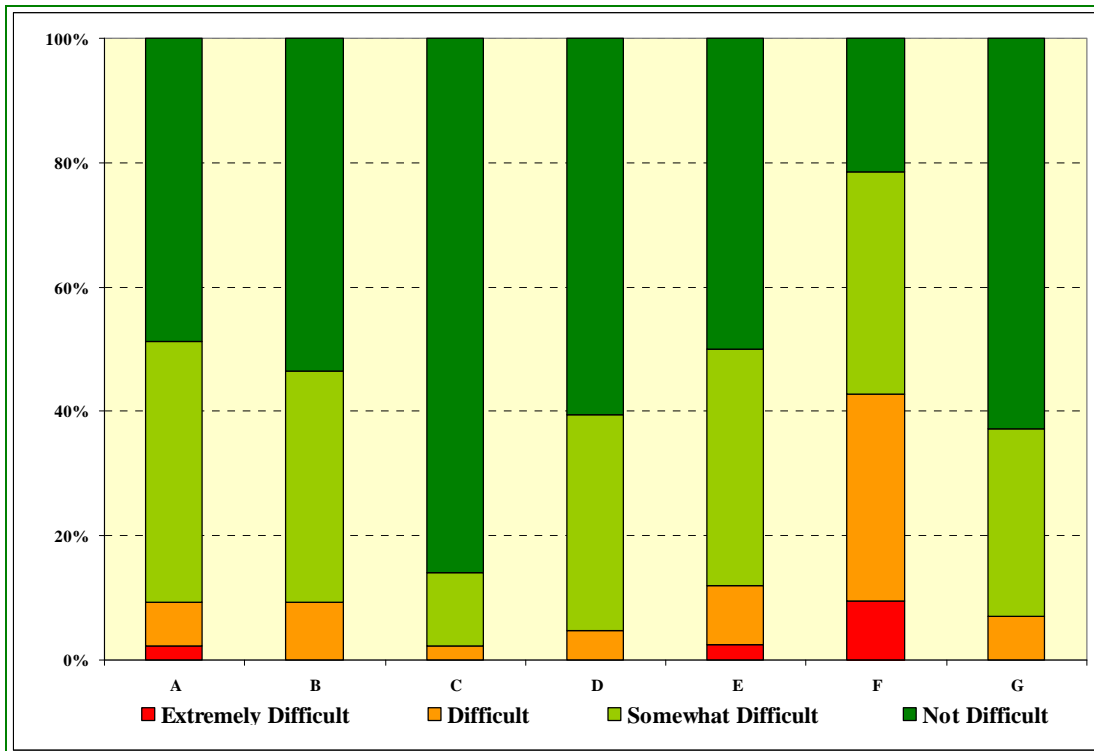


Figure 7. The level of difficulty Florida Head Start agencies experienced in engaging in activities and partnerships providing welfare/child welfare.

Florida Head Start agencies indicated that the most difficult activity or partnership in which to engage was *Getting involved in state level planning and policy development* (F) and the least difficult activity was *Implementing policies and procedures to ensure that children in the child welfare system are prioritized for enrollment* (C). Combining the light green (*Somewhat Difficult*) and green (*Not At All Difficult*) portions of the bars also indicates Florida Head Start agencies had little difficulty, with the exception of F, in engaging in partnerships and activities that provide welfare/child welfare.

Additionally, respondents were asked two open-ended questions at the end of the survey. The first question provided respondents an opportunity to address the agency's concerns that were not included among the survey items. The second question provided respondents an opportunity to document what is working in the agency and to share successful strategies.

Opened-Ended Question: Please describe any other issues you may have regarding the welfare/child welfare (family/child assistance) needs of the children and families in your program.

23% (10/44) of those surveyed responded to this question.

Major Themes/Issues

1. Processing of applications. 40% identified this theme. The major issue was:
Computer entry is not user friendly
2. Funding issues. 20% identified lack of funding as a major problem.
3. Poor coordination with local agencies. 20% identified this theme.
4. Special group concerns. 20% reported a lack of information for special groups:
Migrant workers
Children with disabilities

Opened-Ended Question: What is working well in your efforts to address the welfare/child welfare (family/child assistance) needs of the children and families in your program? Which of these efforts do you think may be helpful to other programs?

39% (17/44) of those surveyed responded to this question.

Major Themes/Issues

1. Collaborations with agencies. 59% identified this theme. Issues included:
Good relations with many agencies
Poor coordination with Temporary Assistance to Needy Families (TANF)
2. Personnel Issues. 29% identified this theme. Issues included:
Need for training
Role of family advocates
3. Miscellaneous. 18% identified miscellaneous issues:
Benefits of unified waitlist
Value of sites, like ACCESS, for families

Summary of Open-Ended Questions

The majority of respondents believed that agency collaboration was good. While major substantive themes did not emerge, the processing of applications was identified as an area for improvement. In particular, electronic processing of applications was described as not being user-friendly, as this respondent wrote, “All initial *[sic]* contact with local TANF (Temporary Assistance to Needy Families) is computer generate *[sic]* which is not necessarily user friendly,” and another wrote that a “computer based system reduces the personal contact with families.”

Respondents stressed the importance of strategic contacts, like family advocates, and the benefits of co-locating and/or sharing resources. One wrote, “Because our grantee is a Resource

and Referral agency, we collaborate on a regular basis. When a client walks in the door, she is given several choices for the types of services she needs. Head Start staff share office buildings with the R & R and school readiness staff. If the client does not qualify for one program, she is referred to another program specialist in the same building.” As this example shows, the sharing of resources can improve service delivery, but it can also result in significant cost savings. Another wrote, “The collaborative relationships with our community have allowed Head Start to provide a wide variety of service for families at no additional cost.”

DOMAIN 4 – CHILD CARE

Child Care Involvement measures the extent of the Florida Head Start agencies’ involvement with the following providers of child care. Table 7 lists the providers deemed relevant to the Child Care domain.

Table 7
Child Care Involvement

A. State agency for Child Care
B. Child Care Resource & Referral agencies
C. Local child care programs for full-year, full-day services
D. State or regional policy/planning committees that address child care issues
E. Higher education programs/services/resources related to child care (e.g., lab schools, student interns, cross-training)

Respondents were asked to indicate whether their involvement was *No Working Relationship* (little or no contact), *Cooperation* (exchange information/referrals), *Coordination* (work together), or *Collaboration* (share resources/agreements). Forty-two of the 44 Florida Head Start agencies responded to all items. Figure 8 displays responses to items as the percentage of actual responses in each category for each provider.

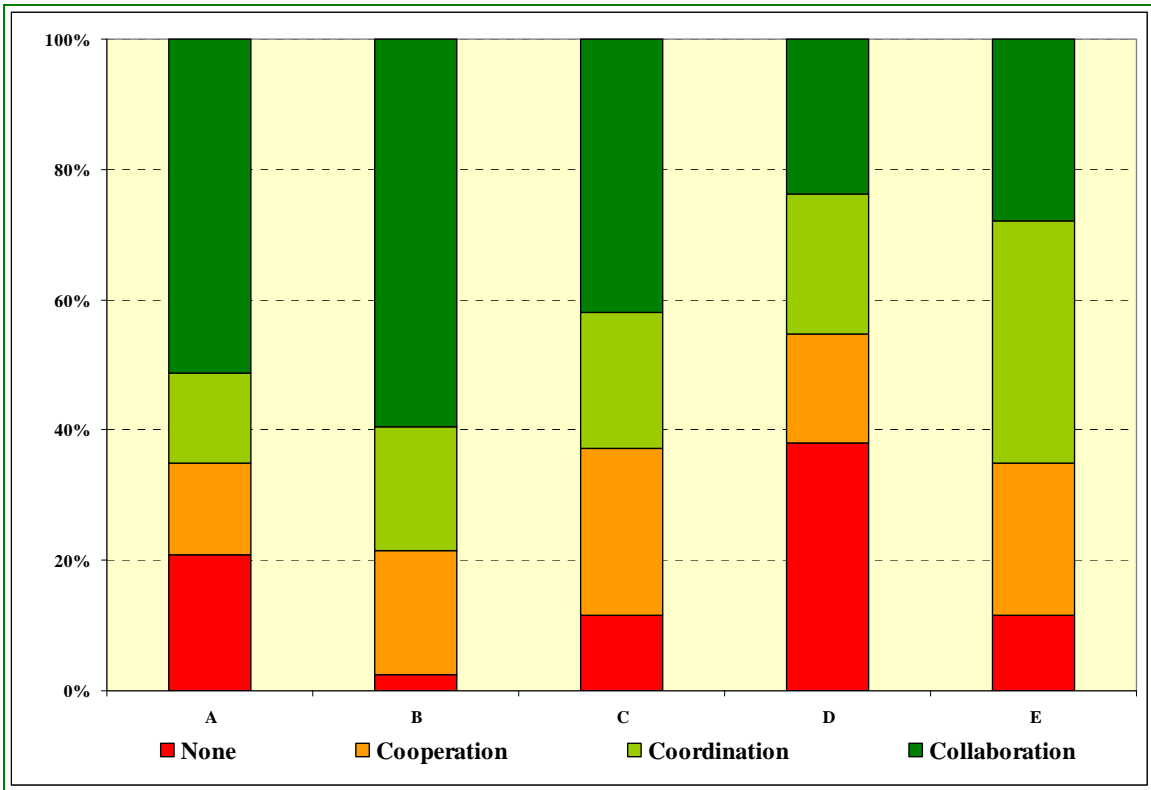


Figure 8. The extent of Florida Head Start agencies’ involvement with child care providers/organizations.

Florida Head Start agencies indicated that they were most involved with *Child Care Resource & Referral agencies (B)* and were least involved with *State or regional policy/planning committees that address child care issues (D)*.

Engagement involving child care measures the level of difficulty Florida Head Start agencies experienced in engaging in activities and partnerships involving child care. Table 8 lists the activities and partnerships deemed relevant to Child Care. Respondents could indicate four levels of difficulty ranging from *Not At All Difficult*, *Somewhat Difficult*, *Difficult*, and *Extremely Difficult*. Forty of the 44 Florida Head Start agencies responded to all items. Figure 9 displays responses to items as the percentage of actual responses in each category for each activity.

Table 8
Child Care Engagement

A.	Establishing linkages/partnerships with child care providers
B.	Assisting families to access full-day, full-year services
C.	Aligning policies and practices with other service providers
D.	Sharing data/information on children that are jointly served (assessments, outcomes, etc.)
E.	Exchanging information on roles and resources with other providers/organizations regarding child care and community needs assessment

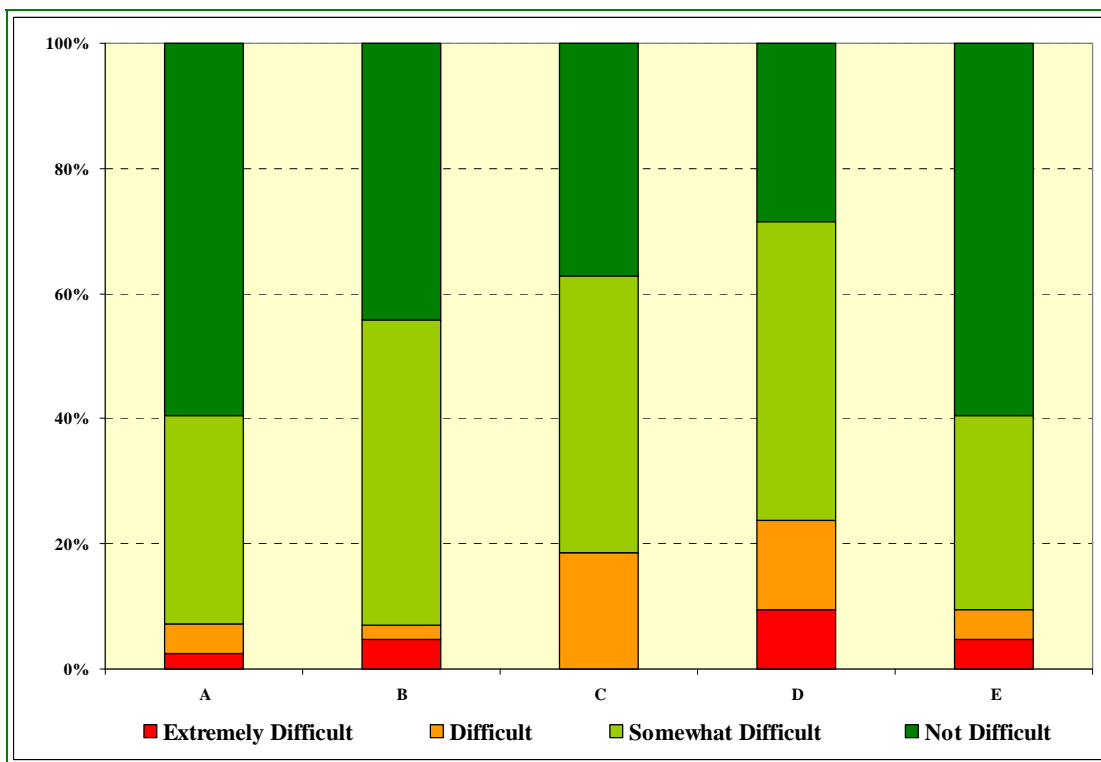


Figure 9. The level of difficulty Florida Head Start agencies experienced in engaging in activities and partnerships providing child care.

Florida Head Start agencies indicated that the most difficult activity or partnership in which to engage was *Sharing data/information on children that are jointly served (assessments, outcomes, etc.)* (D) and the least difficult activities were *Establishing linkages/partnerships with child care providers* (A) and *Exchanging information on roles and resources with other providers/organizations regarding child care and community needs assessment* (E). Combining the light green (*Somewhat Difficult*) and green (*Not At All Difficult*) portions of the bars also indicates Florida Head Start agencies had little difficulty in engaging in partnerships and activities that provide child care.

Additionally, respondents were asked two open-ended questions at the end of the survey. The first question provided respondents an opportunity to address the agency's concerns that were not included among the survey items. The second question provided respondents an opportunity to document what is working in the agency and to share successful strategies.

Opened-Ended Question: Please describe any other issues you may have regarding access to child care services and resources.

34% (13/44) of those surveyed responded to this question.

Major Themes/Issues

1. Lack of shared commitment. 62% identified this theme. Issues included:
 - ELC or other agencies/providers
 - Competition
2. Lack of funding. 54% reported lack of funding as a theme.
3. Access issues. 38% reported miscellaneous access issues. The most reported issue was:
 - Lack of Space

Opened-Ended Question: What is working well in your efforts to address the child care needs of children and families in your program? Which of these efforts do you think may be helpful to other programs?

48% (21/44) of those surveyed responded to this question.

Major Themes/Issues

1. Specific partnerships. 52% identified this theme. Partners named were:
 - ELC
 - Child care providers
 - Schools
 - United Way

2. Collaboration efforts. 38% identified this theme. Issues included:

- Good working relations in general
- Sharing of resources

3. Positive program notes. 29% reported on a variety of issues:

- Matching of parents to child care centers
- Before and after school programs
- More full day/full year slots
- Extended care
- VPK
- Shared training

Summary of Open-Ended Questions

The benefit of both specific partnerships and general collaborations emerged as positive themes. Although no clear patterns emerged in the reporting of best practices, many shared positive program notes.

For future planning, it will be important to work on ways to eliminate competition between programs and increase a sense of shared commitment. One respondent referred to competition problems with schools that “see Head Start as a ‘competitor’ because they also serve preschool children. The vision of Head Start is that everyone should work together, however, other agencies do not have the same vision.”

Another primary issue that emerged in this domain was funding cuts. One respondent wrote, “we have experienced a drop of over 700% in the past 3 years of our families being able to access subsidized child care funds for extended day year services. We began closing in the summer (2008) and as of 3/1/09, have reduced our operating hours by 2 because of inability to access subsidized funds for extended day/year.”

DOMAIN 5 – FAMILY LITERACY SERVICES

Family Literacy Involvement measures the extent of the Florida Head Start agencies’ involvement with providers of family literacy services. Table 9 lists the providers deemed relevant to the Family Literacy domain.

Table 9
Family Literacy Involvement

A.	Dept. of Ed. Title I, Part A Family Literacy
B.	Employment and Training programs
C.	Adult Education
D.	English Language Learner programs & services
E.	Services to promote parent/child literacy interactions
F.	Parent education programs/services
G.	Public libraries
H.	School libraries
I.	Public/private sources that provide book donations or funding for books
J.	Museums
K.	Reading Readiness programs
L.	Higher education programs/services/resources related to family literacy (e.g., grant projects, student interns, cross-training, etc.)
M.	Provider of services for children and families who are English language learners (ELL)
N.	Even Start

Respondents were asked to indicate whether their involvement was *No Working Relationship* (little or no contact), *Cooperation* (exchange information/referrals), *Coordination* (work together), or *Collaboration* (share resources/agreements). Forty-one of the 44 Florida Head Start agencies responded to all items. Figure 10 displays responses to items and as the percentage of actual responses in each category for each provider.

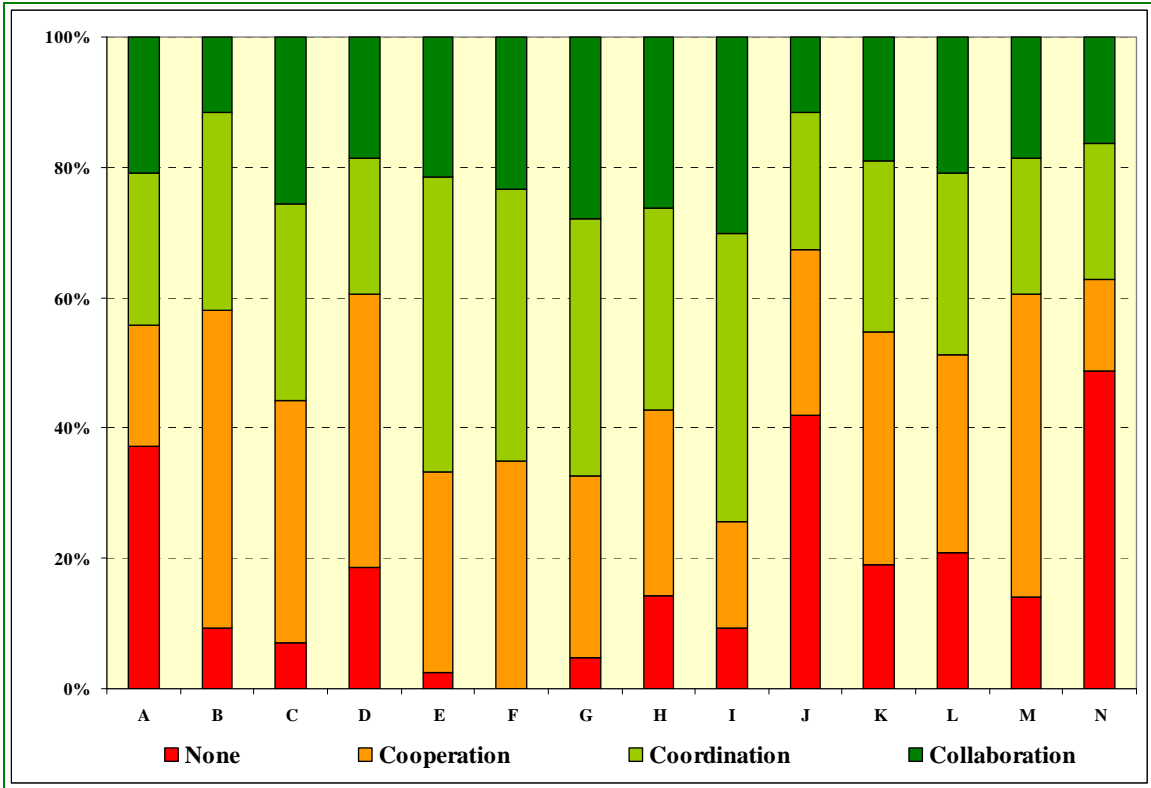


Figure 10. The extent of Florida Head Start agencies' involvement with family literacy services providers.

Florida Head Start agencies indicated that they were most involved with *Public/private sources that provide book donations or funding for books* (I) and were least involved with *Even Start* (N) and *Museums* (J).

Engagement involving family literacy services measures the level of difficulty Florida Head Start agencies experienced in engaging in activities and partnerships with providers of family literacy services. Table 10 lists the activities and partnerships deemed relevant to family literacy. Respondents could indicate four levels of difficulty ranging from *Not At All Difficult*, *Somewhat Difficult*, *Difficult*, and *Extremely Difficult*. Forty of the 44 Florida Head Start agencies responded to all items. Figure 11 displays responses to items as the percentage of actual responses in each category for each activity.

Table 10
Family Literacy Engagement

A.	Recruiting families to Family Literacy Services
B.	Educating others (e.g., parents, the community) about the importance of family literacy
C.	Establishing linkages/partnerships with key literacy providers
D.	Establishing linkages/partnerships with key local level organizations/programs (other than libraries)
E.	Incorporating family literacy into your program policies and practices
F.	Exchanging information with other providers/organizations regarding roles and resources related to family literacy

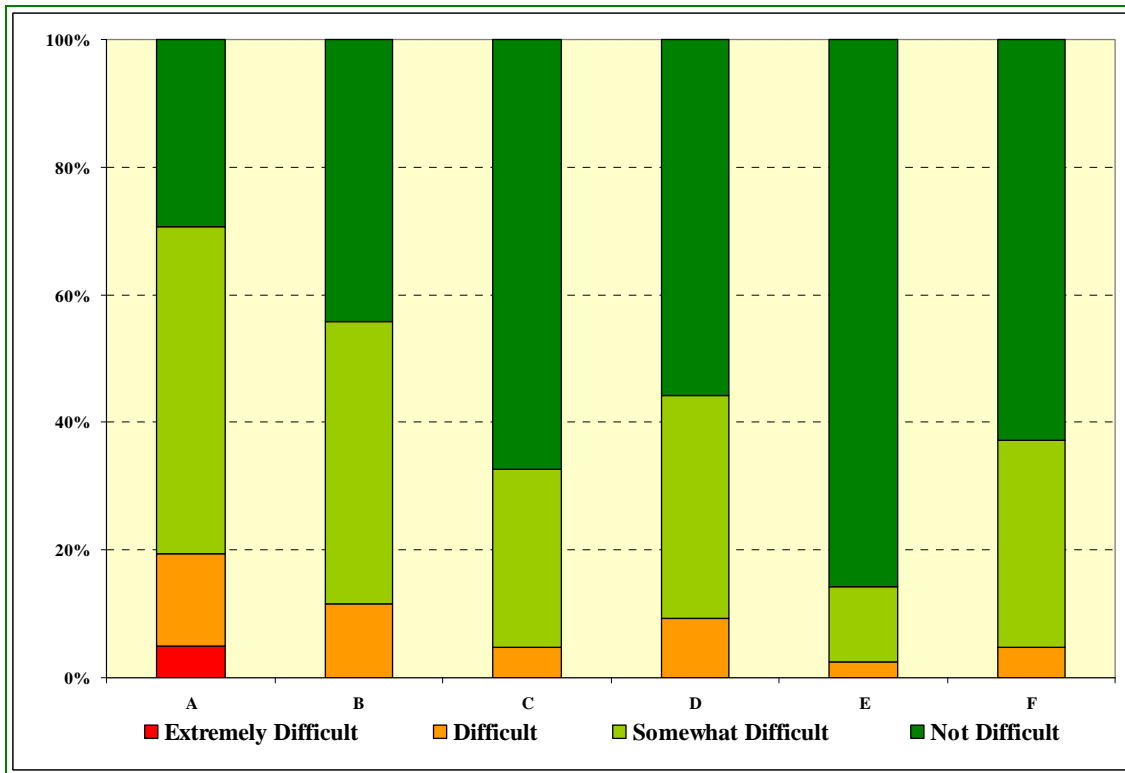


Figure 11. The level of difficulty Florida Head Start agencies experienced in engaging in activities and partnerships providing family literacy.

Florida Head Start agencies indicated that the most difficult activity was *Recruiting families to Family Literacy Services* (A) and the least difficult activity was *Incorporating family literacy into your program policies and practices* (E). Combining the light green (*Somewhat Difficult*) and green (*Not At All Difficult*) portions of the bars also indicates Florida Head Start agencies had little difficulty in engaging in partnerships and activities that provide family literacy services.

Additionally, respondents were asked two open-ended questions at the end of the survey. The first question provided respondents an opportunity to address the agency's concerns that were not included among the survey items. The second question provided respondents an opportunity to document what is working in the agency and to share successful strategies.

Opened-Ended Question: Please describe any other issues you may have regarding family literacy services and resources.

32% (14/44) of those surveyed responded to this question.

Major Themes/Issues

1. Limitations on Services. 79% identified this theme. Issues included:

- No access to services
- Staff time is limited
- Lack of funding
- Lack of community commitment

2. Lack of parent participation. 21% identified this theme.

3. Funding support. 14% identified funding support from:

- Grants
- United Way

Opened-Ended Question: What is working well in your efforts to address the literacy needs of the families in your program? Which of these efforts do you think may be helpful to other programs?

45% (20/44) of those surveyed responded to this question.

Major Themes/Issues

1. Collaboration/partnerships. 60% reported positive partnerships, which included:

- General
- Schools
- Specific community partners (media, literacy organizations, etc.)

2. Literacy programs. 60% identified this theme. Programs included:

- Workshops
- Mobile unit
- Lending libraries
- Local initiatives

Summary of Open-Ended Questions

Limitations on family literacy services emerged as the major theme in this domain.

Among the challenges noted were lack of funding and access to programs, limited staff time, and lack of community commitment. One director wrote, "other than the school district there are no

literacy services in our community,” and another commented: “we lost the Even Start grant in our community. We need this service in our community. Lack of transportation hinders the ability to receive services.”

Lack of parent participation was a secondary theme, although some programs are making concerted efforts to engage parents, and others are tailoring effective literacy activities to meet specific needs in their communities. Respondents commented on many positive collaborations as well as specific, successful literacy activities and programs. One respondent wrote about such an effort as follows: “Many of our teachers give ‘homework’ to the parents in the Home Connection letter passed out every Monday. An assignment might be taking home a book from the classroom to read to their child. One of our sites celebrates Dr. Seuss’ birthday every year. Parents are told to make tall striped hats for their child and to come to the classroom on that Friday to hear Dr. Seuss stories read by teachers, children, and parents.”

DOMAIN 6 – SERVICES FOR CHILDREN WITH DISABILITIES

Involvement with Services for Children with Disabilities measures the extent of the Florida Head Start agencies’ involvement with the following providers of services for children with disabilities. Table 11 lists the service providers deemed relevant to this domain.

Table 11
Children with Disabilities Involvement

A. State Lead Agency for Part B/619
B. Local Part B/619 providers
C. State Education Agency—other programs/services (Section 504, special projects re: children with disabilities, etc.)
D. State Lead Agency for Part C
E. Local Part C providers
F. Federally-funded programs for families of children with disabilities (e.g., Parent Training & Information Center, Family Voices, Maternal and Child Health, Protection & Advocacy agency, Special Medical Services, etc.)
G. State-funded programs for children with disabilities and their families (e.g., developmental services agencies)
H. University/community college programs/services related to children with disabilities (e.g., University Centers for Excellence on Disability/others)
I. Non-Head Start councils, committees or work groups that address policy/program issues regarding children with disabilities (e.g., State/Local Interagency coordinating Council, preschool special education work/advisory group)

Respondents were asked to indicate whether their involvement was *No Working Relationship* (little or no contact), *Cooperation* (exchange information/referrals), *Coordination* (work together), or *Collaboration* (share resources/agreements). Thirty-nine of the 44 Florida Head Start agencies responded to all items. Figure 12 displays responses to items as the percentage of actual responses in each category for each provider.

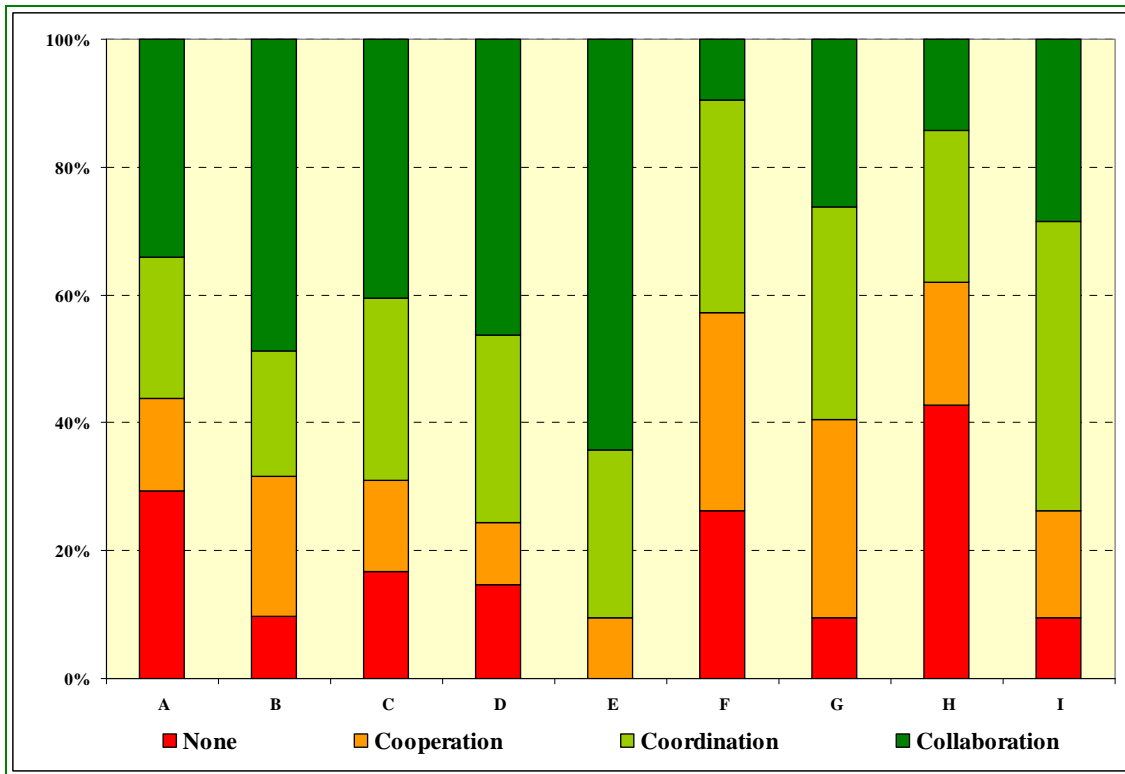


Figure 12. The extent of Florida Head Start agencies' involvement with providers/organizations that provide services for children with disabilities.

Florida Head Start agencies indicated there were most involved with *Local Part C providers* (E) and were least involved with *University/community college programs/services related to children with disabilities (e.g., University Centers for Excellence on Disability/others)* (H).

Engagement involving providers of services to children with disabilities measures the level of difficulty Florida Head Start agencies experienced in engaging in activities and partnerships concerning services for children with disabilities. Table 12 lists the activities and partnerships deemed relevant to children with disabilities. Respondents could indicate four levels of difficulty ranging from *Not At All Difficult*, *Somewhat Difficult*, *Difficult*, and *Extremely Difficult*. Thirty-nine of the 44 Florida Head Start agencies responded to all items. Figure 13 displays responses to items as the percentage of actual responses in each category for each activity.

Table 12
Children with Disabilities Engagement

A.	Obtaining timely evaluations of children
B.	Having staff attend IEP or IFSP meetings
C.	Coordinating services with Part C providers
D.	Coordinating services with Part B/619 providers
E.	Sharing data/information on jointly served children (assessment, outcomes, etc.)
F.	Exchanging information on roles and resources with other providers/organizations regarding services for children with disabilities and their families

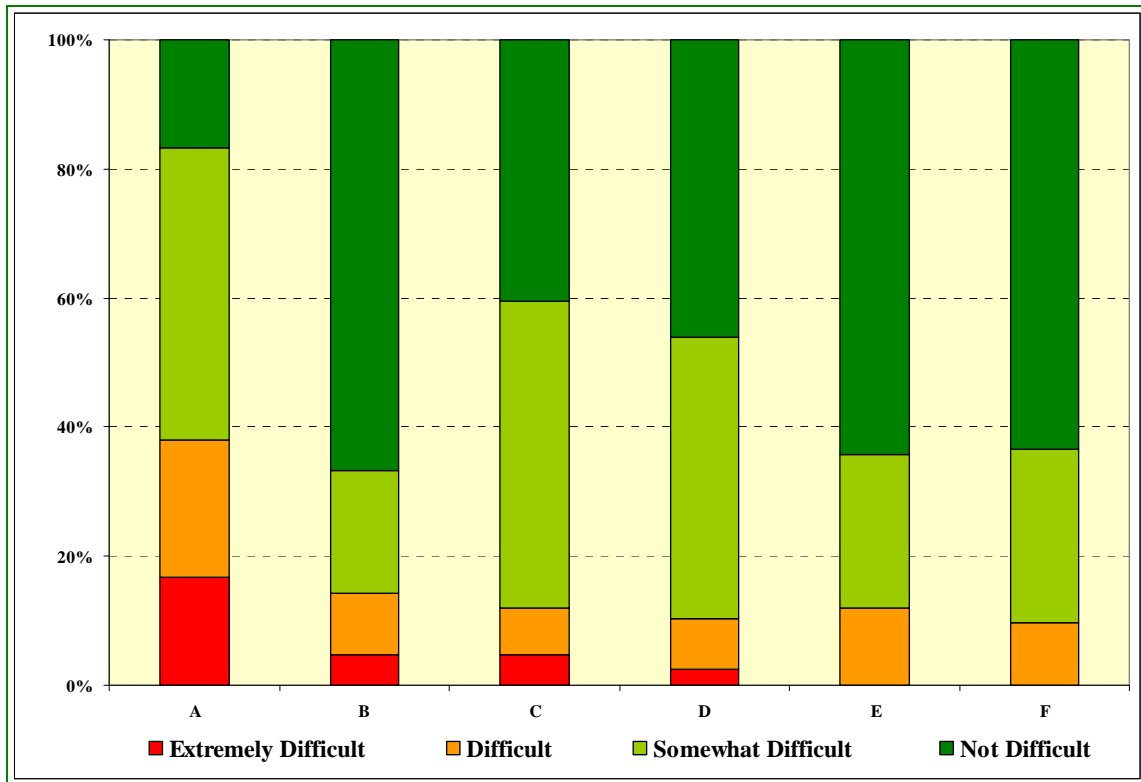


Figure 13. The level of difficulty Florida Head Start agencies experienced in engaging in activities and partnerships providing services for children with disabilities.

Florida Head Start agencies indicated the most difficult activity in which to engage was *Obtaining timely evaluations of children (A)* and the least difficult activity was *Having staff attend IEP or IFSP meetings (B)*. Combining the light green (*Somewhat Difficult*) and green (*Not At All Difficult*) portions of the bars also indicates Florida Head Start agencies had little difficulty in engaging in partnerships and activities, other than A, that provide services for children with disabilities.

Additionally, respondents were asked two open-ended questions at the end of the survey. The first question provided respondents an opportunity to address the agency's concerns that were not included among the survey items. The second question provided respondents an opportunity to document what is working in the agency and to share successful strategies.

Opened-Ended Question: Please describe any other issues you may have regarding services for children with disabilities and their families.

55% (24/44) of those surveyed responded to this question.

Major Themes/Issues

1. Problems with timely service/evaluations. 71% identified this theme. Issues included:
 - Referrals and evaluations take too long
 - Difficulty meeting 10% rule
 - Lack of therapists/providers
2. Weak partnerships. 33% identified this theme. Issues included:
 - Interagency collaboration is difficult
 - Coordinating with school districts is difficult
3. Improved partnerships. 8% reported that agency/provider relations are improving.

Opened-Ended Question: What is working well in your efforts to address the needs of children with disabilities in your program? Which of these efforts do you think may be helpful to other programs?

45% (20/44) of those surveyed responded to this question.

Major Themes/Issues

1. Collaboration. 100% identified positive collaboration. Issues included:
 - Good relations with Local Education Agency (LEA)
 - Good school coordination Interagency coordination
 - Transition projects
2. Availability of service providers. 15% identified this theme. Included were:
 - Contracts with providers
 - On site personnel (speech therapist, social worker)

Summary of Open-Ended Questions

The frequency and number of responses to open-ended questions in this domain was the second highest of the assessment.

The issues most commonly cited were the lack of timely evaluations and subsequent delays in service. Referrals take too long and programs are having difficulty meeting the requirements of the 10% rule. This rule requires that at least 10% of enrolled Head Start children

are disabled children, who are eligible for special education or early intervention services. As noted in one response, “Head (Start) is required to have LEA IEPs to count toward our 10% of children with disabilities. This requires the cooperation and collaboration of school districts. Head Start is not their priority causing delays and lack of services for Head Start children. Districts do not have funds, professionals, etc. to meet the needs of Head Start children.”

While weak partnerships were highlighted in Question 108, all respondents commented favorably on collaborations in Question 109. This apparent “disconnect” might be worth a closer examination. One respondent cited interagency frustration, writing, “We are required to work with LEAs, but they are not require [*sic*] to work with Head Start? Federal and State rules are not working together.” In one area, a respondent wrote, “I have complained to the state office numerous times. Last month ...[a center] hired a consultant and entered into a contract ... to do systems analysis at the local agency to see what can be done to improve the system.”

In some areas program officials have worked together to find solutions to problems. Collaboration has taken the form of arranging for traveling teachers, and various transition projects. Asked about solutions, one wrote: “Birth to Five Transition Project! All of the people needed to serve this population are at the table sharing ideas and things that work.” Another offered that, “Itinerant [*sic*] teachers visit our Head Start children with an IEP frequently to provide resources, support and guidance via modeling for our classroom instructors.”

DOMAIN 7 – COMMUNITY SERVICES

Involvement with Community Services measures the extent of the Florida Head Start agencies’ involvement with the community services. Table 13 lists the service providers deemed relevant to this domain.

Table 13
Community Services Involvement

A.	Law Enforcement
B.	Providers of substance abuse prevention/treatment services
C.	Providers of child abuse prevention/treatment services
D.	Providers of domestic violence prevention/treatment services
E.	Private resources geared toward prevention/intervention (faith-based, business, foundations, shelters, etc.)
F.	Providers of emergency services (e.g., Red Cross, state agency responsible for large-scale emergency plans)

Respondents were asked to indicate whether their involvement was *No Working Relationship* (little or no contact), *Cooperation* (exchange information/referrals), *Coordination* (work together), or *Collaboration* (share resources/agreements). Forty-one of the 44 Florida Head Start agencies responded to all items. Figure 14 displays responses to items as the percentage of actual responses in each category for each provider.

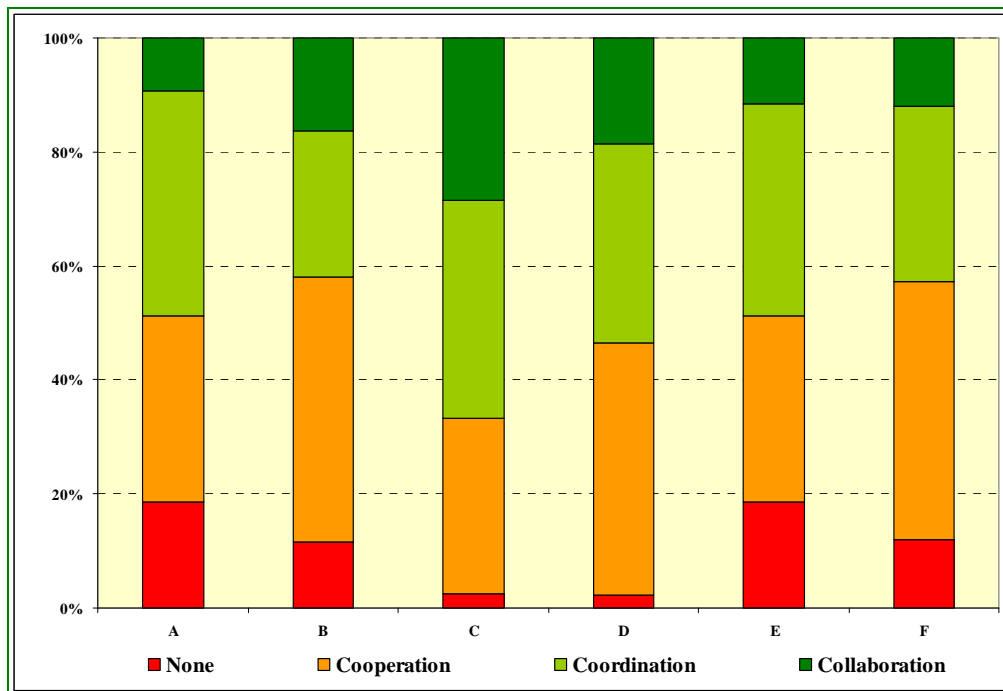


Figure 14. The extent of Florida Head Start agencies’ involvement with providers/organizations offering community services.

Florida Head Start agencies indicated that they were most involved with *Providers of child abuse prevention/treatment service (C)* and were least involved with *Law Enforcement (A)* and *Private resources geared toward prevention/intervention (faith-based, business, foundations, shelters, etc) (E)*.

Engagement involving community services measures the level of difficulty Florida Head Start agencies experienced in engaging in activities and partnerships with community organizations. Table 14 lists the activities and partnerships deemed relevant to this domain. Respondents could indicate four levels of difficulty ranging from *Not At All Difficult, Somewhat Difficult, Difficult, and Extremely Difficult*. Thirty-nine of the 44 Florida Head Start agencies responded to all items. Figure 15 displays responses to items as the percentage of actual responses in each category for each activity.

Table 14
Community Services Engagement

A.	Establishing linkages/partnerships with law enforcement agencies
B.	Establishing linkages/partnerships with public resources (state, county, city, etc.) regarding prevention/treatment services
C.	Establishing linkages/partnerships with private resources (e.g., faith-based, foundations, business) regarding prevention/treatment services
D.	Partnering with service providers on outreach activities for eligible families
E.	Obtaining in-kind community services for the children/families in your program
F.	Sharing data/information on children/families served jointly by Head Start and other agencies re: prevention/treatment services
G.	Exchanging information on roles and resources with other providers/organizations regarding community services

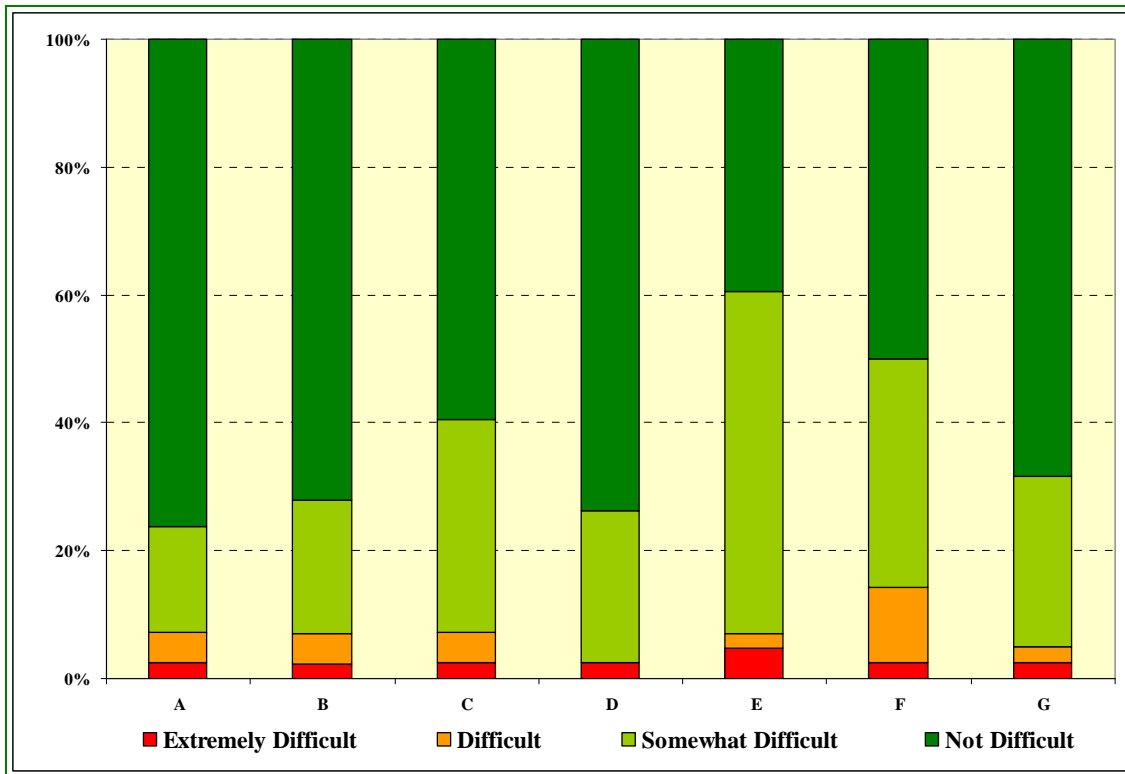


Figure 15. The level of difficulty Florida Head Start agencies experienced in engaging in activities and partnership with organizations providing community services.

Florida Head Start agencies indicated the most difficult activity in which to engage was *Obtaining in-kind community services for children/families in your program* (E) and the least difficult activity was *Establishing linkages/partnerships with law enforcement agencies* (A). Combining the light green (*Somewhat Difficult*) and green (*Not At All Difficult*) portions of the bars also indicates Florida Head Start agencies had little difficulty in engaging in partnerships and activities with organizations that provide community services.

Additionally, respondents were asked two open-ended questions at the end of the survey. The first question provided respondents an opportunity to address the agency’s concerns that were not included among the survey items. The second question provided respondents an opportunity to document what is working in the agency and to share successful strategies.

Opened-Ended Question: Please describe any other issues you may have regarding community services for the families in your program.

18% (8/44) of those surveyed responded to this question.

Major Themes

1. Limited resources or cuts. 50% identified this theme.
2. Privacy concerns for information sharing. 25% identified this theme.

Opened-Ended Question: What is working well in your efforts to address the community service needs of the families in your program. Which of these efforts do you think may be helpful to other programs?

27% (12/44) of those surveyed responded to this question.

Major Themes/Issues

1. Positive partnerships. 83% identified this theme. Issues included:
 - General Communication
 - Interagency council and other groups/boards
2. Shared service networks. 17% identified local systems designed to coordinate services.
3. Family advocates are helpful. 8% identified this issue.

Summary of Open-Ended Questions

The community services domain elicited the lowest number and percentage of responses within the qualitative portion of the needs assessment.

Funding cuts for community services were cited as the most prevalent issue. Commenting on recent program cuts, one wrote, “[we] lost CINS/FINS (Children in Need of Services/Families in Need of Services) program in our county. [This] program provided counseling and time out for our at-risk children and families.”

A secondary issue was concern for individual privacy when sharing information; the confidentiality issue was unique to this domain and may bear further examination to assure that services do not suffer under the veil of confidentiality. One wrote, “Sharing data can be difficult when conflicts with confidentiality arise. Role distinction can be challenging, given funding services and availability of such resources.”

As in other domains, partnerships were often described as working well, and programs improve when Head Start is represented locally on boards and in advisory groups.

The existence of shared service networks and local community groups, such as One Voice for Volusia and Shared Services Network, were mentioned as positive programs which

benefit the community at large, as this comment indicates: “The Florida Head Start Association and Collaboration Office are working to bring state-level information to the local communities. Also, local community groups (i.e. One Voice for Volusia) are good networks for Head Start.” It would be interesting to learn the extent and design of these and similar service networks throughout the State.

DOMAIN 8A – PARTNERSHIPS WITH LOCAL EDUCATION AGENCIES (LEAs)

Involvement with LEAs measures the extent of the Florida Head Start agencies’ involvement with the local education agencies. Table 15 lists the item for this domain.

Table 15
Local Education Agency Involvement

A. Memorandum of Understanding (MOU) with the appropriate local entity responsible for managing publicly funded preschool programs in the service area of your agency with includes plans to coordinate activities, as described in 642(e) (5)(A)(i)(ii) (I_X), and a review of each of the activities.

Respondents were asked to indicate whether their involvement was *No Working Relationship* (little or no contact), *Cooperation* (exchange information/referrals), *Coordination* (work together), or *Collaboration* (share resources/agreements). Forty-three of the 44 Florida Head Start agencies responded to this item. Additionally, 32 of the 44 agencies also responded to a second item which provided an opportunity to indicate publicly funded pre-k did not exist in the state. Figure 16 displays the response to the above item as the percentage of actual responses in each category.

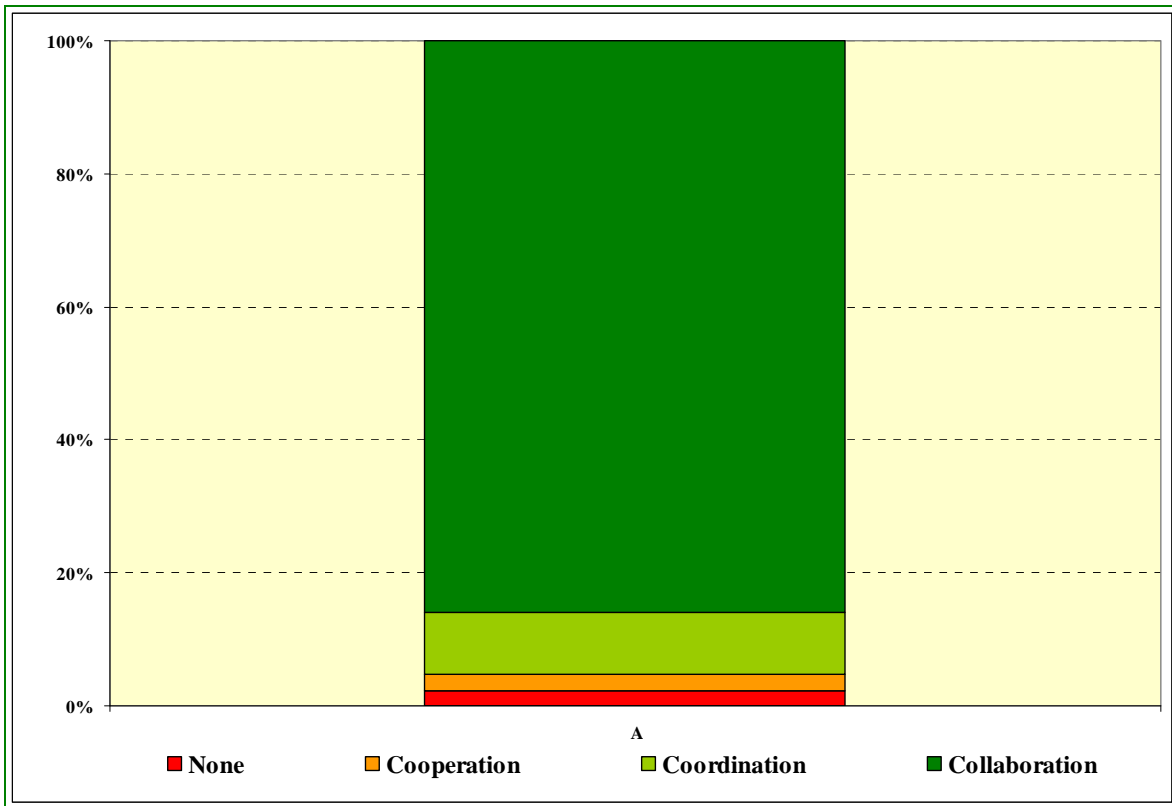


Figure 16. The extent of Florida Head Start agencies’ involvement with LEAs.

Florida Head Start agencies indicated that they were very involved with their local education agencies. In fact, more than 90% indicated they were either coordinating or collaborating with the LEA.

Engagement involving local education agencies measures the level of difficulty Florida Head Start agencies' experienced in engaging in activities and partnerships with the LEAs. Table 16 lists the activities and partnerships deemed relevant to this domain. Respondents could indicate four levels of difficulty ranging from *Not At All Difficult*, *Somewhat Difficult*, *Difficult*, and *Extremely Difficult*. Thirty-seven of the 44 Florida Head Start agencies responded to all items. Figure 17 displays responses to items as the percentage of actual responses in each category for each activity.

Table 16
Local Education Agency Engagement

A. Educational activities, curricular objectives and instruction
B. Information, dissemination and access for families contacting Head Start or other preschool programs
C. Selection priorities for eligible children served
D. Service areas
E. Staff training, including opportunities for joint staff training
F. Program technical assistance
G. Provision of services to meet needs of working parents, as applicable
H. Communications and parent outreach for transition to kindergarten
I. Provision and use of facilities, transportations, etc.
J. Other elements mutually agreed to by the parties to the MOU

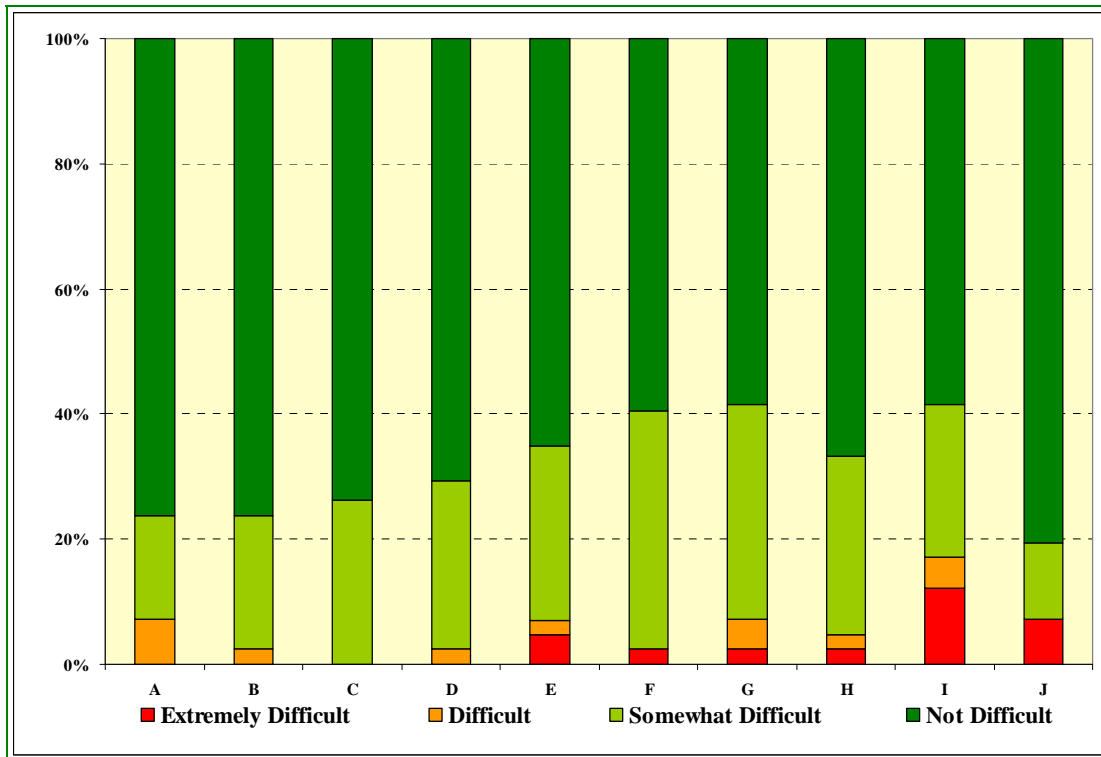


Figure 17. The level of difficulty Florida Head Start agencies experienced in engaging in activities and partnership with local education agencies.

Florida Head Start agencies indicated that the most difficult activity in which to engage was *Provision and use of facilities, transportation, etc.* (I) and the least difficult activity was *Selection priorities for eligible children served* (C). Combining the light green (*Somewhat Difficult*) and green (*Not At All Difficult*) portions of the bars also indicates Florida Head Start agencies had little difficulty in engaging in partnerships and activities with local education agencies.

Additionally, respondents were asked two open-ended questions at the end of the survey. The first question provided respondents an opportunity to address the agency's concerns that were not included among the survey items. The second question provided respondents an opportunity to document what is working in the agency and to share successful strategies.

Opened-Ended Question: Please describe any other issues you may have regarding partnership development with Local Educational Agencies (LEAs) in your service areas.

18% (8/44) of those surveyed responded to this question.

Major Themes/Issues

1. Parent Access. 38% identified this theme, reporting issues with VPK:
 - Transportation to VPK
 - Distance to enroll in VPK
2. Miscellaneous Issues. 63 % identified issues, which included:
 - Training is in another county
 - Head Start not eligible for other program
 - Disability Evaluation process too lengthy

Opened-Ended Question: What is working well in your efforts to develop partnerships with Local Education Agencies managing pre-K programs in your service area? Which of these efforts do you think may be helpful to other programs?

39% (17/44) of those surveyed responded to this question.

Major Themes/Issues

1. Strong partnerships. 65% identified this theme. Issues included:
 - Strong relationship with Early Learning Coalition
 - Participation on boards, advisory groups
 - General communication
2. Miscellaneous Issues. 35% reported on miscellaneous issues:
 - Recruitment and referral
 - Training
 - Lack of funding
 - Lack of partnership

Summary of Open-Ended Questions

Question 137 had a relatively low response rate. The only real theme to emerge dealt with access challenges to parents who enrolled their children in VPK. The two main issues centered on transportation to and from VPK and “physical distance for parents to enroll in VPK.” Among the miscellaneous issues cited was the lengthy disability evaluation process; while the issue was not cited repeatedly in this domain, it was also cited under Domain 6. One respondent wrote, “The evaluation response time for children with suspected disability is lengthy. It takes too long to obtain an appointment for evaluation.”

Question 138 had a higher response rate, and most the most significant positive partnerships were those forged between Head Start and local Early Learning Coalitions, as this example illustrates: “Head Start Director serves on the Early Learning Coalition Board and

varies [*sic*] communities [to get] additional funding for provision of services to meet the needs of working families.”

DOMAIN 8B – HEAD START TRANSITION AND ALIGNMENT WITH K-12

Involvement in Head Start Transition and Alignment with K-12 measures the extent of the Florida Head Start agencies’ involvement with the LEA in transition and K-12 alignment. Table 17 lists the item for this domain.

Table 17
Head Start Transition and Alignment with K-12 Involvement

A. Relationship with Local Education Agencies (LEA’s) regarding transition from Head Start to kindergarten

Respondents were asked to indicate whether their involvement was *No Working Relationship* (little or no contact), *Cooperation* (exchange information/referrals), *Coordination* (work together), or *Collaboration* (share resources/agreements). Forty-two of the 44 Florida Head Start agencies responded to this item. Figure 18 displays the response to the above item as the percentage of actual responses in each category.

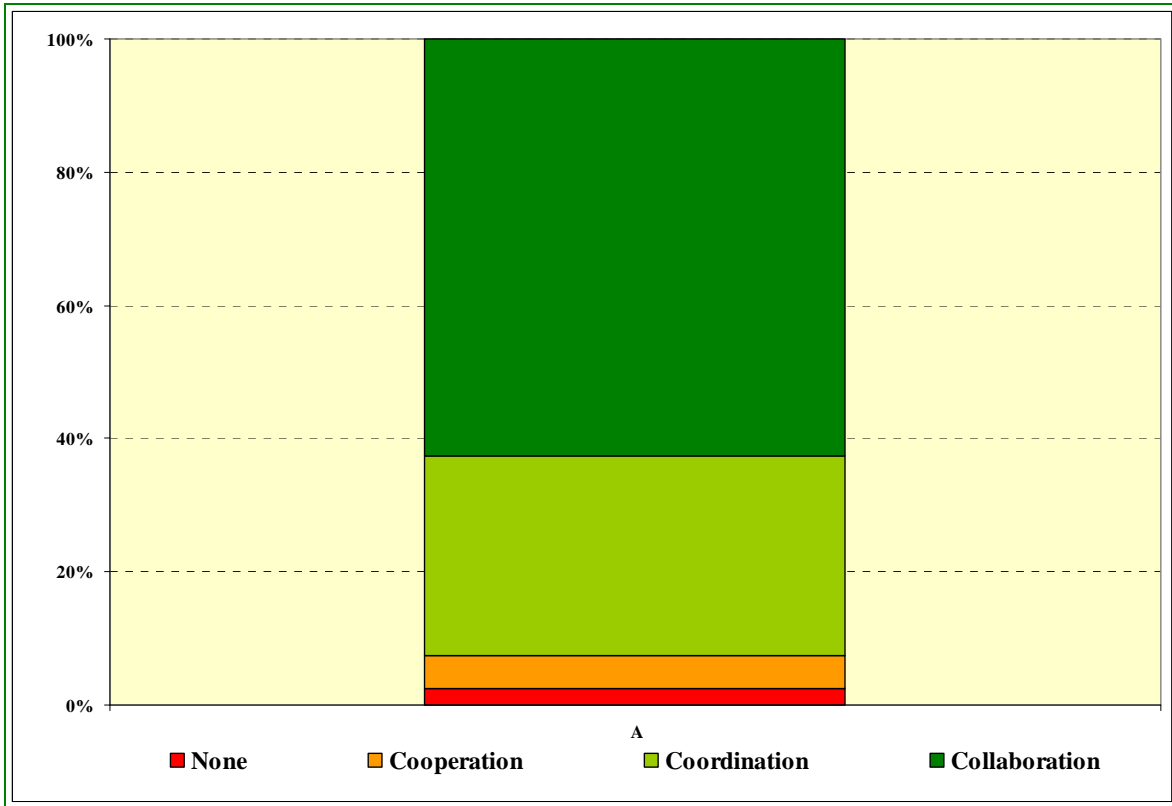


Figure 18. The extent of Florida Head Start agencies’ involvement with Head Start transition and alignment with K-12.

Florida Head Start agencies indicated that they were very involved with Head Start transitions and alignment with K-12 education. In fact, more than 90% indicated they were either coordinating or collaborating with the local education agencies in these efforts.

Engagement involving Head Start transitions and K-12 alignment measures the level of difficulty Florida Head Start agencies experienced in engaging in activities and partnerships with their LEA concerning these issues. Table 18 lists the activities and partnerships deemed relevant to this domain. Respondents could indicate four levels of difficulty ranging from *Not At All Difficult*, *Somewhat Difficult*, *Difficult*, and *Extremely Difficult*. Thirty-four of the 44 Florida Head Start agencies responded to all items. Figure 19 displays responses to items as the percentage of actual responses in each category for each activity.

Table 18
Head Start Transition and Alignment with K-12 Engagement

A.	Coordinating with LEAs to implement systematic procedures for transferring Head Start program records to school
B.	Ongoing communication with LEAs to facilitate coordination of programs (including teachers, social workers, McKinney-Vento Liaisons, etc.)
C.	Establishing and implementing comprehensive transition policies and procedures with LEAs
D.	Linking LEA and Head Start services relating to language, numeracy and literacy
E.	Aligning LEA and Head Start curricula and assessments with Head Start Child Outcomes Framework
F.	Aligning Head Start curricula with state Early Learning Standards
G.	Partnering with LEAs and parents to assist individual children/families to transition to school, including review of portfolio/records
H.	Coordinating transportation with LEAs
J.	Coordinating with LEAs regarding other support services for children and families
K.	Conducting joint outreach to parents and LEA to discuss needs of children entering kindergarten
L.	Establish policies and procedures that support children transition to school that includes engagement with LEA
M.	Helping parents of limited English proficient children understand instructional and other information and services provided by the receiving school
N.	Exchanging information with LEAs on roles, resources and regulations
O.	Aligning curricula and assessment practices with LEAs
P.	Organizing and participating in joint training, including transition-related training for school staff and Head Start staff

Note. One Head Start transition and alignment with K-12 domain item (I.) was omitted from the on-line version of the survey instrument.

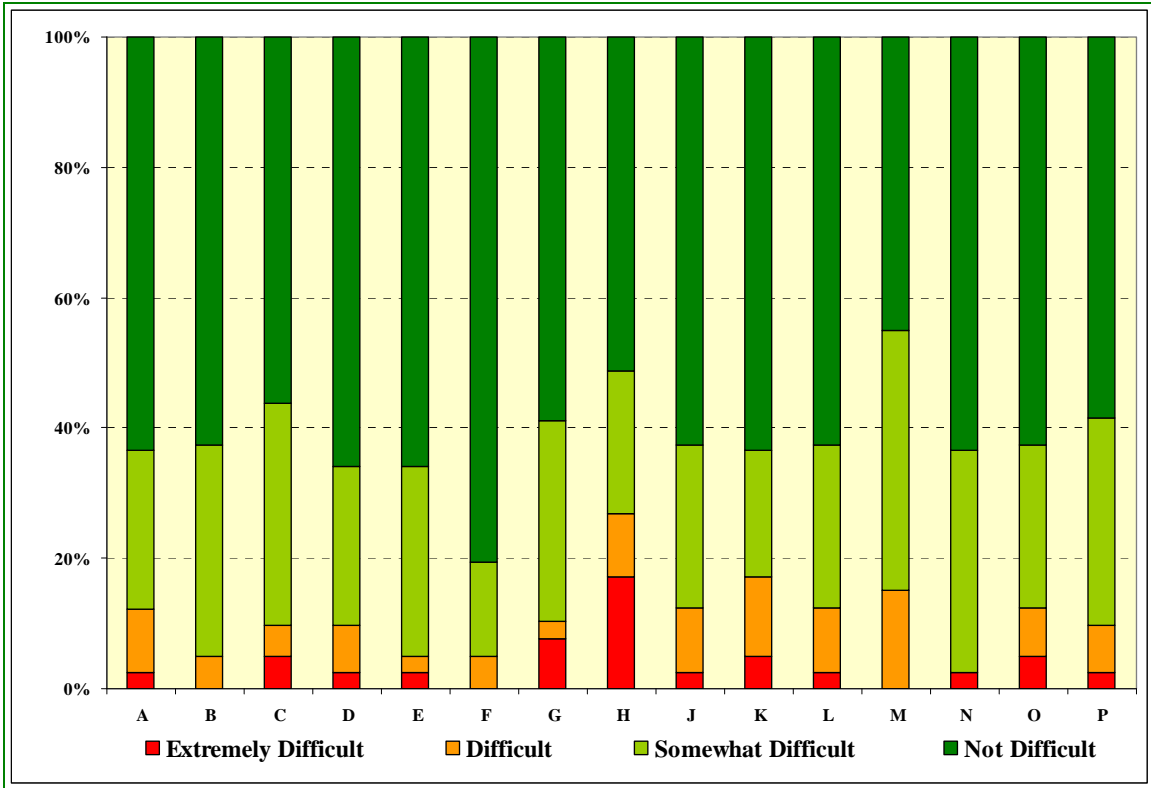


Figure 19. The level of difficulty Florida Head Start agencies experienced in engaging in activities and partnership with local education agencies concerning Head Start transitions and K-12 alignment.

Florida Head Start agencies indicated that the most difficult activity in which to engage was *Coordinating transportation with LEAs* (H) and the least difficult activities were *Aligning Head Start curricula with state Early Learning Standards* (F). Combining the light green (*Somewhat Difficult*) and green (*Not At All Difficult*) portions of the bars also indicates that Florida Head Start agencies had little difficulty, except for H, in engaging in transition and K-12 alignment partnerships and activities with local education agencies.

Additionally, respondents were asked two open-ended questions at the end of the survey. The first question provided respondents an opportunity to address the agency’s concerns that were not included among the survey items. The second question provided respondents an opportunity to document what is working in the agency and to share successful strategies.

Opened-Ended Question: Please describe any other issues you may have regarding partnership development with Local Educational Agencies (LEAs) in your service areas.

25% (11/44) of those surveyed responded to this question.

Major Themes/Issues

1. Relationships with LEA. 73% identified this theme. Issues included:
 - LEA is Head Start grantee
 - Need to build better relationship with LEAs
2. Public Schools. 36% identified this theme. Issues included:
 - Will not allow Head Start children to visit
 - Closing of school sites
 - Early Head Start (EHS) does not address kindergarten transition.

Opened-Ended Question: What is working well in your efforts to develop partnerships with Local Education Agencies managing pre-K programs in your service area? Which of these efforts do you think may be helpful to other programs?

Thirty-six percent of the participants (16/44) responded to this question.

Major Themes/Issues

1. Relationships with LEA. 100% identified this theme. Issues included:
 - LEA is Head Start grantee
 - Partnerships with schools
 - Kindergarten transition initiatives
 - Director roundtables
2. Miscellaneous. 12% identified these miscellaneous issues:
 - School assignments are confusing to parents
 - VPK testing not developmentally appropriate

Summary of Open-Ended Questions

In many areas, Head Start serves as the LEA's grantee, so transition and alignment issues are more streamlined. As this director wrote, "The LEA is our grantee so it is easy to align our program and policies." In those areas where this is not the case, Head Start agencies are encountering significant difficulties managing issues within this domain, and the responses were more descriptive than those in other sections of the assessment. One such rich example follows:

LEA's do not respect Head Start. When they get to know the program, they are amazed at what Head Start does. Head Start staff build relationships with individuals in the districts, but when needs are extended to higher levels, it takes a long time to get agreements/contracts signed and implemented. There is no inclusion of Head Start in district planning. Head Start has so many requirements to work with LEA's. Someone needs to tell LEA's of Head Start's needs and requirements and get them to work with us.

Also in this section, the importance of seamless transitions into kindergarten was emphasized, as described in this response:

We have worked very hard to ensure a seamless transition into kindergarten. As we worked through the process, the expectations for our children came into question. We have found ways to maintain the integrity of the program while meeting the needs and expectations of the LEA. We have developed a number of plans, documents, and policies to reflect this collaboration. The personal relationships with district staff are good. There are joint training opportunities, articulation meetings, but no inclusion in planning and integration. This program does have some individual "Adopt a Preschool" agreements between Head Start centers and specific elementary schools. These agreements could be shared with other programs.

DOMAIN 9 – PROFESSIONAL DEVELOPMENT

Involvement with Professional Development measures the extent of the Florida Head Start agencies’ involvement with providers of professional development. Table 19 lists the service providers deemed relevant to this domain.

Table 19
Professional Development Involvement

A.	Institutions of Higher Education (4 year)
B.	Institutions of Higher Education (less than 4 year)(e.g., community colleges)
C.	On-line courses/programs
D.	Child Care Resource & Referral Network
E.	Head Start T & TA Network
F.	Other T & TA networks (regional, state)
G.	Service providers/organizations offering relevant training/TA cross-training opportunities

Respondents were asked to indicate whether their involvement was *No Working Relationship* (little or no contact), *Cooperation* (exchange information/referrals), *Coordination* (work together), or *Collaboration* (share resources/agreements). Forty of the 44 Florida Head Start agencies responded to this item. Figure 20 displays responses to the items as the percentage of actual responses in each category for each provider.

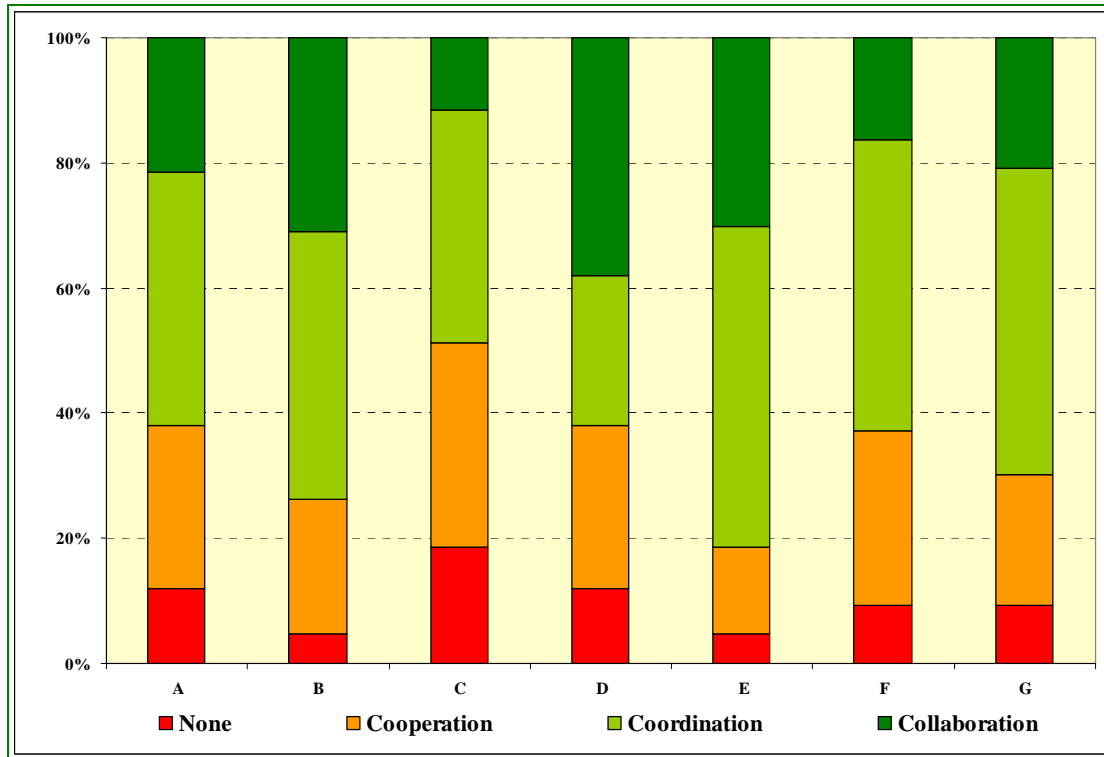


Figure 20. The extent of Florida Head Start agencies’ involvement with professional development providers.

Florida Head Start agencies indicated that they were most involved with *Child Care Resources and Referral Network (D)* and were least involved with *On-line courses/programs (C)*.

Engagement involving professional development measures the level of difficulty Florida Head Start agencies experienced in engaging in activities and partnerships with providers of professional development. Table 20 lists the activities and partnerships deemed relevant to this domain. Respondents could indicate four levels of difficulty ranging from *Not At All Difficult*, *Somewhat Difficult*, *Difficult*, and *Extremely Difficult*. Forty of the 44 Florida Head Start agencies responded to all items. Figure 21 displays responses to items as the percentage of actual responses in each category for each activity.

Table 20
Professional Development Engagement

A.	Transferring credits between public institutions of learning
B.	Accessing early childhood education degree programs in the community
C.	Accessing T & TA opportunities in the community (including cross-training)
D.	Accessing scholarships and other financial support for professional development programs/activities
E.	Staff release time to attend professional development activities
F.	Accessing on-line professional development opportunities (e.g., availability of equipment, internet connections, etc.)
G.	Exchanging information on roles and resources with other providers/organizations regarding professional development

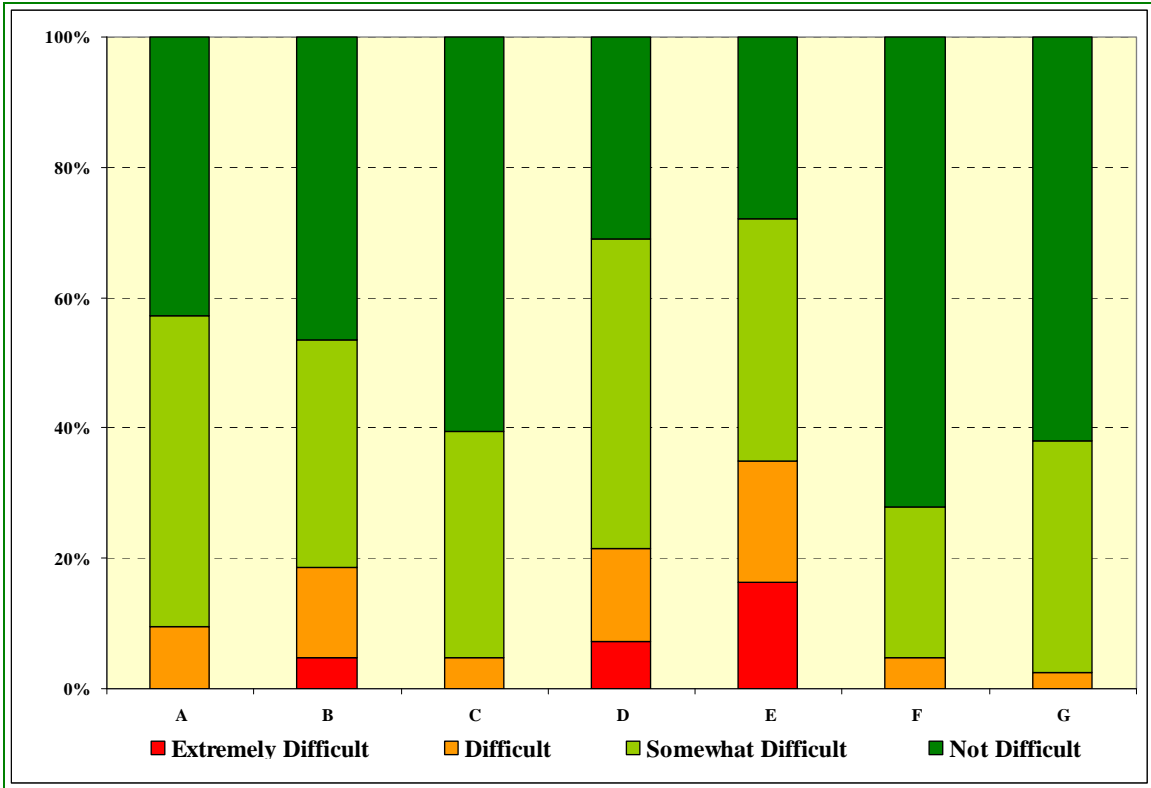


Figure 21. The level of difficulty Florida Head Start agencies experienced in engaging in activities and partnership with professional development.

Florida Head Start agencies indicated that the most difficult activity in which to engage was *Staff release time to attend professional development activities* (E) and the least difficult activity was *Accessing on-line professional development opportunities* (F). Combining the light green (*Somewhat Difficult*) and green (*Not At All Difficult*) portions of the bars also indicates that Florida Head Start agencies had little difficulty, except for E, in engaging in professional development partnerships and activities.

Additionally, respondents were asked two open-ended questions at the end of the survey. The first question provided respondents an opportunity to address the agency’s concerns that were not included among the survey items. The second question provided respondents an opportunity to document what is working in the agency and to share successful strategies.

Opened-Ended Question: Please describe any other issues you may have regarding professional development activities and resources.

30% (13/44) of those surveyed responded to this question.

Major Themes/Issues

1. Challenges to professional development. 100% identified this theme. Issues included:

- Lack of Early Childhood Education (ECE) programs (5)
- Allowing flex time/time off is difficult (3)
- Limited funding (2)
- Unable to convert T & TA training into college credit (1)
- Staff hesitance (1)
- Expense of on-line classes (1)
- Providing computer access is difficult (1)
- Lack of evening/weekend classes (1)
- Lack of qualified substitutes (1)

Opened-Ended Question: What is working well in your efforts to address the professional development needs of your staff? Which of these efforts do you think may be helpful to other programs?

41% (18/44) of those surveyed responded to this question.

Major Themes/Issues

1. Partnerships. 72% identified this theme. Partners included:

- Community and 4 year colleges
- School District support
- Board and committee support

2. Limited funding. 11% identified this theme. Sources for funding included:

- Tuition reimbursement
- Grant funding

3. Staff takes online classes. 11% identified this issue.

Summary of Open-Ended Questions

Many comments within this domain were atypically lengthy, which indicated a high degree of interest in professional development. Myriad issues were cited as challenges to professional development, including lack of programs, scheduling problems, and funding. The issue most raised was that more counties need Early Childhood Education (ECE) programs or pathways to convert informal training into college credit. One director wrote:

(Our) counties have had no early childhood programs until January 2008. No agreement has been established to articulate the AA into a Bachelor's degree. Bachelor's degree program offered is a full-time program only. On-line classes are very expensive and out of reach of the Head Start budget. Full-time employees cannot take several classes at a time. It will be very difficult to meet time constraints on degree requirements. One local community college graduated 7 students with Associate Degrees in each of the past two years. Limited funding is available to assist staff and this program has no funding for books. Scholarships require the teachers to take time off from work that is also a budget consideration.

Notwithstanding the challenges, effective partnerships have been forged in many areas with community and four year colleges. In one region “a Professional Development Committee has been created and representatives from the County's HR Training Department and local colleges and universities are being added to the committee to assist with mandates.” Another respondent offered, “Our partnership with the local community colleges has enhanced our ability to motivate staff to enroll in school and work toward their degrees. Our local college has designed a fast-track program for our Head Start Collaboration and open communication is key!”

CONCLUSIONS AND CONSIDERATIONS

In this section we summarize findings and table considerations elicited from the Head Start involvement and engagement and open-ended survey question.

Looking Across the Activity Domains

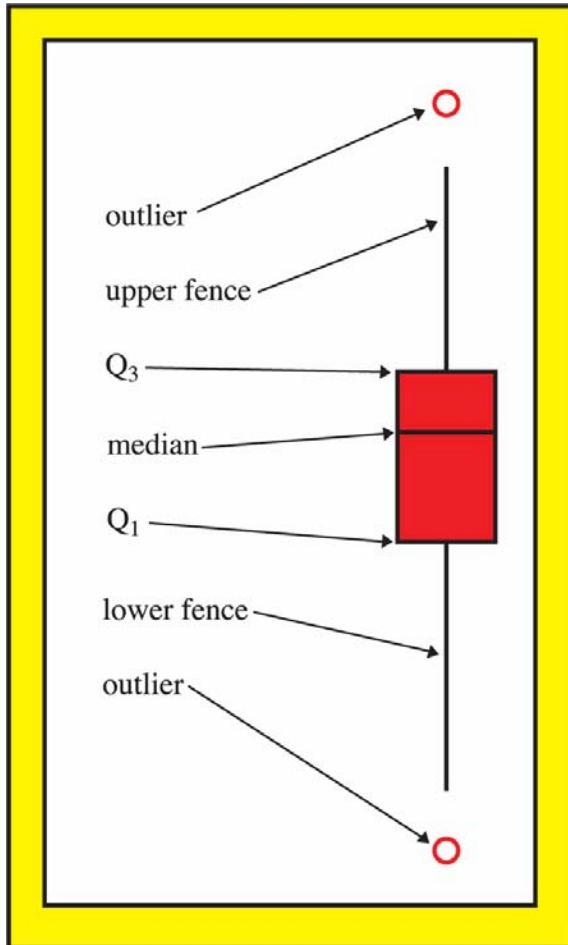


Figure 22. Box and whiskers plot

Box and whisker plots, based on quartiles, are useful in interpreting the distribution of data. Quartiles separate ordered data into four equal sections. The second quartile, or median of the entire data, represents the 50th percentile with half of the data lying above the median and half lying below the median. In Figure 22, the median is the horizontal black line in the red box. The first quartile, Q_1 , is the median of the lower half of the data (the 25th percentile) and the third quartile, Q_3 , is the median of the upper half of the data (the 75th percentile). The difference between Q_3 and Q_1 is called the interquartile range and is represented by the length of the red box. Whiskers represent data within ordinary range (1.5 times the interquartile range above or below the median.) Circles represent outlying data. The length of the plot indicates the range of the non-outlying data.

Involvement responses of *No Working Relationship* and *Cooperation* were combined as *Little Involvement* and the Engagement responses of *Difficult* and *Extremely Difficult* were combined as *Very Difficult* and the resulting percentages for each item across all domains were used to form the involvement and engagement box and whiskers plots. When interpreting our box and whiskers plots, the reader should be mindful that some domains were surveyed using very few items (in some cases only one item) which results in very sparse distributions of data. Also because regions represent differing numbers of agencies, comparisons across regions are

not meaningful. Low percentages represent meaningful involvement with agencies providing domain-related services or little difficulty in engaging in domain activities, depending on whether the distribution represents Involvement or Engagement items.

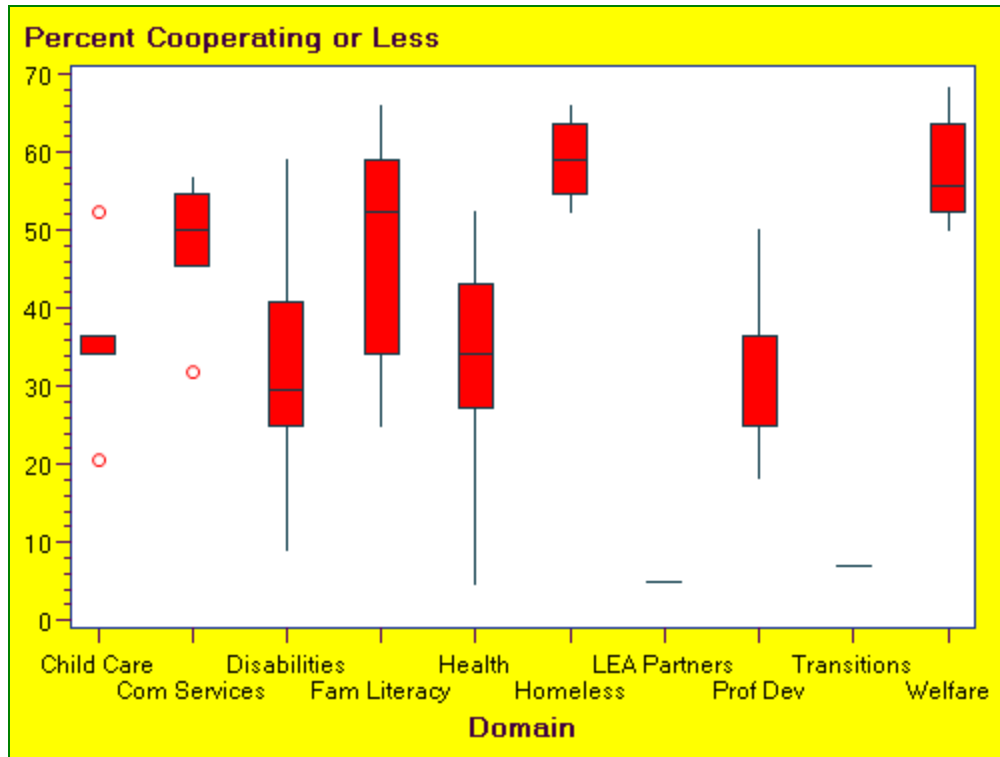


Figure 23. Box and whiskers plot of the Florida Head Start agencies' involvement across the survey domains

As can be seen in Figure 23, Florida Head Start agencies were most involved with LEA partners and K-12 transitions. They were least involved with agencies providing services to children experiencing homelessness and agencies providing welfare/child welfare services. The greatest range of involvement was with agencies providing services related to health care, family literacy, and children with disabilities.

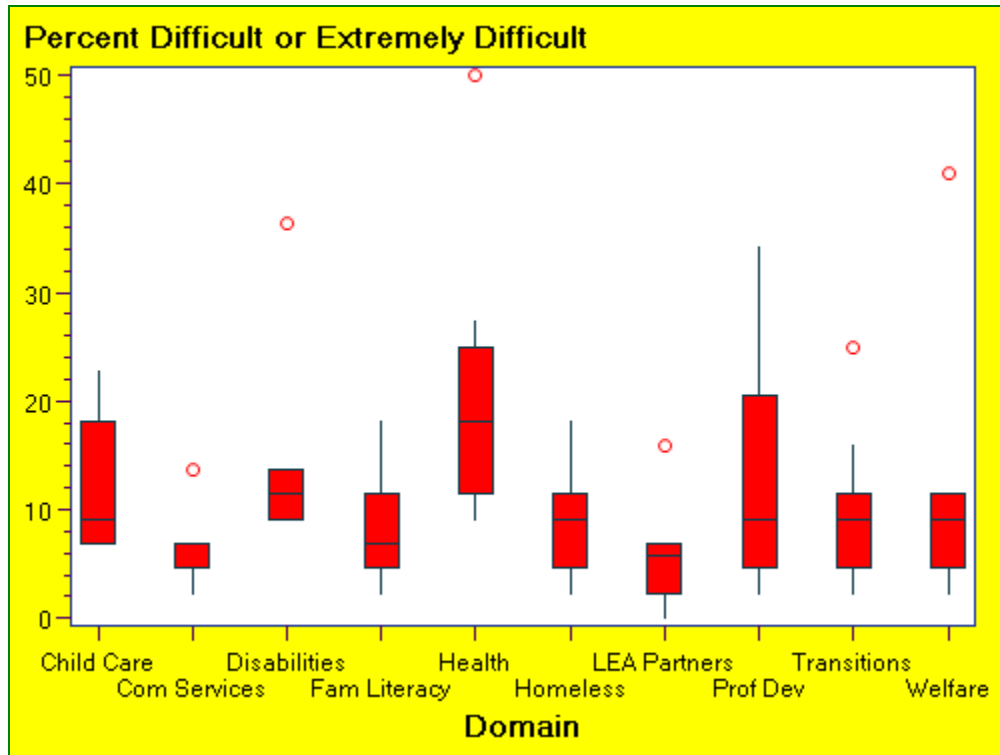


Figure 24. Box and whiskers plot of the Florida Head Start agencies' ease of engagement in activities across the survey domains.

As can be seen in Figure 24, the Florida Head Start agencies experienced the least difficulty in engaging in partnerships and activities involving LEA partners. The outlying items representing more difficult engagement were *Sharing data/information on children/families served jointly by Head Start and other agencies re: prevention/treatment services (Community Services)*, *Obtaining timely evaluations of children (Children with Disabilities)*, *Linking children to dental homes that serve young children (Health)*, *Provisions and use of facilities, transportation, etc. (LEA Partnerships)*, *Coordinating transportation (K-12 Transitions)*, and *Getting involved in state level planning and policy development (Welfare/Child Welfare)*.

Key Findings from the Survey Questions

Key findings from the survey responses are summarized in Table 21

Table 21
Florida Head Start Involvement and Engagement

Activity Domain	Involvement	Engagement
Health Care	<p><i>Most involved</i> with: Public health services</p> <p><i>Least involved</i> with: Home-visiting providers</p> <p><i>Little involvement</i>: State agencies providing mental health prevention/treatment services, parent health education providers, programs/ services related to children’s fitness and obesity prevention</p>	<p><i>Most difficulty</i>: Linking children to dental homes</p> <p><i>Least difficulty</i>: Getting full representation and commitment of Health Advisory Committee</p> <p><i>Little difficulty</i>: Exchanging information with medical, dental, other health providers; Partnering with medical professionals on health related issues</p>
Homelessness	<p><i>Most involved</i> with: Local agencies serving families experiencing homelessness</p> <p><i>Least involved</i> with: Title I Directors</p> <p><i>Little involvement</i>: across all four agencies, for at least 50% respondents, nothing more than exchange of information</p>	<p><i>Most difficulty</i>: Engaging community partners in conducting cross training and planning activities</p> <p><i>Least difficulty</i>: Implementing policies and procedures to identify and prioritize for enrollment children experiencing homelessness</p> <p><i>Little difficulty</i>: Engaging in partnerships and activities that provide services to children experiencing homelessness</p>
Welfare/Child Welfare	<p><i>Most involved</i> with: TANF agency</p> <p><i>Least involved</i> with: Children’s Trust agency</p> <p><i>Little involvement</i>: across all 6 agencies, for at least 50% respondents, nothing more than exchange of information</p>	<p><i>Most difficulty</i>: Getting involved in state level planning and policy development</p> <p><i>Least difficulty</i>: Implementing policies and procedures to ensure children in child welfare system are prioritized for enrollment</p> <p><i>Little difficulty</i>: Engaging in partnerships and activities that provide welfare/child welfare (with the exception of getting involved in state level planning and policy development)</p>
Child Care	<p><i>Most involved</i> with: Child Care Resource & Referral agencies</p> <p><i>Least involved</i> with: State or regional policy/planning committees addressing child care issues</p>	<p><i>Most difficulty</i>: Sharing information on children that are jointly served (assessment, outcomes)</p> <p><i>Least difficulty</i>: Establishing linkages/ partnerships with child care providers</p> <p><i>Little difficulty</i>: Engaging in partnerships and activities that provide child care</p>

Activity Domain	Involvement	Engagement
Family Literacy Services	<p><i>Most involved</i> with: Public/private sources that provide book donations or funding for books</p> <p><i>Least involved</i> with: Even Start and Museums</p>	<p><i>Most difficulty</i>: Recruiting families to Family Literacy Services</p> <p><i>Least difficulty</i>: Incorporating family literacy into program policies and practices</p> <p><i>Little difficulty</i>: Engaging in partnerships and activities that provide family literacy services</p>
Services for Children with Disabilities	<p><i>Most involved</i> with: Local Part C providers</p> <p><i>Least involved</i> with: University/ community college programs and services</p>	<p><i>Most difficulty</i>: Obtaining timely evaluations of children</p> <p><i>Least difficulty</i>: Having staff attend IEP or IFSP meetings</p> <p><i>Little difficulty</i>: Engaging in partnerships and activities, other than A (obtaining timely evaluations), that provide services for children with disabilities</p>
Community Services	<p><i>Most involved</i> with: Providers of child abuse prevention and/or treatment services</p> <p><i>Least involved</i> with: Law Enforcement, and Private resources geared toward prevention/intervention (faith-based, business, foundations, shelters, etc)</p>	<p><i>Most difficulty</i>: Obtaining in-kind community services for participating children and families</p> <p><i>Least difficulty</i>: Establishing linkages/ partnerships with law enforcement agencies</p> <p><i>Little difficulty</i>: Engaging in partnerships and activities with organizations that provide community services</p>
Partnerships with Local Education Agencies	<p><i>Most involved</i> with: Local education agencies with more than 90% indicating they were coordinating or collaborating with the LEA</p>	<p><i>Most difficulty</i>: Provision and use of facilities, transportation, etc</p> <p><i>Least difficulty</i>: Selection priorities for eligible children served</p> <p><i>Little difficulty</i>: Engaging in partnerships and activities with LEAs</p>
Head Start Transition and Alignment with K-12 Involvement	<p><i>Most involved</i> with: Head Start transitions and alignment with K-12 education with more than 90% indicating they were coordinating or collaborating with the LEA</p>	<p><i>Most difficulty</i>: Coordinating transportation with LEAs</p> <p><i>Least difficulty</i>: Aligning Head Start curricula with state Early Learning Standards</p> <p><i>Little difficulty</i>: Engaging in transition and K-12 alignment partnerships and activities with local LEAs</p>
Professional Development	<p><i>Most involved</i> with: Child Care Resources and Referral Network</p> <p><i>Least involved</i> with: On-Line courses and programs</p>	<p><i>Most difficulty</i>: Staff release time to attend professional development activities</p> <p><i>Least difficulty</i>: Accessing on-line professional development opportunities</p> <p><i>Little difficulty</i>: Engaging in professional development partnerships and activities (except for staff release time to attend professional development activities)</p>

Key Findings from the Open-Ended Questions

Partnership efforts and collaboration between Head Start and myriad agencies throughout the State are reported to be strong, but some areas have been identified which demand focus and even better working relationships. Table 22 summarizes the greatest strengths and challenges reported by activity domain from the open-ended questions.

Table 22

Florida Head Start Strengths and Challenges Reported by Activity Domain from the Open-Ended Questions

Activity Domain	Strength	Challenge
Health Care	Partnerships	Local dental/medical providers
Homelessness	Partnerships	Lack of attention on issue
Child Welfare	Partnerships	Processing applications
Child Care	Partnerships	Lack of shared commitment
Family Literacy	Partnerships	Lack of funding
Children with Disabilities	Partnerships	Timely service & evaluation
Community Services	Partnerships	Lack of funding
Partnerships with LEAs	Partnerships	VPK access issues
Transition & K-12 Alignment	Greatest when Head Start is LEA	Kindergarten transition issues
Professional Development	Educational partnerships	Lack of ECE programs

APPENDIX A

FLORIDA HEAD START GRANTEES

Appendix A

Locations and total funded enrollment for FY 2008 of Florida Head Start, Early Head Start and Migrant and Seasonal Head Start programs

- 1) **Alachua County Public Schools Head Start** is based in Gainesville and serves Alachua County. Total funded enrollment was 640.
- 2) **Orange County Board of County Commissioners Head Start** is based in Orlando and serves Orange County. Total funded enrollment was 1536.
- 3) **Episcopal Children's Services, Inc.** is based in Jacksonville and serves Baker, Bradford, Clay, Nassau and Union Counties. This grantee also serves Early Head Start in Baker County. Total funded enrollment was 390 in Head Start and 32 in Early Head Start.
- 4) **Jacksonville Urban League Head Start** is based in Jacksonville and serves Duval County. Total funded enrollment was 2020.
- 5) **Lake Community Action Agency, Inc. Head Start/Early Head Start** is based in Eustis and serves Lake County. This grantee also serves Early Head Start. Total funded enrollment was 325 in Head Start and 60 in Early Head Start.
- 6) **Community Coordinated Care for Children Head Start** is based in Orlando and serves Osceola and Seminole Counties. Total funded enrollment was 526.
- 7) **St. Johns County School District Head Start** is based in St. Augustine and serves St. Johns County. Total funded enrollment was 135.
- 8) **Suwannee Valley 4C's Head Start/Early Head Start** is based in Lake City and serves Columbia, Hamilton, Lafayette and Suwannee Counties. This grantee serves Early Head Start in Columbia, Hamilton and Suwannee Counties. Total funded enrollment was 318 in Head Start and 112 in Early Head Start.
- 9) **Mid-Florida Community Services, Inc. Head Start** is based in DeLand and serves Hernando, Sumter and Volusia Counties. Total funded enrollment was 975.
- 10) **Capital Area Community Action Agency Head Start** is based in Tallahassee and serves Franklin, Jefferson and Leon Counties. Total funded enrollment was 378.
- 11) **Community Action Program Committee, Inc.** is based in Pensacola and serves Escambia County. Total funded Head Start enrollment was 855.
- 12) **Early Education and Care, Inc.** is based in Panama City and serves Bay County. This grantee also serves Early Head Start in Bay and Franklin Counties. Total funded enrollment was 391 in Head Start and 128 in Early Head Start.

- 13) **Florida State University Early Head Start Program** is located in Tallahassee and serves Gadsden County in Early Head Start. Total funded enrollment was 68.
- 14) **Jackson County School Board Head Start/Early Head Start** is based in Marianna and serves Jackson County. This grantee also serves Early Head Start. Total funded enrollment was in Head Start was 211 and 30 in Early Head Start.
- 15) **Kids Incorporated Early Head Start** is based in Tallahassee and serves Jefferson, Leon and Madison Counties in Early Head Start. Total funded enrollment was 218.
- 16) **North Florida Child Development, Inc.** is based in Wewahitchka and serves Calhoun, Gulf, Liberty, Madison and Wakulla Counties. This grantee also serves Early Head Start in Gulf County. Total funded enrollment was 160 in Head Start and 100 in Early Head Start.
- 17) **Okaloosa County Comprehensive Head Start/Early Head Start** is based in Shalimar and serves Okaloosa County. This grantee also serves Early Head Start. Total funded enrollment was 260 in Head Start and 64 in early Head Start.
- 18) **Santa Rosa School Board Head Start/Early Head Start** is based in Milton and serves Santa Rosa County. This grantee also serves Early Head Start. Total enrollment was 240 in Head Start and 40 in Early Head Start.
- 19) **School Board of Gadsden County Head Start** is based in Quincy and serves Gadsden County. Total enrollment was 259.
- 20) **Taylor County School Board Head Start** is based in Perry and serves Taylor County. Total enrollment was 153.
- 21) **Tri-County Community Council, Inc. Head Start** is based in Westville and serves Holmes, Walton and Washington Counties. Total enrollment was 203.
- 22) **Agriculture and Labor Program, Inc. Head Start/Early Head Start** is based in Ft. Pierce and serves St. Lucie County. This grantee also serves Early Head Start and is based in Lake Alfred. Total funded enrollment was 691 in Head Start and 40 in early Head Start.
- 23) **Child Care Association of Brevard County, Inc. Head Start/Early Head Start** is based in Cocoa and serves Brevard County. This grantee also serves Early Head Start. Total funded enrollment was 624 in Head Start and 120 in Early Head Start.
- 24) **East Coast Migrant Head Start Project (Eastern Region)** is based in Stuart and serves Martin, Okeechobee, Palm Beach and St. Lucie Counties. Total funded enrollment was 670.

- 25) **Economic Opportunity Council of Indian River County** is based in Vero Beach and serves Indian River and Okeechobee Counties. Total funded enrollment was 340.
- 26) **Board of County Commissioners Hillsborough County Head Start/Early Head Start** is based in Tampa and serves Hillsborough County. This grantee also serves Early Head Start. Total funded enrollment was 2,956 in Head Start and 115 in Early Head Start.
- 27) **Lutheran Services Florida—P.E.P.P.I. Head Start** is based in Belle Glade and serves Western Palm Beach County. Total funded enrollment was 172.
- 28) **Martin County School District Head Start** is based in Stuart and serves Martin County. Total funded enrollment was 262.
- 29) **Miami-Dade Community Action Agency Head Start/Early Head Start** is based in Miami and serves Dade County. This grantee also serves Early Head Start. Total funded enrollment was 6,210 in Head Start and 318 in Early Head Start.
- 30) **Redlands Christian Migrant Association** (See #41)
- 31) **Monroe County Public School Head Start** is based in Key West and serves Monroe County. Total funded enrollment was 180.
- 32) **Palm Beach County Board of County Commissioners Head Start/Early Head Start** is based in West Palm Beach and serves Palm Beach County. This grantee also serves Early Head Start. Total funded enrollment was 1,871 in Head Start and 180 in Early Head Start.
- 33) **School Board of Broward County Head Start** is based in Ft. Lauderdale and serves Broward County. This grantee also serves Early Head Start. Total funded enrollment was 2,040 in Head Start and 80 in Early Head Start.
- 34) **East Coast Migrant Head Start Project (Western Region)** is based in Lakeland and serves Hardee, Hendry, and Polk Counties. Total funded enrollment was 559.
- 35) **The Dunbar Center, Inc. Early Head Start** is based in Hobe Sound and serves Martin County. The total funded enrollment was 40.
- 36) **Charlotte County Public School Head Start/Early Head Start** is based in Punta Gorda and serves Charlotte County. This grantee also serves Early Head Start. Total funded enrollment was 295 in Head Start and 60 in Early Head Start.
- 37) **Childhood Development Services, Inc. Head Start/Early Head Start** is based in Ocala and serves Citrus, Marion, Dixie, Gilchrist and Levi Counties. This grantee also serves Early Head Start in Alachua, Dixie, Gilchrist, Levi, and Marion Counties. Total funded enrollment was 907 in Head Start and 297 in Early Head Start.

- 38) **Children First Inc. Head Start/Early Head Start** is based in Sarasota and serves Sarasota County. This grantee also serves Early Head Start. Total funded enrollment was 292 in Head Start and 96 in Early Head Start.
- 39) **Redlands Christian Migrant Association Head Start/Early Head Start** is based in Immokalee and serves DeSoto, Flagler, Glades, Hardee, Hendry, Highlands, and Putnam Counties. This grantee also serves Early Head Start in Collier, DeSoto, Glades, Hardee, Highlands, and Putnam Counties. Total funded enrollment was 952 in Head Start and 342 in Early Head Start.
- 40) **District School Board of Pasco County Head Start/Early Head Start** is based in Land O'Lakes and serves Pasco County. This grantee also serves Early Head Start. Total funded enrollment was 643 in Head Start and 80 in Early Head Start.
- 41) **Agriculture and Labor Program, Inc. Head Start** is based in Winter Haven and serves as a delegate in Polk County. Total funded enrollment was 54.
- 42) **Redlands Christian Migrant Association** is based in Immokalee and serves Migrant and Seasonal Head Start in Collier, DeSoto, Gadsden, Hendry, Highlands, Hillsborough, Indian River, Lee, Manatee, Marion, Miami-Dade, Orange, Pasco, Polk, and Volusia Counties. Total funded enrollment was 1,943.
- 43) **Lee County School District Head Start/Early Head Start** is based in Ft. Myers and serves Lee County. This grantee also serves Early Head Start. Total funded enrollment was 652 in Head Start and 48 in Early Head Start.
- 44) **Manatee Community Action Agency Head Start/Early Head Start** is based in Bradenton and serves Manatee County. This grantee also serves Early Head Start. Total funded enrollment was 616 in Head Start and 50 in Early Head Start.
- 45) **The Chiles Academy, Inc. Early Head Start** is based in Daytona Beach and serves Volusia County. Total funded enrollment was 60.
- 46) **Pinellas County Head Start/Early Head Start** is based in Largo and serves Pinellas County. This grantee also serves Early Head Start. Total funded enrollment was 1,570 in Head Start and 32 in Early Head Start.
- 47) **Polk County School District Preschool Programs** is based in Bartow and serves Polk County. Total funded enrollment was 888.
- 48) **Collier County Public School Head Start** is based in Immokalee and serves Collier County. Total funded enrollment was 413.

APPENDIX B

FLORIDA HEAD START SURVEY INSTRUMENT



HEAD START STATE NEEDS ASSESSMENT SURVEY

A. Date survey was completed: _____ 12-month time frame included (e.g., 1/1/08 – 12/31/08): _____

B. Name and title of person(s) completing this survey:

Name	Title
1.	
2.	
3.	
4.	
5.	

C. Head Start Agency Information:

Name: _____ Phone: _____
Address: _____

D. Contact information for person responsible for this survey:

Name: _____ Title: _____
Address: _____

Phone: _____ Email: _____

Please complete this survey by 1/23/09 and submit it electronically via Zoomerang.

If you have any questions about this survey, please contact:

Lilli Copp (850) 921-3467 or (850) 274-2785

Introduction for Head Start Agencies

The Head Start Act (as amended December 12, 2007) requires the Head Start State Collaboration Offices (HSSCOs) to conduct a needs assessment of Head Start grantees in the State (including Early Head Start grantees) in the areas of coordination, collaboration 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

The Head Start Act also requires the HSSCOs to use the results of the needs assessment to develop a strategic plan outlining how they will assist and support Head Start grantees in meeting the requirements of the Head Start Act for coordination, collaboration, transition to elementary school and alignment with K-12 education. HSSCOs must also annually update the needs assessment and strategic plan and make the results of the needs assessment available to the general public within the State.

The purpose of gathering this information is to identify your needs in the specified areas and inform the activities of the annually revised strategic plan for the Head Start State Collaboration Office in your state.

This needs assessment survey questionnaire is organized around the eight national priority areas for the HSSCOs. These priority areas are: 1) Health Services; 2) Services for Children Experiencing Homelessness; 3) Welfare//Child Welfare 4) Child Care; 5) Family Literacy; 6) Services for Children with Disabilities; 7) Community Services; and 8) Education. In addition, sections are included to cover the areas of Head Start- Pre-K Partnership Development, Head Start transition and Alignment with K-12 and Professional Development.

The survey includes three parts for each of the content areas indicated above.

Part 1 asks you to rate the extent of your involvement with various service providers/organizations related to the content area. This part uses the following 4-point Likert scale and definitions to reflect your progress in relationship-building at this point in time:

No Working Relationship	Cooperation	Coordination	Collaboration
(little/no contact)	(exchange info/referrals)	(work together)	(share resources/agreements)

Definitions:

No working relationship. You have **little or no contact with each other** (i.e.; **you do not:** make/receive referrals, work together on projects/activities, share information, etc.)

Cooperation. You **exchange information.** This includes making and receiving referrals, even when you serve the same families.

Coordination. You **work together on projects or activities.** Examples: parents from the service providers' agency are invited to your parent education night; the service provider offers health screenings for the children at your site.

Collaboration: You **share resources and/or have formal, written agreements.** Examples: co-funded staff or building costs; joint grant funding for a new initiative; an MOU on transition, etc.

Part 2 asks you to indicate the level of difficulty your program has had engaging in each of a variety of activities and partnerships. A 4-point scale of difficulty is provided, ranging from “Not At All Difficult” to “Extremely Difficult,” as shown below. The purpose of this part is to assist you in identifying challenges you may be experiencing in building successful partnerships at the local and state levels to support the delivery of quality education and comprehensive services to your children and families.

Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult
---------------------------------	-------------------------------	------------------	--------------------------------

Part 3 includes two open-ended questions at the end of each section of the survey instrument. The first will give you the opportunity to document any remaining concerns that were not covered in the survey. The second question gives you the opportunity to document what is working well in your program, and to indicate if any of these successful strategies/activities may be helpful to other programs.

Your Head Start State Collaboration Director will aggregate the survey findings from all Head Start agencies in your state and then compile a report that will be forwarded to the Office of Head Start regional office, made available to you and to the general public.

Thank you for taking the time to reflect on the co-ordination and collaboration challenges and accomplishments in your program(s). The cumulative findings from this needs assessment survey will assist your collaboration director to support your program needs in the collaboration and systems development work in your state. Our shared goal is to support and promote your success in serving our children and families.

1. HEALTH CARE

1. Using the definitions on page 2, please rate the **extent of your involvement** with each of the following service providers/organizations **during the past 12 months**. Check **one rating** for each.

*Note: If you have different relationships with different providers/organizations in a category, check the option that **best describes** your relationship with **most** of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/agreements)
A. Medical home* providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Dental home* providers for treatment & care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. State agency(ies) providing mental health prevention and treatment services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Local agencies providing mental health prevention and treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Agencies/programs that conduct mental health screenings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. WIC (Women, Infants Children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Other nutrition services (e.g., cooperative extension programs, university projects on nutrition, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Children's health education providers (e.g., Child Care R&R, community-based training)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Parent health education providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. Home-visiting providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K. Community Health Centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L. Public health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M. Programs/services related to children's physical fitness and obesity prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: "Medical and Dental Home" means comprehensive, coordinated care and not just access to a doctor or dentist, particularly for one-time exams.

2. Please indicate the **extent to which each of the following was difficult** during the past 12 months. Select *one rating for each item*.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult
A. Linking children to medical homes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Partnering with medical professionals on health-related issues (e.g., screening, safety, hygiene, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Linking children to dental homes that serve young children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Partnering with oral health professionals on oral-health related issues (e.g., hygiene, education, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Getting children enrolled in CHIP or Medicaid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Arranging coordinated services for children with special health care needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Assisting parents to communicate effectively with medical/dental providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Assisting families to get transportation to appointments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Getting full representation and active commitment on your Health Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. Sharing data/information on children/families served jointly by Head Start and other agencies re: health care (e.g., lead screening, nutrition reports, home-visit reports, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K. Exchanging information on roles and resources with medical, dental and other providers/ organizations regarding health care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please describe any other issues you may have regarding health care for the children and families in your program.

4. What is working well in your efforts to address the health care needs of the children and families in your program? Which of these efforts do you think may be helpful to other programs?

2. SERVICES FOR CHILDREN EXPERIENCING HOMELESSNESS

1. Using the definitions on page 2, please rate the **extent of your involvement** with each of the following service providers/organizations **during the past 12 months**. Check **one rating** for each.

*Note: If you have different relationships with different providers/organizations in a category, check the option that **best describes** your relationship with **most** of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/ agreements)
A. Local McKinney-Vento liaison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Local agencies serving families experiencing homelessness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Local housing agencies and planning groups (e.g., shelters, Ten Year Plan to End Homelessness committees)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Title I Director, if Title I funds are being used to support early care and education programs for children experiencing homelessness *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please indicate the **extent to which each of the following was difficult** during the past 12 months. Select **one rating** for each item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult
A. Aligning Head Start program definition of homelessness with McKinney-Vento Homeless Assistance Act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Implementing policies and procedures to ensure that children experiencing homelessness are identified and prioritized for enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Allowing families of children experiencing homelessness to apply to, enroll in and attend Head Start while required documents are obtained within a reasonable time frame	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Note: Title I funded preschool programs must follow the Head Start Performance Standards*

Area (continued)	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult
D. Obtaining sufficient data on the needs of homeless children to inform the program's annual community assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Engaging community partners, including the local McKinney-Vento Liaison, in conducting staff cross training and planning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Entering into an MOU with the appropriate local entity responsible for managing publicly funded preschool that includes a plan to coordinate selection priorities for eligible children, including children experiencing homelessness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. In coordination with LEA, developing and implementing family outreach and support efforts under McKinney-Vento and transition planning for children experiencing homelessness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

3. Please describe any other issues you may have regarding services for children and families in your program experiencing homelessness.

4. What is working well in your efforts to address the housing needs of the children and families in your program who are experiencing homelessness? Which of these efforts do you think may be helpful to other programs?

3. WELFARE/CHILD WELFARE

1. Using the definitions on page 2, please rate the **extent of your involvement** with each of the following service providers/organizations **during the past 12 months**. Check **one rating** for each.

*Note: If you have different relationships with different providers/organizations in a category, check the option that **best describes** your relationship with **most** of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/ agreements)
A. TANF agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Employment & Training and Labor services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Economic and Community Development Councils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Child Welfare agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Children's Trust agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Services and networks supporting foster and adoptive families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please indicate the **extent to which each of the following was difficult** during the past 12 months. Select **one rating** for each item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult
A. Obtaining information and data for community assessment and planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Working together to target recruitment to families receiving TANF, Employment and Training, and related support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Implementing policies and procedures to ensure that children in the child welfare system are prioritized for enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Establishing and implementing local interagency partnerships agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Facilitating shared training and technical assistance opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Area (continued)	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult
F. Getting involved in state level planning and policy development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Exchanging information on roles & resources with other service providers regarding family/child assistance services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please describe any other issues you may have regarding the welfare/child welfare (family/child assistance) needs of the children and families in your program.

4. What is working well in your efforts to address the welfare/child welfare (family/child assistance) needs of children and families in your program, Which of these efforts do you think may be helpful to other programs?

4. CHILD CARE

1. Using the definitions on page 2, please rate the **extent of your involvement** with each of the following service providers/organizations **during the past 12 months**. Check **one rating** for each.

*Note: If you have different relationships with different providers/organizations in a category, check the option that **best describes** your relationship with **most** of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/agreements)
A. State agency for Child Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Child Care Resource & Referral agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Local child care programs for full-year, full-day services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. State or regional policy/planning committees that address child care issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Higher education programs/services/resources related to child care (e.g., lab schools, student interns, cross-training)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please indicate the **extent to which each of the following was difficult** during the past 12 months. Select **one rating** for each item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult
A. Establishing linkages/partnerships with child care providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Assisting families to access full-day, full year services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Aligning policies and practices with other service providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Sharing data/information on children that are jointly served (assessments, outcomes, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Exchanging information on roles and resources with other providers/organizations regarding child care and community needs assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please describe any other issues you may have regarding access to child care services and resources.

4. What is working well in your efforts to address the child care needs of the children and families in your program? Which of these efforts do you think may be helpful to other programs?

5. FAMILY LITERACY SERVICES

1. Using the definitions on page 2, please rate the **extent of your involvement** with each of the following service providers/organizations **during the past 12 months**. Check **one rating** for each.

*Note: If you have different relationships with different providers/organizations in a category, check the option that **best describes** your relationship with **most** of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/agreements)
A. Dept. of Ed Title I, Part A Family Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Employment and Training programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Adult Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. English Language Learner programs & services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Services to promote parent/child literacy interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Parent education programs/services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Public libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. School libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Public/private sources that provide book donations or funding for books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. Museums	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K. Reading Readiness programs				
L. Higher education programs/services/resources related to family literacy (e.g., grant projects, student interns, cross-training, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M. Providers of services for children and families who are English language learners (ELL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N. Even Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please indicate the **extent to which each of the following was difficult** during the past 12 months. Select **one rating** for each item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult
A. Recruiting families to Family Literacy Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Educating others (e.g., parents, the community) about the importance of family literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Establishing linkages/partnerships with key literacy providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Establishing linkages/partnerships with key local level organizations/programs (other than libraries)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Incorporating family literacy into your program policies and practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Exchanging information with other providers/organizations regarding roles and resources related to family literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please describe any other issues you may have regarding family literacy services and resources.

4. What is working well in your efforts to address the literacy needs of the families in your program? Which of these efforts do you think may be helpful to other programs?

6. SERVICES FOR CHILDREN WITH DISABILITIES

1. Using the definitions on page 2, please rate the **extent of your involvement** with each of the following service providers/organizations **during the past 12 months**. Check **one rating** for each.

*Note: If you have different relationships with different providers/organizations in a category, check the option that **best describes** your relationship with **most** of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/ agreements)
A. State Lead Agency for Part B/619	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Local Part B/619 providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. State Education Agency—other programs/services (Section 504, special projects re: children with disabilities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. State Lead Agency for Part C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Local Part C providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Federally funded programs for families of children with disabilities (e.g., Parent Training & Information Center, Family Voices, Maternal and Child Health, Protection & Advocacy agency, Special Medical Services, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. State-funded programs for children with disabilities and their families (e.g., developmental services agencies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. University/community college programs/services related to children with disabilities (e.g., University Centers for Excellence on Disability/others)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Non-Head Start councils, committees or work groups that address policy/program issues regarding children with disabilities (e.g., State /Local Interagency Coordinating Council, preschool special education work/advisory group)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please indicate the **extent to which each of the following was difficult** during the past 12 months. Select *one rating for each item*.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult
A. Obtaining timely evaluations of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Having staff attend IEP or IFSP meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Coordinating services with Part C providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Coordinating services with Part B/619 providers				
E. Sharing data/information on jointly served children (assessments, outcomes, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Exchanging information on roles and resources with other providers/ organizations regarding services for children with disabilities and their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please describe any other issues you may have regarding services for children with disabilities and their families.

4. What is working well in your efforts to address the needs of children with disabilities in your program? Which of these efforts do you think may be helpful to other programs?

7. COMMUNITY SERVICES

1. Using the definitions on page 2, please rate the **extent of your involvement** with each of the following service providers/organizations **during the past 12 months**. Check **one rating** for each.

*Note: If you have different relationships with different providers/organizations in a category, check the option that **best describes** your relationship with **most** of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/agreements)
A. Law Enforcement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Providers of substance abuse prevention/treatment services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Providers of child abuse prevention/treatment services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Providers of domestic violence prevention/treatment services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Private resources geared toward prevention/intervention (faith-based, business, foundations, shelters, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Providers of emergency services (e.g., Red Cross, state agency responsible for large-scale emergency plans)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please indicate the **extent to which each of the following was difficult** during the past 12 months. Select **one rating** for each item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult
A. Establishing linkages/partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Establishing linkages/partnerships with public resources (state, county, city, etc.) regarding prevention/treatment services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Establishing linkages/partnerships with private resources (e.g., faith-based, foundations, business) regarding prevention/treatment services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Partnering with service providers on outreach activities for eligible families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. Obtaining in-kind community services for the children/families in your program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Area (continued)	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult
F. Sharing data/information on children/families served jointly by Head Start and other agencies re: prevention/treatment services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Exchanging information on roles and resources with other providers/ organizations regarding community services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please describe any other issues you may have regarding community services for the families in your program.

4. What is working well in your efforts to address the community services needs of the families in your program? Which of these efforts do you think may be helpful to other programs?

8A. PARTNERSHIPS WITH LOCAL EDUCATION AGENCIES

1. Using the definitions on page 2, please rate the **extent of your involvement** with each of the following service providers/organizations **during the past 12 months**. Check **one rating** for each.

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/agreements)
A. Memorandum of Understanding (MOU) with the appropriate local entity responsible for managing publicly funded preschool programs in the service area of your agency which includes plans to coordinate activities, as described in 642(e) (5)(A)(i)(ii) (I-X), and a review of each of the activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. No publicly funded pre-k in this state <i>Check "no working relationship"</i>	<input type="checkbox"/>			

2. Head Start programs are required to have an MOU with publicly-funded Pre-K programs in their service areas. The MOU must include a review of, and plans to coordinate, as appropriate, 10 areas/activities, as listed below. For each of the following items, please rate the level of difficulty *you have had in the past, or may have* as you coordinate these activities with publicly-funded Pre-K programs. Select **one rating** for each item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult
A. Educational activities, curricular objectives and instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Information, dissemination and access for families contacting Head Start or other preschool program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Selection priorities for eligible children served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Service areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Staff training, including opportunities for joint staff training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Program technical assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Provision of services to meet needs of working parents, as applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Communications and parent outreach for transition to kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Provision and use of facilities, transportation, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Area (continued)	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult
J. Other elements mutually agreed to by the parties to the MOU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please describe any other issues you may have regarding partnership development with Local Educational Agencies in your service areas.

4. What is working well in your efforts to develop partnerships with Local Education Agencies managing pre-k programs in your service areas? Which of these efforts do you think may be helpful to other programs?

Note. One Head Start transition and alignment with K-12 domain item (I.) was omitted from the on-line version of the survey instrument.

8B. Head Start Transition and Alignment with K-12

1. Using the definitions on page 2, please rate the **extent of your involvement** with local education agencies (LEAs) **during the past 12 months**. Check **one rating**.

*Note: If you have different relationships with different LEAs, check the option that **best describes** your relationship with **most** of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/agreements)
A. Relationship with Local Education Agencies (LEAs) regarding transition from Head Start to kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please indicate the **extent to which each of the following was difficult** during the past 12 months. Select **one rating** for each item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult
A. Coordinating with LEAs to implement systematic procedures for transferring Head Start program records to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Ongoing communication with LEAs to facilitate coordination of programs (including teachers, social workers, McKinney Vento liaisons, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Establishing and implementing comprehensive transition policies and procedures with LEAs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Linking LEA and Head Start services relating to language, numeracy and literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Aligning LEA and Head Start curricula and assessments with Head Start Child Outcomes Framework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Aligning Head Start curricula with state Early Learning Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Partnering with LEAs and parents to assist individual children/families to transition to school, including review of portfolio/records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Coordinating transportation with LEAs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I. Coordinating shared use of facilities with LEAs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Area (continued)	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult
J. Coordinating with LEAs regarding other support services for children and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K. Conducting joint outreach to parents and LEA to discuss needs of children entering kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L. Establish policies and procedures that support children transition to school that includes engagement with LEA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M. Helping parents of limited English proficient children understand instructional and other information and services provided by the receiving school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N. Exchanging information with LEAs on roles, resources and regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O. Aligning curricula and assessment practices with LEAs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P. Organizing and participating in joint training, including transition-related training for school staff and Head Start staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please describe any other issues you may have regarding Head Start transition and alignment with K-12 for the children and families in your program.

4. In your efforts to address the education/Head Start transition to school needs of the children and families in your program, what is working well? Which of these efforts do you think may be helpful to other programs?

9. PROFESSIONAL DEVELOPMENT

1. Using the definitions on page 2, please **rate the extent of your involvement** with each of the following service providers/organizations **during the past 12 months**. Check **one rating** for each.

*Note: If you have different relationships with different providers/organizations in a category, check the option that **best describes** your relationship with **most** of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/agreements)
A. Institutions of Higher Education (4 year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Institutions of Higher Education (less than 4 year)(e.g., community colleges)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. On-line courses/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Child Care Resource & Referral Network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Head Start T & TA Network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Other T & TA networks (regional, state)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Service providers/organizations offering relevant training/TA cross-training opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please indicate the **extent to which each of the following was difficult** during the past 12 months. Select **one rating** for each item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult
A. Transferring credits between public institutions of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Accessing early childhood education degree programs in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Accessing T & TA opportunities in the community (including cross-training)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Accessing scholarships and other financial support for professional development programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Staff release time to attend professional development activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Area (continued)	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult
F. Accessing on-line professional development opportunities (e.g., availability of equipment, internet connection, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Exchanging information on roles and resources with other providers/ organizations regarding professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please describe any other issues you may have regarding professional development activities and resources.

4. What is working well in your efforts to address the professional development needs of your staff? Which of these efforts do you think may be helpful to other programs?
