New York State Head Start Collaboration Project

State Needs Assessment

2013

Patricia E. Persell

New York State Head Start Collaboration Director

Council on Children and Families
52 Washington St.
Rensselaer, NY 12144
(518) 474-9352

Acknowledgements

The New York State Needs Assessment and Strategic Plan is the product of a multi-year project that involved the attention and efforts of a number of individuals. The New York Head Start Collaboration Project would like to thank Robert Frawley, Deputy Director, NYS Council on Children and Families for his review of this report and Madeline Hannan, MSW, Fellow in Women in Government and Public Policy, for her data analysis and compilation of raw data for the report and Carolyn Jarvis, Head Start Technical Assistance Team Manager for New York for her helpful feedback. We would also like to thank Maya Oaks, ACF Program Specialist, for assistance with the Regional Office priorities, and to acknowledge Sanja Stegich, ACF Policy Intern, for her preliminary data analysis. In addition, the Collaboration Project is grateful to all of the Head Start and Early Head Start programs who completed the needs assessment survey and offered their feedback on the many subject areas detailed in this report. A complete list of these programs is included in Appendix D.

Table of Contents

		Page #
Acknowledgements		2
Introduction		4
How to Read This Report		**7**
Head Start and Early Head Start in New York State		8
Description of the Needs Assessment Instrument		9
Description of Needs Assessment Respondents		10
Needs Assessment Results		**11**
Priority Areas		
1.	Health Care	11
2.	Early Childhood Systems Development and Education Including School Readiness and Head Start PreK Partnership Development	14
3.	School Transitions and Alignment with K-12	17
4.	Services for Children with Disabilities	20
5.	Professional Development	22
6.	Child Care	24
7.	Services for Children Experiencing Homelessness	25
8.	Welfare/Child Welfare	27
9.	Family Literacy	29
10.	Community Services	30
Conclusion		**32**
Appendix		
A	**List of Key Findings**	**33**
B	**Strategic Plan**	**36**
C	Graphs & Comments from Survey Respondents	42
D	List of Survey Respondent Head Start & Early Head Start Agencies	71

Introduction

Head Start is a comprehensive child development program serving children ages 3 through 5 and their families. Since its inception in 1965, Head Start has promoted the healthy development of children from low-income families, as well as provided inclusive services for children with disabilities. Head Start programs take a holistic view of child development and commit to providing the range of services and supports necessary to maximize each child's potential. In 1994, following advances in the field of infant development, an Advisory Committee on Services for Families with Infants and Toddlers was formed to create Early Head Start. Early Head Start aims to promote healthy prenatal outcomes for pregnant women, enhance the development of very young children, and promote healthy family functioning. In New York there are 173 Head Start grantees in addition to 88 delegate agencies, and 61 Early Head Start grantees.

The New York State Head Start Collaboration Office was established in 1991 with funding from the federal Office of Head Start. There are now Head Start Collaboration Offices in all 50 states and two territories. The Head Start State Collaboration Offices are a federally funded effort designed to build collaborative partnerships between Head Start programs and a wide range of state and local agencies providing services to low-income children and families. For over 20 years, the New York State Council on Children and Families has administered the New York State Head Start Collaboration Project with support from the federal Office of Head Start and the New York State Head Start Association. The Council's unique role in state government, which is to develop interagency strategies that result in more responsive, coordinated, and cost-effective service delivery systems, has been crucial to the success of these collaborative efforts.

The Head Start Act (as amended December 12, 2007) requires Head Start State Collaboration Offices to conduct a needs assessment of Head Start and Early Head Start programs in the state that includes the 11 national priority areas: Health Care, Education (including issues related to School Readiness and Head Start – PreK Partnership Development), Services for Children with Disabilities, Child Care, Services for Children Experiencing Homelessness, Welfare/Child Welfare, Family Literacy, Community Services, School Transitions and Alignment with K-12, Professional Development, and Early Childhood Systems Development. To support the efforts of state Head Start Collaboration Offices to conduct the survey, several State Collaboration Directors worked with federal Office of Head Start staff to develop a survey instrument. The New York State Head Start Collaboration Office sent the nationally developed needs assessment to Head Start and Early Head Start programs throughout New York State in the winter of 2012.

This report summarizes the responses to the New York Head Start Collaboration Project's Needs Assessment. The survey, completed by Head Start and Early Head Start program administrators, offers a glimpse into the success and challenges for these programs at the local level. The key findings are listed by subject area. From these findings, the Head Start Collaboration Project developed a draft strategic plan to address challenges identified through the survey. Relevant aspects of the strategic plan are included at the end of each section of this report, and the plan in its entirety is included in Appendix B on page 36. The Strategic Plan aims to bring the challenges identified in this survey into focus and to clarify the role of the Head Start Collaboration Office as a partner in identifying solutions.

An Overview of Head Start, Early Head Start and Migrant & Seasonal Head Start

Head Start is a comprehensive child development program serving children ages 3 through 5 and their families. Since its inception in 1965, Head Start has promoted the healthy development of children from low-income families, as well as provided inclusive services for children with disabilities. **The primary goal of Head Start is to enhance the social and cognitive development of enrolled children and improve their readiness for school.** Head Start achieves these goals through the provision of a full range of individualized services in the areas of education, early childhood development, physical health, mental health, nutrition, social support, and family engagement. Head Start programs take a holistic view of child development and commit to providing the range of services and supports necessary to maximize each child's potential.

Early Head Start serves low-income infants, toddlers, and pregnant women. Its mission is:

- to promote healthy prenatal outcomes for pregnant women;
- to enhance the development of very young children; and
- to promote healthy family functioning.

The Migrant and Seasonal Head Start Program is a comprehensive early childhood program that aims to prepare every migrant and seasonal child for school. The program, established in 1969, provides comprehensive health and child development services to infants and toddlers, preschoolers, pregnant women of low-income, and migratory and seasonal farmworkers. There are 60 MSHS grantees located in 36 states currently providing an array of services to approximately 35,000 children of migrant and seasonal farmworker families. In New York State there is one Migrant and Seasonal Grantee that served 507 migrant and seasonal families at the time of this report. While migrant and seasonal programs have the same goal as other Head Start grantees, there are additional goals unique to migrant populations—to ensure that children continue to receive health services while migrating with their families.[1]

The Office of Head Start program goals include seven key components:

1. **Child Development:** Programs must support the physical, social, emotional, cognitive, and language development of each child. Parenting education and the support of a positive parent-child relationship are critical to this cornerstone. The services that programs must provide directly or through referral include:
    - Early education services in a range of developmentally appropriate settings;
    - Home-visits;
    - Parent education and parent-child activities;
    - Comprehensive health, nutrition and mental health services; and
    - High quality child care services provided directly or in collaboration with community child care providers.
2. **Family Development:** Programs must seek to empower families by developing goals for themselves and their children. Staff and parents develop individualized family development plans that focus on the child's developmental needs and the family's social and economic needs. Families that are involved in other programs requiring a family service plan will receive a single coordinated plan so that they experience a seamless system of services. The services that programs must provide directly or through referral include:
    - Child development information and school readiness
    - Comprehensive health and mental health services, including smoking cessation and substance abuse treatment
    - Adult education, literacy, and job skills training to facilitate family self-sufficiency
    - Assistance in obtaining income support, safe housing, or emergency cash
    - Transportation to program services
    - Financial literacy

[1] The National Migrant and Seasonal Head Start Collaboration Office, Director, Guadalupe Cuesta

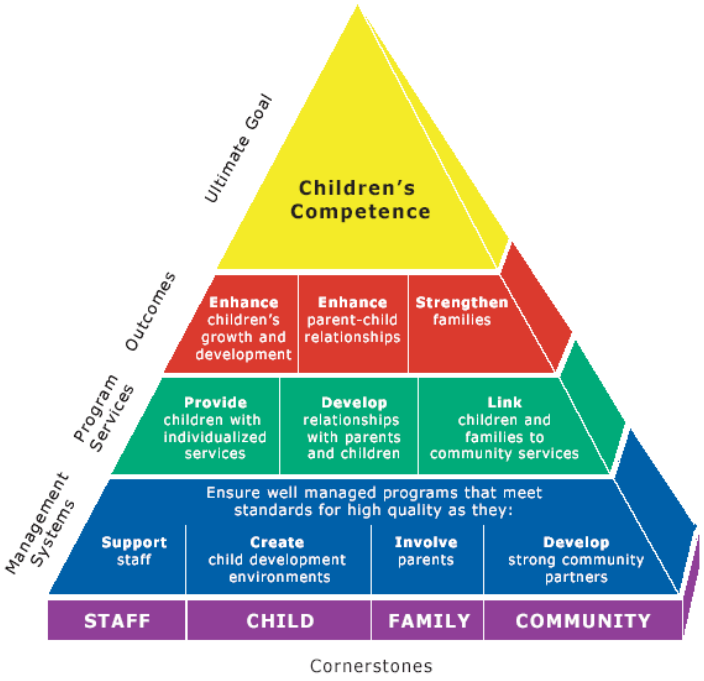
3. **Children with Disabilities:** Head Start and Early Head Start programs have the responsibility to coordinate with programs providing services in accordance with Part C of the Individuals with Disabilities Education Act. Children with disabilities are fully included in program activities and accommodations are made to support the goals in the child's Individualized Family Service Plan (birth to three) or Individualized Education Plan (three to five).

4. **Community Building:** Programs are expected to conduct an assessment of community resources so that they may build a comprehensive network of services and supports for families with young children. The goal is to increase family access to community supports, make the most efficient use of limited resources, and effect system-wide changes to improve the service delivery system for all families in the community.

5. **Staff Development:** Staff must have the capacity to develop caring, supportive relationships with both children and families. On-going training, supervision, and mentoring that encompasses an inter-disciplinary approach and emphasize relationship-building. Staff development is grounded in established "best practices" in the areas of child development, family development, and community building.

6. **Administration/Management:** Through an interdisciplinary approach Head Start and Early Head Start agencies ensure that all staff are cross-trained in the areas of child development, family development, and community relationship building. Staff supervision, with opportunities for feedback and reflection, emphasizes relationship-building as the foundation for interactions between children, families, and staff members.

7. **Continuous Improvement:** Training, monitoring, research, planning, observation and evaluation enable Head Start programs to better meet the needs of young children and families. Data driven decision making strategies are used for program improvement. On-going training and technical assistance is provided by multiple state and national resources.



HOW TO READ THIS REPORT

The following report summarizes the responses to the Head Start Collaboration State Needs Assessment received from Head Start and Early Head Start programs (including one Migrant program) across the state. It adds to a body of data which aims to contribute to a greater understanding of Head Start and Early Head Start programming in New York State. Further, it will assist programs and the Collaboration Office to strengthen programs and better serve children across New York State.

The Needs Assessment is organized according to the federally identified priority areas. As such, this report is also organized by priority areas.

Finally, to address the challenges identified in the report, a list of strategic actions that the Collaboration Office will take during the next few years was developed. Relevant aspects of this plan are included at the end of each chapter, and the full plan is included in Appendix B of this report.

Each priority area examined by the Head Start Collaboration State Needs Assessment is examined in its own section with the following format:

- A Program Information Report (PIR)[2] reflecting data from ALL Head Start and Early Head Start programs in New York State (when available)
- Key findings that emerged from survey data
- Strategic plan included at the end of each section (in red charts)

In Appendix C starting on page 42 you can find:

- A short summary of the questions asked in the Head Start Collaboration State Needs Assessment survey and general trends from survey respondents
- Graphs illustrating responses to survey questions
- Summary of survey respondents' comments on strengths and challenges related to the priority area

If you have any questions or comments regarding this Needs Assessment or the correlated Strategic Plan, please contact the New York State Head Start Collaboration Project Director Patty Persell at Patricia.Persell@ccf.ny.gov or 518-474-9652.

[2] Please note that PIR data is constantly updated. As a result there may be slight variation in the data based on when the user downloads it. For the most current data please visit http://eclkc.ohs.acf.hhs.gov/hslc/mr/pir.

Head Start and Early Head Start in New York State

The provision of Head Start and Early Head Start services in New York State are somewhat more complex than other places in the country. In New York, in addition to 173 Head Start grantees, there are 88 delegate agencies, and 61 Early Head Start grantees. The largest grantee in the state is the New York City Administration for Children's Services (NYC ACS) that provides no direct Head Start services to children and families. Instead, it subcontracts with 70 delegate agencies. Of those 70 delegates, 17 are also federally funded grantees. Many of these delegate agencies are very large programs and serve more children and families than grantee agencies in other states. In 2009, additional ARRA funding nearly doubled the number of Early Head Start programs in the state, bringing the total from 39 to 61.

Funded and Cumulative Enrollment in Head Start Programming				
Program Type	**Ages served**	**Funded Enrollment 2012**	**Cumulative Enrollment 2012**	**Number of Agencies**
Early Head Start	Pregnant women, children 0 to 3 years	Due to children leaving and being replaced the cumulative # of children is higher than the number of funded enrollment.	1,232 pregnant women 8,563 children	61
Head Start	Three to five years		56,601	173
Migrant and Seasonal Head Start	Birth to five years		507	1
American Indian	Three to Five years		144 (included in Head Start total)	2
Total		**56,951**	**66,903**	**237**

The following chart illustrates the eligibility criterion met for enrolled children (cumulative enrollment).

2012 PIR Statewide Eligibility Criterion of Children Enrolled in Head Start and Early Head Start		
Type of Eligibility	**Cumulative Enrollment by Eligibility Type**	
Income Eligibility (below 100% of federal poverty line)	45,645	69%
Receipt of Public Assistance	12,134	17%
Foster Children	914	2%
Homeless Children	2,818	4%
Over Income	2,992	5%
Income between 100% and 130% of Poverty	1,714	3%
Total	**66,217**	**100%**

*Definitions of each category can be found within the PIR at http://eclkc.ohs.acf.hhs.gov/hslc/mr/pir

Description of Needs Assessment Instrument

The Head Start Act, as amended December 12, 2007, requires Head Start State Collaboration Offices to conduct a needs assessment of Head Start programs in the state that includes the national priority areas (listed below). The Head Start Act also requires Head Start State Collaboration Offices to use the results of the needs assessment to develop a strategic plan outlining how they will assist and support Head Start and Early 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. Head Start State Collaboration Offices must also annually update the needs assessment and strategic plan and make the results of the needs assessment and plan available to the general public.

The Needs Assessment Addresses the Federally Identified National Priority Areas:	
1.	Health Care
2.	Early Childhood Systems Development & Education
3.	School Transitions and Alignment with K-12, including School Readiness and Head Start PreK Partnership Development
4.	Services for Children with Disabilities
5.	Professional Development
6.	Child Care
7.	Services for Children Experiencing Homelessness
8.	Welfare/Child Welfare
9.	Family Literacy
10.	Community Services

To comply with The Head Start Act this report is available on the Council's website at www.ccf.ny.gov. The needs assessment instrument was developed by Head Start State Collaboration Office Directors from across the country. While each state made additions based on differences in their state, using a common instrument can allow for future comparative analysis across states. The survey was conducted electronically (using Survey Monkey), the link was sent by email to all Head Start and Early Head Start programs throughout New York State in the winter of 2012.

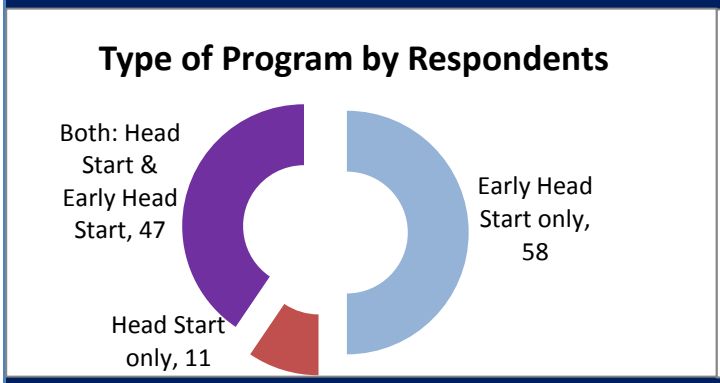
The needs assessment survey has three parts. Part 1 and relevant data are presented and analyzed in the body of the report, the second, third and fourth parts are illustrated in the graphs in the appendix. Part 1 asked respondents to rate the extent of involvement with various service providers/organizations over a 12-month period. This part used the following 4-point scale and definitions to reflect progress in relationship-building. Part 2 asked respondents to indicate the level of difficulty their program has had engaging in each of a variety of activities and partnerships over a 12-month period. A 4-point scale of difficulty was provided, ranging from "Not at All Difficult" to "Extremely Difficult." Part 3 included two open-ended questions at the end of each section. The first asked respondents to document any remaining concerns not covered in the survey. The second question asked respondents to share what was working well in their program, and to indicate if any of these successful strategies/activities might be helpful to other programs.

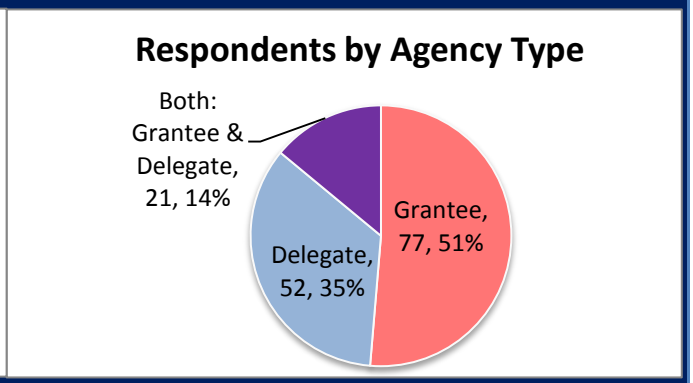
Description of Survey Respondents

Over all there was a 68% response rate for the survey. Approximately 94% of Early Head Start grantees and 62% of Head Start grantee and delegate agencies completed the survey. Delegate agencies were included in this needs assessment as there are a large number in New York State (87), and because they serve nearly half of all children enrolled in Head Start across the state. NYC agencies that receive Head Start funding as a grantee and as a delegate of the Administration for Children's Services were counted once in each category. However, these programs were only counted once in the total category. Forty-eight agencies are counted more than once as they reported on their Head Start and Early Head Start programs separately. There is one Migrant and Seasonal Head Start program in the state that responded to the survey. Although a total of 198 Needs Assessments were received, each respondent did not answer every question posed. The graphs, located in Appendix C, are a direct representation of the responses received, and therefore the reader may note that total responses reflected in each graph do not add up to 198, but to the number of responses recorded for each question. There were a number of grantees that completed a survey for more than one center, this occurred more often when the centers were geographically far apart from one another.

Response Rates by Program Type

Early Head Start Grantees		Head Start Grantees & Delegates		Migrant Head Start		Total Respondents	
Responses	Percent	Responses	Percent	Responses	Percent	Responses	Percent
58/62	94%	160/255	62%	1/1	100%	219/318	68%





NEEDS ASSESSMENT RESULTS

1. Health Care

In the first section of the survey respondents were asked to rate the extent of their involvement with various health service providers and organizations during the past 12 months. They were also asked to indicate the extent to which they experienced difficulty in their efforts to meet the health care needs of enrolled children. The areas where difficulties were experienced included: linking children to dental homes, assisting families with transportation to appointments, and coordination and sharing of data and services with programs that serve families jointly with Head Start, especially those services for children with special needs. Respondents were also invited to share comments describing their successes and challenges in providing health care to enrolled students and their families. Graphs that illustrate the individual responses are included on pages 43-44 in Appendix C.

2012 PIR Statewide Snapshot: Health	# Children[3]
Medical Services	
Completed all Medical Screenings	61,624
Diagnosed as Needing Medical Treatment	8,946
Received Medical Treatment	8,623
Overweight (BMI overweight & obese)	**13,847**
Asthma	**5,638**
Underweight	2,008
Vision Problems	1,718
Anemia	1,540
Hearing Difficulties	1,076
High Lead Levels	**435**
Diabetes	28
Up to Date on All Immunizations (at enrollment)	51,611
Up to Date on All Immunizations (at end of enrollment)	61,624
Dental Services	
Access to Dental Home (at end of enrollment)	59,379
Completed Oral Health Exam	57,071
Diagnosed as needing treatment	7,6706
Received Treatment	6,010
Mental Health Services	
Children with Staff Consultation	12,250
Children with Parent Consultations	5,888
Children Referred for Mental Health Services Outside Head Start	1,487
Children who Received Mental Health Services	866
Pregnant Women Referred for Mental Health Services	286
Pregnant Women (Early Head Start Programs)	1,232 Cumulative Enrollment
Received Prenatal Education on Fetal Development	1,165
Received Information on Benefits of Breastfeeding	1,145

[3] Child Funded Enrollment = 56,951 Cumulative Enrollment = 65,671

Key Findings Health Care:

Health:

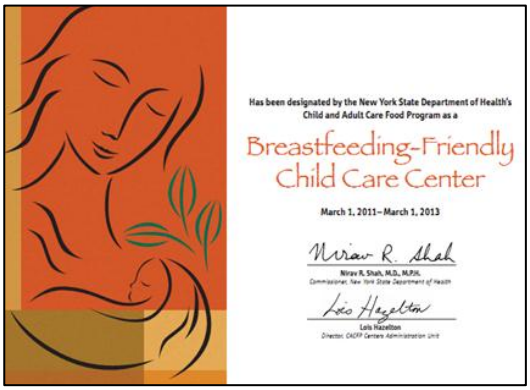
- Nearly 24% of all children in Head Start and EHS are diagnosed as overweight or obese at enrollment. Being overweight or obese has replaced asthma as the leading health problem for the children served in Head Start and Early Head Start in NYS. Overweight children currently outnumber children with all other medical conditions combined. And being overweight can lead to other major health concerns later in life.
- High lead levels have remained consistent over the past 5 years.
- Asthma remains a significant health concern for a large number of children in New York.
- Eighteen agencies reported significant challenges in obtaining hearing and vision screening results from participants' doctors.
- Ten agencies reported that doctors are not following the EPSDT schedule for children under three.

Dental:

- Common challenges faced by Early Head Start programs included: finding dentists who were willing to serve children under three and provide more than preventative care, treat pregnant patients, and/or accept Medicaid.
- 53% reported no difficulty in maintaining oral health collaborations; this is up dramatically from 2009 when 37% of respondents cited these collaborations as not at all difficult.

Mental Health:

- 29 Head Start and 18 Early Head Start programs reported no working relationships with state agencies providing mental health prevention and treatment. 36% of all agencies reported having no working relationships with local agencies which offer mental health prevention and treatment services.
- Of the children who were referred for mental health services only 50% received treatment.
- 23% of the pregnant women served were referred for mental health services. Currently there are 23 Breastfeeding Friendly Early Head Start sites in the state. Each year there are additional Breastfeeding Friendly Centers and Homes designated in the state.



The New York State Department of Health's Obesity Prevention Program encourages new mothers to breastfeed their infants. The Department's Child and Adult Care Food Program encourages child care centers and family day care homes to support breastfeeding families and recognizes these providers with **Breastfeeding Friendly Designation Certificates**. Child care center/day care home staff submit their policies and complete an assessment about how they support breastfeeding families. For more information on how to become breastfeeding friendly providers go to: http://www.health.ny.gov/prevention/nutrition/cacfp/breastfeedingspon.htm.

Strategic Plan Strategies		
Area	**Finding**	**Action Step**
Health Care	A significant number of programs have no working relationship with a variety of community health service providers, including home visiting services.	The Head Start Collaboration Director will share information about health providers, health exchange navigators, and New York's home visiting programs with grantees and delegates.
	Programs are struggling to find doctors who follow the EPSDT schedule for children under three.	The Head Start Collaboration Director will work with the Department of Health, Docs for Tots and the Bridges Project to increase the number of doctors aware of (and following) the EPSDT schedule.
	The lack of access to dental services is a significant problem faced by many Early Head Start and Head Start programs across the state.	The Head Start Collaboration Director will partner with the Albany Medical College to provide information on oral health at grand rounds (professional development for doctors) across the state to inform doctors about the importance of early dental screenings and treatment. The Head Start Collaboration Director is currently a member of the NYS Oral Health Coalition. To address oral health issues of low-income children and families she will map the dental practices that serve children across the state.
	Several respondents reported that their programs are facing difficulties in meeting the needs of children with severe behavior problems.	The Head Start Collaboration Director will continue to contribute to an interagency workgroup aimed at addressing the social emotional development needs of children in early learning programs, including implementing strategies for supporting classroom staff and the provision of mental health consultation services.
Mental Health	The lack of working relationships with state and local providers of mental health services for children and pregnant women.	The Head Start Collaboration Director will work with the Office of Mental Health, and the Promoting Healthy Development Work Group of the Early Childhood Advisory Council to help to build relationships with the mental health systems at the state and local level.
Breastfeeding	Not all Early Head Start programs are Breastfeeding Friendly.	The Head Start Collaboration Director will work with the Early Head Start programs to help support them in becoming breastfeeding friendly.

2. Early Childhood Systems Development & Education

Staff Qualifications

Though Head Start early education staff are more qualified than ever before, there is still a need for many staff to earn required levels of education. As illustrated in the charts below, one in four early education staff do not currently hold early childhood education credentials. In 2012, 80% of the 1,650 non-credentialed workers are in Assistant Teacher positions, and another 9% are Home Visitors and Infant & Toddler Assistants (the third adult working with groups of eight children).

2012 PIR Snapshot Staff Credentials		
Staff Title	**Total Number of Education Staff**	**Early Childhood Education Staff with No Early Childhood Education Credential (total) and (% of Total) with No Credential**
Preschool Teacher	2,695	33 (1%)
Preschool Assistant Teacher	**3,461**	**1,323 (38%)**
Preschool Home Visitor	143	40 (28%)
Preschool Family Child Care Provider	28	10 (36%)
Preschool Child Development Supervisor	526	10 (2%)
Preschool Home-base Supervisor	28	2 (7%)
Infant & Toddler Teacher	748	50 (7%)
Infant & Toddler Assistant	198	**72 (36%)**
Infant and Toddler Home-Visitor	332	80 (24%)
Infant & Toddler Family Child Care Provider	**51**	**20 (39%)**
Infant & Toddler Child Development Supervisor	87	0
Infant & Toddler Home-base Supervisor	76	10 (13%)
Total	**8,373**	**1,650 (19.7%) with no ECE credential**

*Definitions of each category can be found within the PIR at http://eclkc.ohs.acf.hhs.gov/hslc/mr/pir

Teacher-Child Interactions:

The CLASS (Classroom Assessment Scoring System) is an observational instrument used to assess interactions between children and teachers in three broad domains of classroom quality: Emotional Support, Classroom Organization, and Instructional Support. The Office of Head Start believes that the domains of quality measured by the CLASS remain central to its approach to child development and education; however, grantees are not required to use the CLASS in their programs or to purchase CLASS materials.[4] The CLASS tool used in Head Start monitoring is a modified version and also must be conducted by a reliable assessor and used in preschool classrooms only.

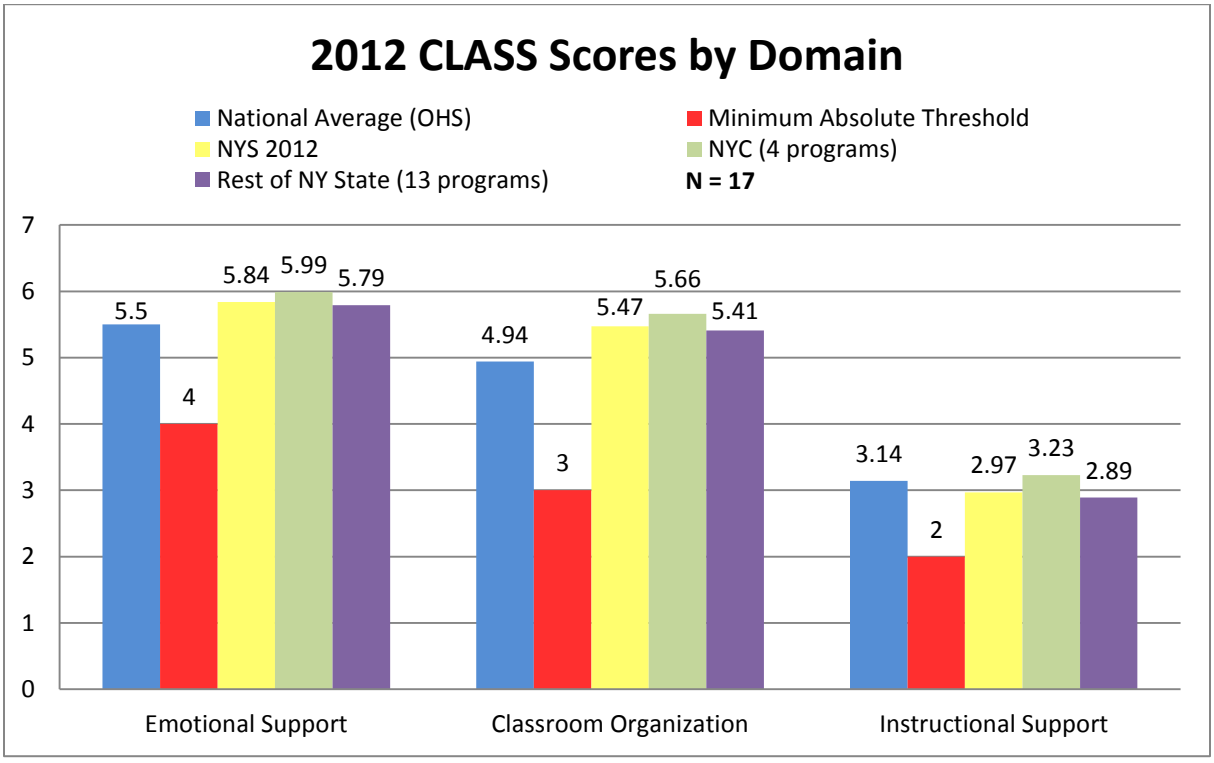
Following their observations of teacher-child interactions, CLASS observers rate each dimension on a 7-point scale, from low (1) to high (7).

- Scores of 1-2 indicate the quality of teacher-child interactions is low. Classrooms in which there is poor management of behavior, teaching that is purely rote or that lacks interaction between teachers and children would receive low scores.
- Scores of 3-5, the mid-range, are given when classrooms show a mix of effective interactions with periods when interactions are not effective or are absent.
- Scores of 6-7 mean that effective teacher-child interactions are consistently observed.[5]

[4] http://eclkc.ohs.acf.hhs.gov/hslc/standards/IMs/2008/resour_ime_011_0081908.html
[5] http://eclkc.ohs.acf.hhs.gov/hslc/sr/quality/class

In 2012 seventeen of New York's 241 Head Start programs were evaluated in the CLASS during the triennial OHS Monitoring review. Additional program samplings will be evaluated each year, however at this point in time it is important to note that the data discussed in this section is a very small sample of New York's Head Start programs and cannot be used as an average.

Overall, Head Start programs in New York State scored above the national average and the minimum absolute threshold, set by the Office of Head Start, for CLASS scores in all three domains. However, programs should continue their improvement efforts as the lowest 10% (nationally) will be required to re-compete for their Head Start funding in the future. One could anticipate that the minimum absolute threshold will be higher in the future as all programs improve in the areas identified in this tool.



It is clear from the data that programs in New York State and across the country need to make improvements in Instructional Support. New York programs received an average score of 2.97 in this domain, slightly below the national average of 3.14.

Source: Office of Head Start Monitoring Reports, complied by the Region II NCQTL Specialist. 2012 CLASSS scores, NYC = 4 programs, ROS = 13 programs Reviewed in 2012 as of October 12, 2012.
Minimum Absolute Threshold: Any program that scores below the following "floors" or "low-quality thresholds" on any of the three CLASS domains would be required to compete: Instructional Support below 2, Emotional Support below 4 or Classroom Organization below 3. **Part 1307 – Policies and Procedures for Designation Renewal of Head Start and Early Head Start Grantees**
http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements/1307#1307.3

Key Findings Education:

- More staff meet the required qualifications for their position than in previous years. Yet 19.7% of education staff, including 38% of all Head Start preschool assistant teachers, do not meet the early childhood education qualification requirement as defined in the Head Start Act.

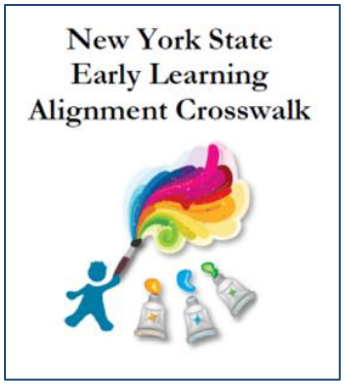
Strategic Plan Strategies		
Area	**Finding**	**Action Step**
Staff Qualifications	19.7% of early education staff, including 38% of all Head Start preschool assistant teachers, do not meet the early childhood education qualification requirement.	The Head Start Collaboration Director will use its websites and conferences/ state meetings to help make agencies aware of the early childhood education teacher programs at two and four year colleges and to outline degrees and other resources. It will then share the resources with early childhood education specialists. The Director will continue to serve on the Workforce Development Work Group of the NYS Early Childhood Advisory Council. There is a subgroup working with institutes of higher education that offer early childhood coursework and degrees. The Director will make this information available to Head Start and Early Head Start programs. The ECAC will engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework. And will analyze the 2-year, 4-year, and graduate early childhood education degree programs in the state. Analysis will include an examination of the following: Course content to evaluate the degree of alignment with the *Core Body of Knowledge* core competencies and identify gaps in course content to meet the competencies; the design of supervisory experiences and the advantages and disadvantages of particular designs in helping students meet the core competencies; and the level of early childhood-specific expertise and experience of the early childhood faculty at institutes of higher education.
Teacher-Child Interaction	Head Start programs reviewed scored above the minimum absolute threshold in the Instructional Support domain, yet the state "average" score fell below the national average.	The Head Start Collaboration Director will work to facilitate training efforts between the state based early childhood education specialists and QUALITYstarsNY (the state quality rating and improvement system) to help all early care and learning programs and teacher preparation programs in the state have access to quality training about instructional support and teacher/ child interactions.

3. School Transitions & Alignment with K- 12

Including School Readiness and Head Start PreK Partnership Development

New York State is one of the only states that includes the prekindergarten grade in the Common Core. *The New York State Prekindergarten Foundation for the Common Core* is a unique document that addresses all 5 domains of development, not only math and English language arts for children in prekindergarten.

In this section of the survey, the respondents were asked to rate the extent of their involvement with local school districts in the transition from Head Start to Kindergarten during the past 12 months. They were also asked to indicate the extent to which they experienced difficulty in their efforts to plan and coordinate student transitions from Head Start programming during the past 12 months. Respondents were also invited to share comments describing their successes and challenges in supporting the transitions of enrolled children and their families from Head Start into the school system.



From 2010 to the present, the alignment of school readiness expectations has been a key focus of the Collaboration Director. In 2011 the Head Start Collaboration Director developed the *New York State Early Learning Alignment Crosswalk*, which describes how children develop and what children should know and be able to do from birth to age five at kindergarten entry. It identifies the five key domains of learning. The Head Start Collaboration Director encouraged all early care and learning professionals to understand how the *Head Start Child Development and Early Learning Framework*, *New York State Early Learning Guidelines*, and The New York State Education Department *Prekindergarten Foundation for the Common Core* align on what should be expected as children learn and develop. 60,000 copies were printed and disseminated to Head Start and Early Head Start programs and interested school districts and colleges. It was also presented at state conferences in 2011, 2012 and 2013. This document is available at http://ccf.ny.gov/HS/hsResources/Crosswalk.pdf or in print if you email the Collaboration Director.

Partnerships with Local Education Agencies

New York State is home to nearly 700 school districts; Head Start programs are encouraged to partner with all districts located within their catchment area. Some Head Start programs could potentially partner with up to 12 or more districts. This section of the survey asked respondents to rate the extent of their partnership with local education agencies (LEA) during the past 12 months. They were asked to indicate the extent to which they experienced difficulty in their efforts to establish and maintain these partnerships. Respondents were also invited to share comments describing their successes and challenges in establishing and maintaining partnerships with local education agencies.

There are many successful partnerships across the state, in which a school district has contracted with the local Head Start program to provide 2.5 hours of Universal Prekindergarten to a designated number of children. According to the NYS Education Department, in 2013, 14% of all children enrolled in UPK were also enrolled in Head Start, equaling 13,380 out of the 98,616 children. The largest proportion of these children is in New York City.

Key Findings School Transitions and Alignment with K - 12:

- A large majority of respondents reported greater ease in aligning local school district and Head Start curricula and assessments with The *Head Start Child Development and Early Learning Framework* compared to 2009[6]. In 2009 44% of respondents reported that this was "not at all difficult" compared to an impressive 84% in 2012, up 40% since the previous survey.
- Collaborations between local school districts and Head Start programs on the topic of transitioning children from Head Start programs into kindergarten increased 10% since 2009.
- Responses indicating that the alignment of preschool curricula and assessment practices with local school districts was "not at all difficult" rose 11% since 2009.
- Three activities we reported as more difficult when Head Start programs were engaging in transition planning and coordination efforts between local schools and Head Start programs: coordinating transportation with local school districts; coordinating shared use of facilities with local school districts; and organizing and participating in joint training.
- The area with the most significant change from the 2009 survey was in the alignment of Head Start curricula to local school districts curricula and assessment tools. The number of respondents who reported experiencing no difficulty in aligning local school district and Head Start curricula and assessments with *Head Start Child Development and Early Learning Framework* rose 40% since 2009.
- In establishing partnerships, Head Start programs reported that specific relationships are key. Some programs have excellent relationships with certain schools or school districts but struggle to connect with others in the same area.
- The number of respondents who reported that the "Selection priorities for children served" were not at all difficult increased 24% since 2009. An additional 16% percent of respondents noted that providing services to meet the need of working parents not at all difficult compared to 2009[7].

Strategic Plan Strategies		
Area	**Finding**	**Action Step**
Head Start Transition and Alignment with K-12	Head Start programs in some areas of the state have strong partnerships with their school districts, in other places this is still a huge challenge, especially when negotiating child assessments and use of curricula and school readiness goals.	The Head Start Collaboration Director is currently and will continue to support Kindergarten Transition Forums around the state.
The Prek MOU	Although most participants report success in this area, there is still some challenges in addressing these points in the MOU process, coordinating transportation, coordinating shared use of facilities, and organizing and participating in joint training with local school districts.	Further, she will continue to promote the Local Educational Agency Memorandum of Understanding process with the State Education Department and Head Start grantees and delegates.
Partnership with Local Education Agencies	In each of the three sections that make up the education portion of the survey (UPK, transition to school/ alignment, and special education) there are many respondents facing significant difficulties in forming	The Head Start Collaboration Director is continuing to work with the State Education Department to support the development of collaborative partnerships between Head Start programs and local school districts. With the

[6] Data from the 2009 Head Start Needs Assessment is available at http://www.ccf.ny.gov/HS/index.cfm
[7] Data from the 2009 Head Start Needs Assessment is available at http://www.ccf.ny.gov/HS/index.cfm

	relationships with school districts in their catchment area.	expansion of UPK in the state these collaborations become even more important. Further, she will work with the Early Childhood Advisory Council in building statewide approaches to collaborative early learning strategies.

4. Services for Children with Disabilities

2012 PIR Statewide Snapshot Services for Children with Disabilities	# of Participants (%) of Total
Total Cumulative Enrollment	**66,684 (100%)**
Head Start and Migrant Programs	
Children with an IEP	**9,495 (17%)**
Children with an IEP, Determined Eligible Prior to Enrollment Year	5,162 (54%)
Children with an IEP, Determined Eligible During Enrollment Year	4,333 (46%)
Children with an IEP, Not Receiving Services	111 (1%)
Early Head Start and Migrant Programs	
Children with an IFSP	**1,213 (14%)**
Children with an IFSP, Determined Eligible Prior to Enrollment Year	674 (56%)
Children with an IFSP, Determined Eligible During Enrollment Year	543 (45%)
Children with an IFSP, Not Receiving Services	11 (.9%)
Head Start and Migrant Child Primary Disabilities	
Health Impairment	23 (.04%)
Emotional Disturbance	81 (2.65%)
Speech Impairment	1,497 (2.65%)
Intellectual Disability	78 (.14%)
Hearing Impairment	12 (.02%)
Orthopedic Impairment	55 (.10%)
Visual Impairment	11 (.02%)
Specific Learning Disability	93 (.16%)
Autism	63 (.11%)
Non-Categorical/Developmental Delay	**7,308 (12.9%)**
Multiple Disabilities	125 (.22%)

*Definitions of each category can be found within the PIR at http://eclkc.ohs.acf.hhs.gov/hslc/mr/pir

In New York State the Head Start and Early Head Start programs enroll more than 10% of children with disabilities. 12% of enrolled preschoolers have a diagnosed non-categorical/ developmental delay. In New York State this is the generic term for a child (age 3 to 5) with a disability when eligible for services through the local education agency.

This section of the survey asked respondents to rate the extent of their involvement with various disability service providers and organizations during the past 12 months. They were also asked to indicate the extent to which they experienced difficulty in their efforts to meet the needs of enrolled and disabled children. Respondents were also invited to share comments describing their successes and challenges in providing disability services to enrolled children and their families. The accompanying graphs are found in the appendix on pages 46-47.

Key Findings Services for Children with Disabilities:

- Since 2009[8] the number of Head Start programs who collaborate or coordinate with a local school district Committee on Preschool Special Education (CPSE) has increased by 27%, marking significant improvement in this area.
- 49% of the grantees and delegates in the state are not collaborating with the universities or community colleges to support best practices for children with special needs in their programs.
- The number of respondents who reported having "no working relationships" with organizations that address policy/program issues regarding children with disabilities has increased by 13% since 2009.

[8] Data from the 2009 Head Start Needs Assessment is available at http://www.ccf.ny.gov/HS/index.cfm

Strategic Plan Strategies		
Area	**Finding**	**Action Step**
Services for Children with Disabilities	12% of enrolled preschoolers have a Non-Categorical/ Developmental delay.	The Head Start Collaboration Project is a member of the New York State Early Childhood Advisory Council (ECAC), which is addressing this issue by promoting the use of developmental screenings by primary care doctors as early as possible.
	Head Start programs reported an increase in difficulty in providing services to children with disabilities since 2009. The number of programs with no relationship with organizations addressing policy/ program level interventions increased 13% since 2009.	The Head Start Collaboration Project will use its website to help grantees and delegates connect with local colleges that offer coursework on children with special needs. It will further work to connect state and local networks to Head Start programs throughout the state.
	49% of grantees and delegates in New York State reported having no working relationship with universities or community colleges to support best practices for children with special needs in their programs.	The Collaboration Project will support Disabilities Forums (Expanding Opportunities) across the state to help ensure children in EHS and HS are served in the most appropriate settings as possible. The first in New York City in January 2014. And will partner with colleges and universities whenever possible.

5. Professional Development

This section of the survey asked respondents to rate the extent of their involvement with various professional development providers and organizations during the past 12 months. They were also asked to indicate the extent to which they experienced difficulty in their efforts to participate in professional development opportunities. Respondents were also invited to share comments describing their successes and challenges in making professional development opportunities available to Head Start staff.

A decrease in collaborative relationships was measured in four of the seven dimensions investigated in professional development since 2009. The biggest loss of collaborations was with service providers/organizations offering relevant training/TA cross-training opportunities (down 7%). Although respondents continue to struggle significantly in establishing collaborative relationship with online programs offering courses there was improvement in this area, with 33.3% of programs experiencing no working relationship (13% less than in 2009). The most successful relationships in (illustrated in Graph 24) were reported with Child Care Resource & Referral Networks with 92.8% of respondents maintaining some level of working relationship with their local organization.

The majority of respondents indicated that the efforts around professional development efforts (detailed in Graph 25) presented no difficulty, with the exception of transferring credits between public institutions of learning which was somewhat difficult for most respondents. Of the professional development activities listed, more than a quarter of respondents rated establishing release time for staff to attend professional development activities (36%) and accessing scholarships/financial aid (32%) as difficult to extremely difficult. The number of respondents who reported finding release time was extremely difficult more than doubled since 2009, and the number of respondents who reported that accessing scholarships and other financial supports for professional development was "not difficult at all" dropped by 22% since 2009. The latter may be explained by the reduction in Pell grants (as well as other types of loans and financial aid) in 2009.

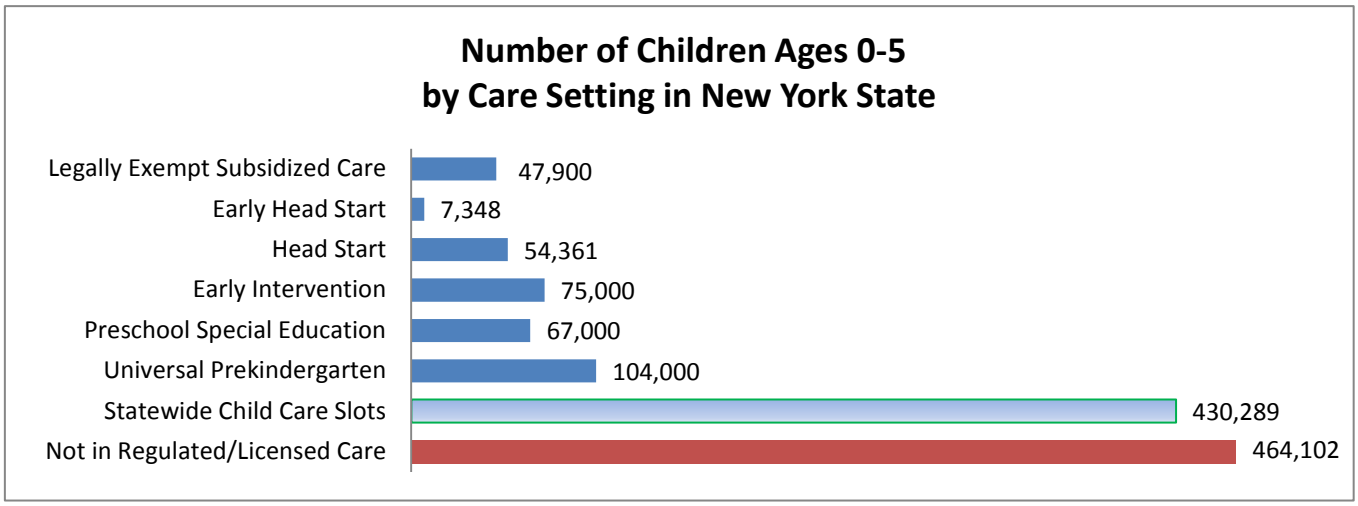
Key Findings Professional Development:

- More than half of respondents reported that it was not at all difficult to access early childhood education degree programs in the community or via online opportunities for their professional development.
- An increased number of respondents felt it was extremely difficult to access professional development activities in five of the seven areas studied compared to 2009[9].
- The number of respondents who felt it was extremely difficult to access release time to pursue professional development doubled since 2009.

[9] Data from the 2009 Head Start Needs Assessment is available at http://www.ccf.ny.gov/HS/index.cfm

Strategic Plan Strategies		
Area	**Finding**	**Action Step**
Professional Development	An increased number of respondents felt it was extremely difficult to access professional development activities in five of the seven areas studied compared to 2009.	The Head Start Collaboration Project will continue to work with the Early Childhood Advisory Council's Early Learning Workforce Development workgroup to increase the availability of financial and educational resources to support early learning professional development. Further, it will continue to upgrade and promote use of its website www.earlychildhood.org which provides comprehensive information on early learning professional development resources.
	The number of respondents who felt it was extremely difficult to access release time to pursue professional development doubled since 2009.	The Head Start Collaboration Project will work to make grantees and delegates aware of the online coursework and resources available to early childhood teachers.
Higher Education	Transferring credits between institutions of higher education was somewhat difficult for most respondents. 32% found accessing scholarships/financial aid as difficult or extremely difficult.	The Head Start Collaboration Director will continue to work with the ECAC Workforce Development Work Group on issues related to higher education and teacher preparation.

6. Child Care



This chart reflects the capacity of the early learning and development settings in New York State. Head Start and Early Head Start serve only 4% and 1% of New York's Head Start and Early Head Start eligible children, respectively. This data is taken from the OCFS 2012 Division of Child Care Services Data Sheet.

This section of the survey asked respondents to rate the extent of their involvement with various child care providers and organizations during the past 12 months. They were also asked to indicate the extent to which they experienced difficulty in their efforts to meet the child care needs of enrolled children. Respondents were also invited to share comments describing their successes and challenges in making child care services available to enrolled children and their families.

Key Findings Child Care:

- The demand for child care subsidies has increased at the same time that the amount of subsidy funding has decreased due to budget cuts.[10]
- 71% of respondents reported coordination or collaboration with child care resource and referral agencies.
- 51% of respondents reported "Assisting families to access full-day, full year services" is not at all difficult, however 6% of respondents reported "Assisting families to access full-day, full year services" is extremely difficult. The number of each response has doubled since 2009[11], highlighting a growing chasm between those programs which do or do not have success in this area.
- Respondent involvement with higher education programs, services, and resources related to child care, improved substantially since 2009.

Strategic Plan Strategies

Area	Finding	Action Step
Child Care	The demand for child care subsidies has increased at the same time that the amount of subsidy funding has decreased due to budget cuts.	The Head Start Collaboration Director will continue to work with the Early Childhood Advisory Council's Finance Work Group to develop cost estimates and develop financing strategies needed for building a high-quality early childhood system. It will also encourage the braiding and blending of different funding streams to increase access to child care.

[10] This survey was completed prior to New York receiving additional child care subsidy dollars as part of the American Recovery and Reinvestment Act. Federal subsidy dollars were reduced in FFY 2008-09 due to variations in the census.

[11] Data from the 2009 Head Start Needs Assessment is available at http://www.ccf.ny.gov/HS/index.cfm

7. Services for Children Experiencing Homelessness

2012 PIR Statewide Children Experiencing Homelessness Snapshot	Enrolled in HS/EHS	Percentage of Families Enrolled
Total Number of Families	**62,236**	**100%**
Homelessness Services		
Homeless Families Served	3,616	6%
Homeless Children Served	3,900	NA
Homeless Families Acquired Housing	1,611	3%

*Definitions of each category can be found within the PIR at http://eclkc.ohs.acf.hhs.gov/hslc/mr/pir

In this section of the survey, respondents were asked to rate the extent of their involvement with various services addressing homelessness during the past 12 months. They were also asked to indicate the extent to which they experienced difficulty in their efforts to meet the needs of enrolled children experiencing homelessness. Respondents were also invited to share comments describing their successes and challenges in making available services to enrolled homeless children and their families. Providing services to children of families experiencing homelessness is one of the most challenging areas for respondents. Responses in Graph 14 indicate that 71% of respondents have no working relationship with their Title I Director related to programs for children experiencing homelessness, 55% have no working relationship with their local McKinney-Vento liaisons, and 28% have no working relationship with local housing agencies and planning groups.

Many respondents noted that they do not currently serve homeless children, but that they are able to serve this population should a homeless child apply to their program. This indicates that there is an opportunity to more actively recruit children experiencing homelessness, as Head Start is required to serve the families most in-need, including homeless children.

Despite the lack of working relationships with homelessness service providers, respondents overwhelmingly indicated that they experience little-to-no difficulty in planning and serving children and families affected by homelessness. However, there was a noticeable decline in responses from "not at all difficult" to higher levels of difficulty between 2009[12] and 2012. Responses indicating that allowing families to participate in Head Start while waiting on documentation was "not at all difficult" dropped 9% since 2009, and 10% in the same category related to implementing policies and procedures to prioritize the identification and enrollment of homeless children into Head Start programs. It is important to note that there were significantly less responses to this question than others in the needs assessment survey, so the data reflected here is representative of a small number of Head Start programs.

Key Findings Services for Children Experiencing Homelessness:

- Respondents reported very strong levels of success with efforts to plan for and serve children of families experiencing homelessness. 68% reported it was not at all difficult to allow families of children experiencing homelessness to apply to, enroll in, and attend Head Start, and 73% reported it was not at all difficult to implement policies and procedures to ensure that children experiencing homelessness were identified and prioritized for enrollment.
- Respondents overwhelmingly reported (77) having "no working relationship" with homeless service providers and organizations, especially their local McKinney-Vento liaison and their Title I Director.

[12] Data from the 2009 Head Start Needs Assessment is available at http://www.ccf.ny.gov/HS/index.cfm

Strategic Plan Strategies		
Area	**Finding**	**Action Step**
Services for Children Experiencing Homelessness	Respondents overwhelmingly reported having no working relationship with homeless service providers and organizations, especially their local McKinney-Vento liaison and their Title I Director.	The Head Start Collaboration Director will continue to work with the State Education Department's Committee on Homeless Education to make linkages between Head Start programs and school district McKinney-Vento liaisons. She will attend a TEACH information session in December 2013.

8. Welfare/Child Welfare

2012 PIR Statewide Welfare/Child Welfare Snapshot	Participants (Families)	Percentage of Participants
Total Number of Families	**62,236**	**100%**
Welfare Services		
Receiving TANF Benefits	10,004	16%
Receiving SSI Benefits	4,009	6%
Receiving WIC Benefits	35,946	58%
Receiving SNAP Benefits	29,649	48%
Child Welfare Services		
Child Abuse and Neglect Services	5,638	9%
Foster Care Children Served	960	NA
Child Welfare Agency Referral Children Served	1,273	NA
Domestic Violence Services	2,383	4%

*Definitions of each category can be found within the PIR at http://eclkc.ohs.acf.hhs.gov/hslc/mr/pir

In this section of the survey, respondents were asked to rate the extent of their involvement with various child welfare service providers and organizations during the past 12 months. They were also asked to indicate the extent to which they experienced difficulty in their efforts to meet the welfare needs of enrolled children. Respondents were also invited to share comments describing their successes and challenges in providing welfare services to enrolled children and their families.

Key Findings Welfare/Child Welfare:

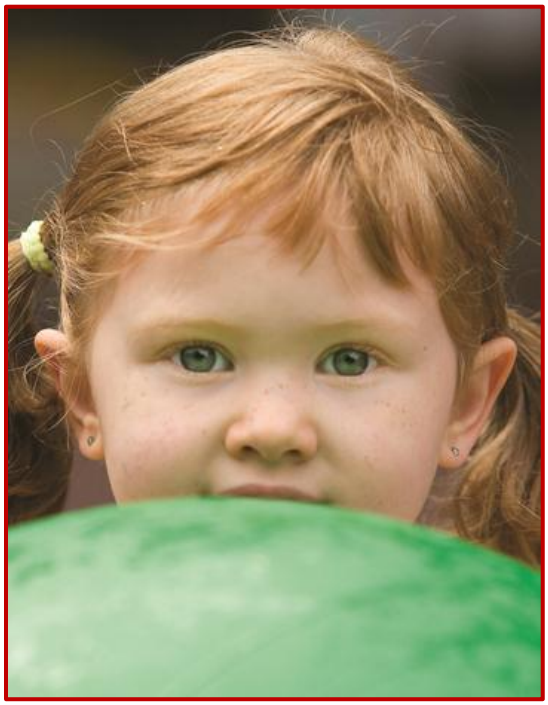
- Respondents reported that working with their local TANF agencies is more difficult than it was in 2009[13]. There was an 11% increase in respondents who claimed to have no relation with their office, and declines in the levels of reported cooperation (down 14%) and collaboration (down 3%).

- Respondents also indicated that working with their local Economic and Community Development Councils has become more difficult since 2009. There was a 27% increase in respondents who indicated having "no relationship" with their local office, and declines in the levels of reported cooperation (down 8%) and "collaboration" (down 19%).

- More than half of respondents reported no level of difficulty in many areas related to working with child welfare organizations serving children and their families. These areas include: obtaining information and data for community assessment and planning, 53% responded "not at all difficult", implementing policies and procedures to ensure that children in the child welfare system are prioritized for enrollment, 82% responded "not at all difficult", and exchanging information on roles and resources with other service providers regarding family/child assistance services, 53% responded "not at all difficult".

[13] Data from the 2009 Head Start Needs Assessment is available at http://www.ccf.ny.gov/HS/index.cfm

Strategic Plan Strategies		
Area	**Finding**	**Action Step**
Welfare / Child Welfare	11% fewer Head Start programs have working relationships with their local TANF agencies since 2009.	The Head Start Collaboration Project will work to share information about local TANF agencies with program grantees and delegates.
	There was a 27% increase in respondents who indicated having no relation with their local Economic and Community Development Councils since 2009, and declines in the levels of reported cooperation (down 8%) and collaboration (down 19%).	The Head Start Collaboration Project will collect and share information on local Economic and Community Development Councils with grantees and delegates.
Eligibility	Not all eligible children in foster care are enrolled in Head Start/ Early Head Start.	The Head Start Collaboration Director will connect with Family Assessment and Response (FAR) and statewide foster care managers to share eligibility and program information. Information will be disseminated to local Head Start and Early Head Start programs to help them build local partnerships with FAR offices.



9. Family Literacy Services

2012 PIR Statewide Snapshot Family Literacy Services	Participants	Percentage of Participants
Total Number of Families	**62,236**	**100%**
English as a Second Language (ESL) Training	5,265	8%
Adult Education	5,356	9%
Job Training	4,458	7%

*Definitions of each category can be found within the PIR at http://eclkc.ohs.acf.hhs.gov/hslc/mr/pir

This section asked respondents to rate the extent of their involvement with various family literacy service providers and organizations during the past 12 months. They were also asked to indicate the extent to which they experienced difficulty in their efforts to meet the family literacy needs of enrolled children. Respondents were also invited to share comments describing their successes and challenges in providing literacy services to the families of enrolled children.

Key Findings Family Literacy Services:

- Collaboration between respondents and museums and public libraries increased by 15% and 12%, respectively, since 2009[14].
- A large majority of respondents reported "no difficulty" in achieving success with their family literacy efforts. 67% of respondents had "no difficulty" in educating others about the importance of family literacy, 60% had "no difficulty" in establishing linkages/partnerships with key literacy providers, and 70% had "no difficulty" in incorporating family literacy into your program policies and practices.
- Respondents indicated experiencing more difficulty in working with partners to serve English language learning (ELL) families since 2009. In this area, responses indicating "no relationship" increased by 8% and collaboration decreased by 14%.

Strategic Plan Strategies		
Area	**Finding**	**Action Step**
Family Literacy Services	More than half of New York State's Head Start programs do not have working relationships with local family literacy programs.	The Head Start Collaboration Project will work with the State Education Department's Literacy Zone Initiative, Literacy New York, Reach Out and read and others in ensuring that Head Start programs are aware of the literacy resources available to families in New York State.
	Survey respondents indicated experiencing more difficulty in working with partners to serve English language learning (ELL) families since 2009. In this area, responses indicating no relationship increased by 8% and collaboration decreased by 14%.	

[14] Data from the 2009 Head Start Needs Assessment is available at http://www.ccf.ny.gov/HS/index.cfm

10. Community Services

2012 PIR Statewide Community Services Snapshot	Participants	Percentage of Participants
Family Engagement		
Total Number of Families	**62,236**	**100%**
Family Service		
Received at Least One Family Service	47,395	76%
Relationship/Marriage Education	2,678	4%
Parenting Education	31,746	51%
Assistance to Families of Incarcerated Individuals	635	1%
Health Education	28,919	46%
Child Support Assistance	1,586	3%
Emergency/ Crisis Intervention	9,463	15%
Mental Health Services	7,357	12%
Housing Assistance	6,593	11%
Adult Education	5,356	9%
Job Training	4,458	7%
Child Abuse and Neglect Services	5,638	9%
English as a Second Language Training	5,265	8%
Substance Abuse Prevention/ Treatment	2,825	5%
Domestic Violence Services	2,383	4%

*Definitions of each category can be found within the PIR at http://eclkc.ohs.acf.hhs.gov/hslc/mr/pir

This section of the survey asked respondents to rate the extent of their involvement with various community service providers and organizations during the past 12 months. They were also asked to indicate the extent to which they experienced difficulty in their efforts to meet the various needs of enrolled children. Respondents were also invited to share comments describing their successes and challenges in providing community services to enrolled students and their families.

Key Findings Community Services:

- A new question added to this survey asked about respondents' ability to involve service providers of military families. The responses show that 66% of programs represented have "no working relationship" with such organizations. Not all Head Start and Early Head Start agencies have military families in their areas, but the data will be analyzed further to ensure that the ones that do have military families are aware of them and how to recruit and serve them to the best of their ability.

- Respondents indicated that they have experienced significant and increasing difficulty in working with community service providers since 2009[15]. This was reflected in the increased identification of working with community service providers as "difficult" and "extremely difficult" in nearly all areas discussed, and a correlating decrease in "not at all difficult" responses.

[15] Data from the 2009 Head Start Needs Assessment is available at http://www.ccf.ny.gov/HS/index.cfm

Strategic Plan Strategies		
Domain	**Finding**	**Action Step**
Community Services	66% of Head Start programs have no working relationships with organizations serving military families.	The Head Start Collaboration Project will continue to develop relevant relationships at the state level while promoting the use of www.militaryonesource.com amongst program grantees and delegates.
	Respondents indicated that respondents have experienced significant and increasing difficulty in working with community service providers since 2009. This was reflected in the increased identification of working with community service providers as "difficult" and "extremely difficult" in nearly all areas discussed, and a correlating decrease in "not at all difficult" responses.	The Head Start Collaboration Project will continue to work with the Early Childhood Advisory Council in developing a system of family supports and services.

CONCLUSION

This report summarizes the responses to New York's 2012 Head Start State Collaboration Office Needs Assessment, administered in accordance with the Head Start Act (as amended December 12, 2007). Through the 2013 New York State Head Start Collaboration Project Needs Assessment and Strategic Plan the Head Start Collaboration Director strives to use the information from the Head Start and Early Head Start administrators to inform present and future activities and goals. The Head Start Collaboration Project's Strategic Plan is conceived and executed with input from Needs Assessment respondents, the Federal Region II Office of Head Start, the New York State Head Start Association, the New York State Head Start Training team and state agency colleagues. This needs assessment gathered information from Head Start and Early Head Start programs on the national priority areas:

- Health Care;
- Services for Children with Disabilities;
- Services for Children Experiencing Homelessness;
- Family Literacy;
- Early Childhood Systems Development including: Education, School Transitions and Alignment with K-12;
- Professional Development
- Child Care;
- Welfare/Child Welfare; and
- Community Services.

Many strengths as well as challenges were identified through this needs assessment. Challenges were identified through the many questions addressing the degree of difficulty respondents found in working with other community-based providers to meet the needs of Head Start families in different areas. These difficulties are highlighted in the **Strategic Plan** in Appendix B. The Strategic Plan aims to bring the identified challenges into focus and to clarify the role of the Head Start Collaboration Office as a partner in identifying solutions. The information obtained from the needs assessment survey has been used to shape the strategic plan included at the end of the report. The strategies outlined in the plan will be implemented over the next 3 years.

Major Findings from the Survey Include:

Health: Being overweight or obese has replaced asthma as the leading health problem for the children served in Head Start and Early Head Start in NYS. Overweight children currently outnumber children with all other medical conditions combined. Nearly 24% of all children in Head Start and Early Head Start are diagnosed as overweight or obese at enrollment. Securing mental health services remains a challenge. With 36% of all agencies reporting " No working relationships with local agencies which offer mental health prevention and treatment services".

Education: Nearly 20% of education staff do not meet the education qualifications as defined in the Head Start Act.

Alignment with K-12: The area with the most significant change from the 2009 survey was in the alignment of Head Start curricula to local school districts curricula and assessment tools. A large majority of respondents reported greater ease in aligning local school district and Head Start curricula and assessments with The *Head Start Child Development and Early Learning Framework*. In 2009 44% of respondents reported that this was "not at all difficult" compared to an impressive 84% in 2012, up 40% since the previous survey. Collaborations around transitioning children from Head Start programs into kindergarten increased positively 10% since the 2009 survey.

Services for Children Experiencing Homelessness: Seventy seven agencies reported having "no working relationship" with homeless service providers and organizations, specifically their local McKinney-Vento liaison and Title I Director.

APPENDEX A

List of Key Findings

Subject Area	Key Findings
Head Start in New York State	37% of children in New York State between ages 0-5 (464,102) are not enrolled in licensed or regulated child care. Head Start and Early Head Start programs only serve 4% and 1% of New York's children, respectively.
	Many children in foster care are not enrolled in Head Start programming. In 2012 only 914 children in foster care were enrolled in Head Start programming, representing just 2% of all enrollees.
Family Demographics & Father Engagement	Nearly half of children served by Head Start and Early Head Start (48%) reside in a single-parent household.
	Although 15,525 children in Head Start and Early Head Start programs have fathers who are engaged in their development, only 207 Head Start or Early Head Start programs reported father engagement components.
Staff Qualifications	20% of early education staff, including 38% of all Head Start Preschool Assistant Teachers, do not hold early childhood education credentials.
Teacher-Child Interaction	The 17 Head Start programs evaluated by CLASS in New York State in 2012 scored above the national average and the minimum absolute threshold for CLASS scores in all three domains. Although New York programs scored above the minimum absolute threshold in the domain of Instructional Support the state's average score was 2.97, slightly below the National average of 3.23.
Technology	Head Start programs across the state are underutilizing E-Rate funding to finance internet connections and related expenses.
Health Care	Nearly 24% of all children in Head Start and EHS are diagnosed as overweight or obese at enrollment. Overweight and obsess children currently outnumber enrolled children with all other medical conditions combined.
	32% of respondents reported "no working relationship" with community health providers.
	10 agencies reported that doctors are not following the EPSDT schedule for children under three.
	53% reported "no difficulty" in maintaining oral health collaborations; this is up dramatically from 2009 when only 37% of respondents cited these collaborations as "not at all difficult".
	29 Head Start and 18 Early Head Starts reported "no working relationship" with state agencies providing mental health prevention and treatment. 36% of all agencies reported having "no working relationship" with local or tribal agencies which offer mental health prevention and treatment services.
Children with Disabilities	Since 2009[16] the number of Head Start programs that collaborate or coordinate with a local school district Committee on Preschool Special Education (CPSE) has increased by 27%, marking significant improvement in this area.
	49% of the grantees and delegates in the state reported not collaborating with the universities or community colleges to support best practices for children with special needs in their programs.

[16] Data from the 2009 Head Start Needs Assessment is available at http://www.ccf.ny.gov/HS/index.cfm

	The number of respondents who reported having "no working relationship" with organizations that address policy/program issues regarding children with disabilities has increased by 13% since 2009.
Child Care	The demand for child care subsidies has increased at the same time that the amount of subsidy funding has decreased due to budget cuts.[17]
	71% of respondents reported coordination or collaboration with child care resource and referral agencies.
	51% of respondents reported "Assisting families to access full-day, full year services" is not at all difficult, however 6% of respondents reported "Assisting families to access full-day, full year services" is extremely difficult. The number of each response has doubled since 2009, highlighting a growing chasm between those programs which do or do not have success in this area.
	Respondent involvement with higher education programs, services, and resources related to child care improved substantially since 2009.
Children Experiencing Homelessness	Respondents reported very strong levels of success with efforts to plan for and serve children of families experiencing homelessness. 68% reported it was not at all difficult to allow families of children experiencing homelessness to apply to, enroll in, and attend Head Start, and 73% reported it was "not at all difficult" to implement policies and procedures to ensure that children experiencing homelessness were identified and prioritized for enrollment.
	Respondents overwhelmingly reported having "no working relationship" with homeless service providers and organizations, especially their local McKinney-Vento liaison and their Title I Director.
Welfare/Child Welfare	Respondents reported that working with their local TANF agencies is more difficult than it was in 2009. There was an 11% increase in respondents who claimed to have no relation with their office, and declines in the levels of reported cooperation (down 14%) and collaboration (down 3%).
	Respondents also indicated that working with their local Economic and Community Development Councils has become more difficult since 2009. There was a 27% increase in respondents who indicated having no relation with their local office, and declines in the levels of reported cooperation (down 8%) and collaboration (down 19%).
	More than half of respondents reported no level of difficulty in many areas related to working with child welfare organizations serving children and their families. These areas include: obtaining information and data for community assessment and planning (53% responded "not at all difficult"), implementing policies and procedures to ensure that children in the child welfare system are prioritized for enrollment (82% responded "not at all difficult"), and exchanging information on roles & resources with other service providers regarding family/child assistance services (53% responded "not at all difficult").
Family Literacy	Collaboration between respondents and museums and public libraries increased by 15% and 12%, respectively, since 2009.
	A large majority of respondents reported no difficulty in achieving success with their family literacy efforts. 67% of respondents had no difficulty in educating others about the importance of family literacy, 60% had no difficulty in establishing linkages/partnerships with key literacy providers, and 70% had no difficulty in incorporating family literacy into your program policies and practices.

[17] This survey was completed prior to New York receiving additional child care subsidy dollars as part of the American Recovery and Reinvestment Act. Federal subsidy dollars were reduced in FFY2008-09 due to variations in the census.

	Respondents indicated experiencing more difficulty in working with partners to serve English language learning (ELL) families since 2009. In this area, responses indicating no relationship increased by 8% and collaboration decreased by 14%.
Community Services	A new question added to this survey asked about respondents' ability to involve service providers of military families. The responses show that 66% of programs represented have no working relationship with such organizations.
	Respondents indicated that they have experienced significant and increasing difficulty in working with community service providers since 2009. This was reflected in the increased identification of working with community service providers as "difficult" and "extremely difficult" in nearly all areas discussed, and a correlating decrease in "not at all difficult" responses.
Transitions & Alignment with K-12	A large majority of respondents reported greater ease in aligning local school district and Head Start curricula and assessments with Head Start Child Development and Early Learning Framework compared to 2009 respondents. In 2009 44% of respondents reported that this was not at all difficult compared to an impressive 84% in 2012.
	Collaborations between local school districts and respondents on the topic of transitioning children from Head Start programs into kindergarten rose 10% from 2009.
	Responses indicating that the alignment of preschool curricula and assessment practices with local school districts was "not at all difficult" rose 11% since 2009.
	In rating the level of success with transition planning and coordination efforts between local schools and Head Start programs, three activities were reported as relatively more difficult than others: coordinating transportation with local school districts; coordinating shared use of facilities with local school districts; and organizing and participating in joint training.
	The number of respondents who reported experiencing no difficulty in aligning local school district and Head Start curricula and assessments with *Head Start Child Development and Early Learning Framework* rose 40% since 2009.
Professional Development	More than half of respondents reported that it was not at all difficult to access early childhood education degree programs in the community or via online opportunities for their professional development.
	An increased number of respondents felt it was extremely difficult to access professional development activities in five of the seven areas studied compared to 2009.
	The number of respondents who felt it was extremely difficult to access release time to pursue professional development doubled since 2009.
Partnerships with Local Education Agencies	In establishing partnerships, Head Start programs reported that specific relationships are key. Some programs have excellent relationships with select education agencies but struggle to connect with others in the same area.
	The number of respondents who reported that the "Selection priorities for children served" were not at all difficult increased 24% since 2009. An additional 16% percent of respondents noted that providing services to meet the need of working parents not at all difficult compared to 2009.

APPENDEX B

Strategic Plan

This strategic plan was developed by New York's Head Start Collaboration Project based on the responses submitted to the 2012 Needs Assessment survey, feedback from the Regional Office, State TA Manager, and NYS Head Start Association will be implemented in Program Year 2013 (October 2013 – September 2014).

Area	Findings	Action Steps	Goals from Refunding Application
Eligibility	Not all eligible children in foster care are enrolled in Early Head Start or Head Start programs.	The Head Start Collaboration Project will connect with Family Assessment and Response and statewide foster care managers to share eligibility and program information. Information will be disseminated to local Head Start and Early Head Start programs to help them build local partnerships with FAR offices.	
Staff Qualifications	20% of early education staff, including 38% of all Head Start preschool assistant teachers do not hold required early childhood education credentials.	The ECAC will engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework and conduct an inventory of early childhood higher education programs in the State and begin a planning process to align postsecondary coursework with the Core Body of Knowledge. And will analyze the 2-year, 4-year, and graduate early childhood education degree programs in the state. Analysis will include an examination of the following: Course content to evaluate the degree of alignment with the core competencies and identify gaps in course content to meet the competencies; the design of supervisory experiences and the advantages and disadvantages of particular designs in helping students meet the core competencies; and the level of early childhood-specific expertise and experience of the early childhood faculty at IHE.	
Teacher-Child	Programs scored above the	The Head Start Collaboration Project	

Interaction	minimum absolute threshold in the Instructional Support domain, yet the state average score fell below the national average.	will facilitate training efforts between the NYS based early childhood education specialists and QUALITYstarsNY to help all early care and learning programs have access to quality training about instructional support.	
Technology	Head Start programs across the State are underutilizing E-Rate funding to finance internet connections are related expenses.	The Head Start Collaboration Project will continue to share information with Head Start programs regarding how to apply for E-Rate funding and coordinate state efforts with the Region II Office of Head Start.	
Health Care	A significant number of programs have no working relationship with a variety of health service providers, including home visiting services.	The Head Start Collaboration Project will share information about New York's home visiting programs with grantees and delegates.	Head Start and Early Head Start and child care providers will utilize the child care health consultants and other resources to improve their health practices and in turn will offer children safe and healthier environments in which it grow and develop.
	Programs are struggling to find doctors who follow the EPSDT schedule for children under three.	The Head Start Collaboration Project will work with Docs for Tots to increase the number of doctors aware of and in compliance with the EPSDT schedule.	More children will be linked with local health providers and more children will be healthy and ready to learn.
	The lack of access to dental services is a significant problem faced by many Early Head Start and Head Start programs across the state.	The Head Start Collaboration Director will partner with the Albany Medical College to provide information on oral health at grand rounds across the state to inform doctors about the importance of early dental screenings and treatment. And will continue to participate as a member of the NYS Oral Health Coalition to address oral health issues of low-income children and families.	
	Several respondents reported that their programs are facing difficulties in meeting the needs of children with severe behavior problems.	The Head Start Collaboration Project will continue to contribute to an interagency workgroup aimed at addressing the social emotional development needs of children in early learning programs, including	Adults who interact with young children will know how to best support all areas of health and development, resulting

		implementing strategies for supporting classroom staff and the provision of mental health consultation services. The results of this work will be shared with Head Start Collaboration Project partners.	in fewer sick, troubled teens and a stronger, healthier workforce.
Mental Health	The lack of working relationships with state and local providers of mental health services for children and pregnant women.	The Head Start Collaboration Director will work with the Office of Mental Health, and the Promoting Healthy Development Work Group of the Early Childhood Advisory Council to help to build the relationships with the mental health systems at the state and local level.	More Head Start and Early Head Start agencies and children will be linked with local mental health providers.
Breastfeeding	Not all Early Head Start programs are Breastfeeding Friendly.	The Head Start Collaboration Director will work with the Early Head Start programs to help support them in becoming breastfeeding friendly.	Creation and dissemination of breastfeeding information to child care providers.
Services to Children with Disabilities	Head Start programs reported an increase in difficulty in providing services to children with disabilities since 2009. The number of programs with no relationship with organizations addressing policy/program level interventions increased 13% since 2009.	The Head Start Collaboration Project will use its website to help grantees and delegates connect with local colleges that offer coursework on children with special needs. It will further work to connect state and local networks to Head Start programs throughout the state.	Children with special needs will be enrolled in the least restrictive learning environment that best meets their needs. The Expanding Opportunities group aims to strengthen the state systems that support increased opportunities for inclusion in centers serving children birth to 5 years old.
	49% of grantees and delegates in New York State reported having no working relationship with universities or community colleges to support best practices for children with special needs in their programs.	The Head Start Collaboration Project will use its website to help grantees and delegates connect with local colleges that offer coursework on children with special needs. It will further work to connect state and local networks to Head Start programs throughout the state.	
Child Care	The demand for child care subsidies has increased at the same time that the amount of subsidy funding has decreased due to budget cuts. Respondents overwhelmingly reported having no working relationship with homeless service providers and organizations, especially their local McKinney-Vento liaison and their Title I Director.	The Head Start Collaboration Project will continue to work with the Early Childhood Advisory Council Finance workgroup to develop cost estimates and financing strategies needed for building a high-quality early childhood system. It will also encourage the braiding and blending of different funding streams to increase access to child care. The Head Start Collaboration Project will continue to work with the State	Families will be able to access appropriate subsidies and services for their children as early as needed. All early care and education programs, including Early Head Start and Head Start programs, will participate in QUALITYstarsNY, and

		Education Department's Committee on Homeless Education to make linkages between Head Start programs and school district McKinney-Vento liaisons. She will attend a TEACH session December 2013.	use the *NYS Early Learning Guidelines* and *Core Body of Knowledge* to inform their work and professional development.
Services for Children Experiencing Homelessness	11% fewer Head Start programs have working relationships with their local TANF agencies since 2009.	The Head Start Collaboration Project will work to collect and share information on local TANF agencies with program grantees and delegates.	More homeless children will be enrolled in their local Head Start and Early Head Start programs.
Welfare / Child Welfare	There was a 27% increase in respondents who indicated having no relation with their local Economic and Community Development Councils since 2009, and declines in the levels of reported cooperation (down 8%) and collaboration (down 19%).	The Head Start Collaboration Project will collect and share information on local Economic and Community Development Councils with grantees and delegates.	Previously experienced systemic issues and obstacles will be overcome to connect more grantees with the appropriate partners (service providers, child welfare providers).
	More than half of New York State's Head Start programs do not have working relationships with local family literacy programs.	The Head Start Collaboration Project will work with the State Education Department's Literacy Zone Initiative, Literacy New York, and others in ensuring that Head Start programs are aware of the literacy resources available to families in New York State.	
Family Literacy Services	Survey respondents indicated experiencing more difficulty in working with partners to serve English language learning (ELL) families since 2009. In this area, responses indicating no relationship increased by 8% and collaboration decreased by 14%.	The Head Start Collaboration Project will work with the State Education Department's Literacy Zone Initiative, Literacy New York, and others in ensuring that Head Start programs are aware of the literacy resources available to families in New York State. The Head Start Collaboration Project will continue to develop relevant relationships at the State level while promoting the use of www.militaryonesource.com amongst program grantees and delegates.	
	66% of Head Start programs have no working relationships with organizations serving military families.		
Community Services	Respondents indicated that respondents have experienced significant and increasing difficulty in working with	The Head Start Collaboration Project will continue to work with the Early Childhood Advisory Council in developing a system of family	

	community service providers since 2009. This was reflected in the increased identification of working with community service providers as "difficult" and "extremely difficult" in nearly all areas discussed, and a correlating decrease in "not at all difficult" responses.	supports and services.	
	Respondents indicated that respondents have experienced significant and increasing difficulty in working with community service providers since 2009. This was reflected in the increased identification of working with community service providers as "difficult" and "extremely difficult" in nearly all areas discussed, and a correlating decrease in "not at all difficult" responses. Although most participants report success in this area, there is still some difficulty in coordinating transportation, coordinating shared use of facilities, and organizing and participating in joint training with local school districts.	The Head Start Collaboration Project will continue to work with the Early Childhood Advisory Council in developing a system of family supports and services. The Head Start Collaboration Project will support the continuing School District Kindergarten Transition Forums around the state. Further, it will continue to promote Local Educational Agency Memorandum of Understanding process with the State Education Department and Head Start grantees and delegates.	All families will be screened for needs as early in the pregnancy as possible and referred to community services when needed including family support and Early Intervention services. An action plan for the creation and distribution of the New Parent Kit will be enacted.
Transition and Alignment with K-12	An increased number of respondents felt it was extremely difficult to access professional development activities in five of the seven areas studied compared to 2009.	The Head Start Collaboration Project will continue to work with the Early Childhood Advisory Council's Early Learning Workforce Development workgroup to increase the availability of financial and educational resources to support early learning professional development. Further, it will continue to upgrade and promote use of its website www.earlychildhood.org which provides comprehensive information on early learning professional career resources.	There will be an increase in positive transition plans and readiness goal setting between Head Start programs and the local school districts which will result in more positive transition experiences for children and families.
Professional	The number of respondents who felt it was extremely	The Head Start Collaboration Project will work to make grantees and	A state-wide early learning workforce

Development	difficult to access release time to pursue professional development doubled since 2009.	delegates aware of the online coursework and resources available to early childhood teachers.	registry system (Aspire) that includes the tracking of professional development will be in full operation. All early childhood teacher preparation coursework and degree programs will include the *Core Body of Knowledge* and the *Early Learning Guidelines.*
	In each of the three sections that make up the education portion of the survey (UPK, transition to school/ alignment, and special education) there are many respondents facing significant difficulties in forming relationships with school districts in their catchment area.	The Head Start Collaboration Director will continue to work with the State Education Department to support the development of collaborative partnerships between Head Start programs and local school districts. And will work with the Early Childhood Advisory Council in building statewide approaches to collaborative early learning strategies.	
Partnership with Local Education Agencies	In each of the three sections that make up the education portion of the survey (UPK, transition to school/ alignment, and special education) there are many respondents facing significant difficulties in forming relationships with school districts in their catchment area.	Further, she will continue to promote the Local Educational Agency Memorandum of Understanding process with the State Education Department and Head Start grantees and delegates.	Complete the Common Metric. A statewide early childhood data system will be completed and the data necessary to effectively manage the system will be available.

APPENDIX C

Graphs and Comments from Respondents

For each priority area there are two graphs that illustrate the responses to survey questions. After the graphs for each priority area there is a summary of survey respondents' comments on strengths and challenges related to that particular priority area.

The Needs Assessment Survey included three sections for each of the national priority areas.

Part 1 asked respondents to rate their extent of involvement with a variety of service providers and organizations over a 12-month period. This part used the following 4-points to reflect progress in respondents' relationship-building since 2009[18].

- **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, including 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.

Part 2 asked respondents to indicate the level of difficulty their program had engaging in a variety of activities and community-level partnerships over a 12-month period. A 4-point scale of difficulty was provided, ranging from **"Not at All Difficult" to "Extremely Difficult"**

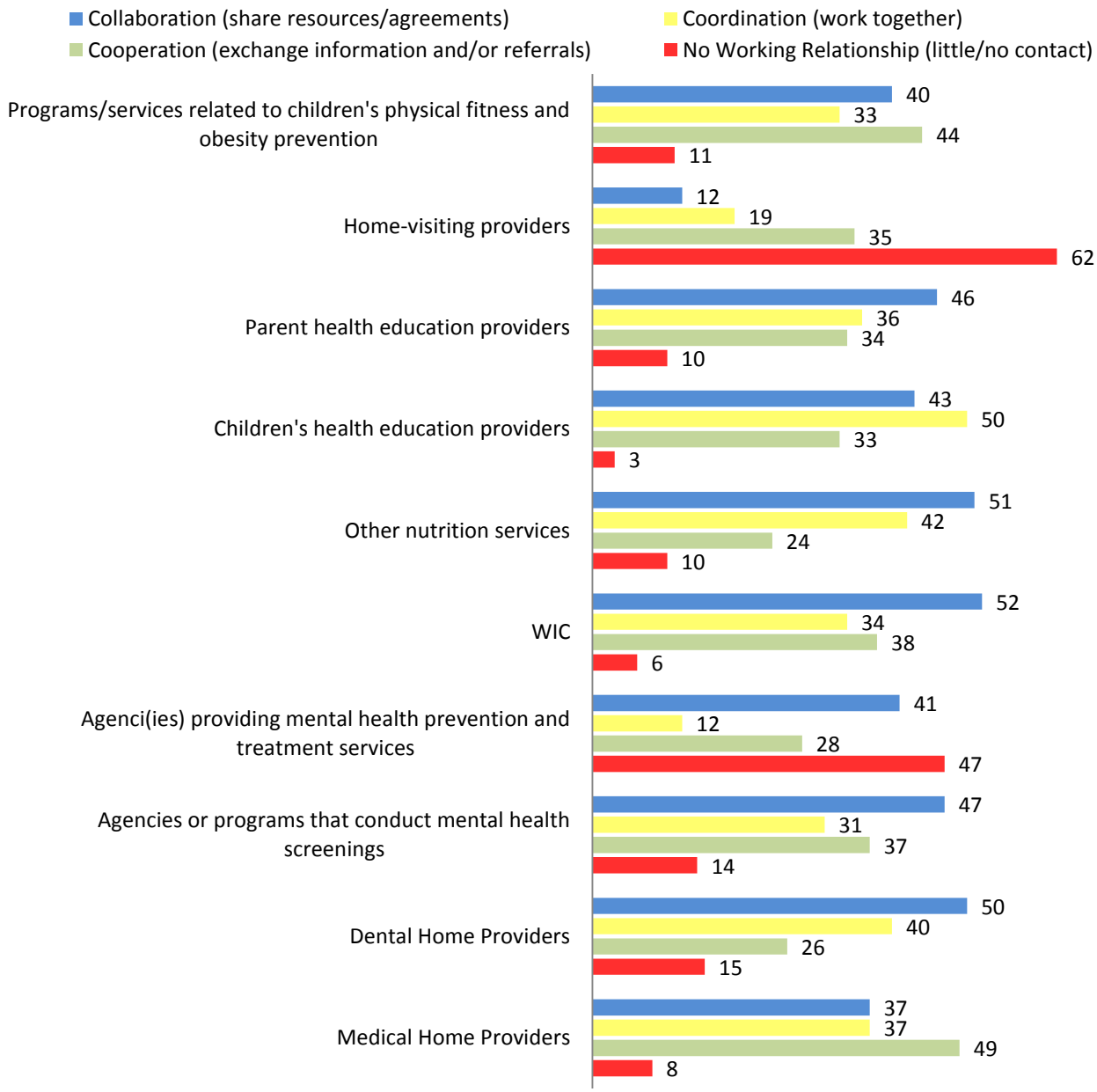
Part 3 was comprised of two open-ended questions. The first asked respondents to document any concerns that were not addressed in the survey. The second question asked respondents to share what was working well in their program, and to indicate if any of these successful strategies or activities might be helpful to other programs.

[18] Data from the 2009 Head Start Needs Assessment is available at http://www.ccf.ny.gov/HS/index.cfm

Health Care

This first section asked respondents to rate the extent of their involvement with various health service providers and organizations during the past 12 months. They were also asked to indicate the extent to which they experienced difficulty in their efforts to meet the health care needs of enrolled children. Those areas where difficulties were experienced included linking children to dental homes, assisting families with transportation to appointments, and coordination and sharing of data and services with programs that serve families jointly with Head Start, especially those services for children with special needs. Respondents were also invited to share comments describing their successes and challenges in providing health care to enrolled students and their families.

Graph 7: Head Start and Early Head Start Involvement with Health Care Providers or Organizations During the Past 12 Months

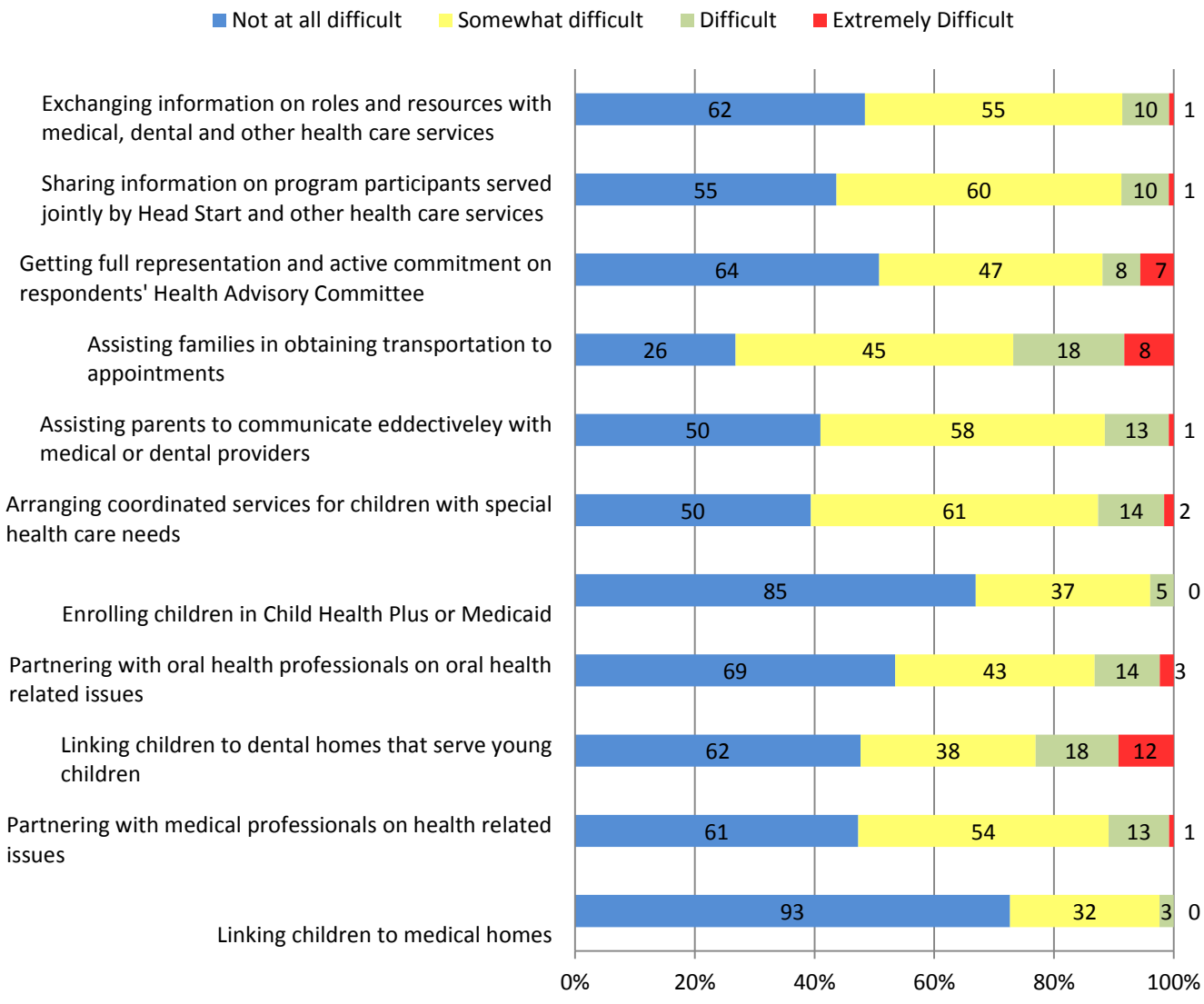


Total N = 198 but not all respondents answered every question.

Since 2009, collaboration has decreased between respondents and programs conducting mental health screenings, nutrition services, and programs addressing fitness and obesity prevention. Collaborations have increased, however, with medical home providers, dental home providers, WIC, and parent health education providers. Overall, a majority of respondents share collaborative or coordinative relationships with 8 of the 10 providers or organization types listed in Graph 7.

Overall, in Graph 8, respondents reported success and a low level of difficulty, if any, in their efforts to meet the health care needs of enrolled children. Those activities that remain the most difficult for respondents include linking children to dental homes and assisting families with transportation to appointments. However, a vast majority of respondents reported having some-to-no difficulty in partnering with other providers to deliver health care for the children.

Graph 8: Level of Difficulty for Head Start and Early Head Start with Health Care Partnership Efforts During Past 12 Months



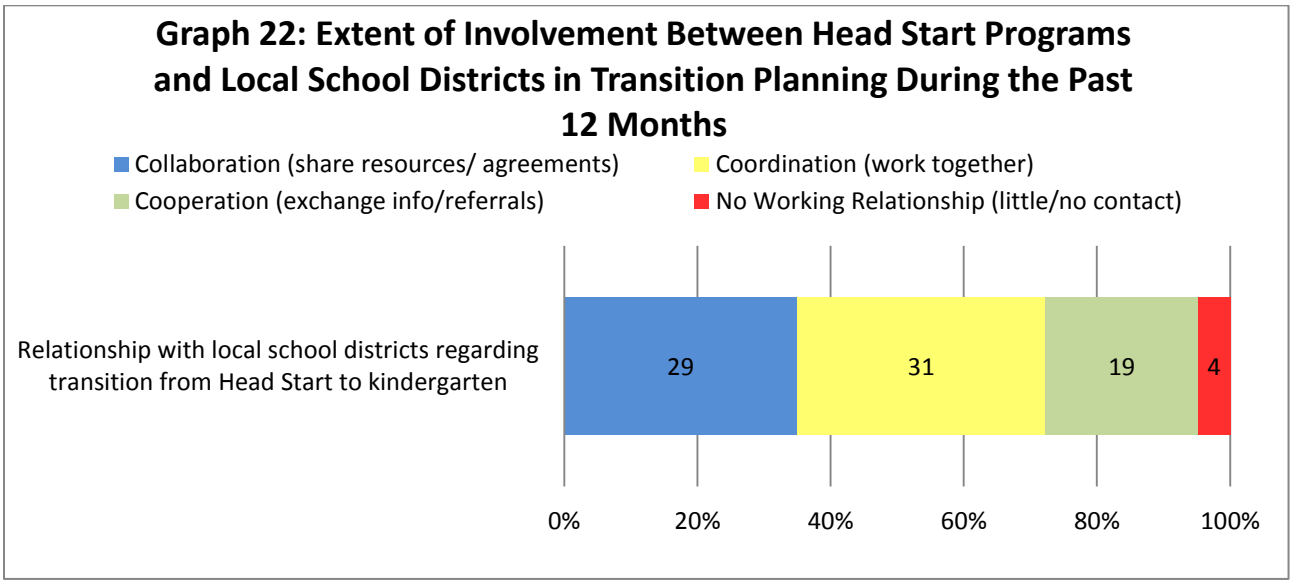
Respondents' Comments on Strengths and Challenges Related to Health Care

(followed by the number of agencies that included a similar comment).
Only those comments made by four or more agencies are included in this summary.

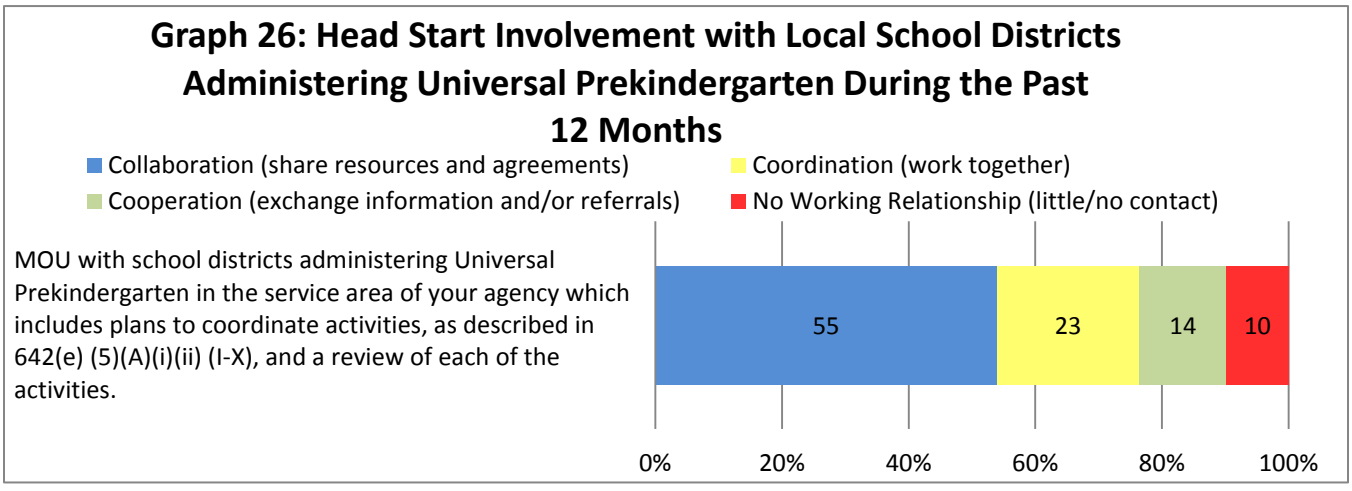
Strengths	Challenges
• Experiencing strong community support on Health Services Advisory Committee (34) • Participating in strong community collaborations to conduct health screenings (24) • Positive local dentist partnerships (4)	• There is a lack of doctors and dentists who accept Medicaid (15) • Doctors' refusal to conduct vision screenings on children under three years (11) • Difficulties in obtaining all required screenings for children due to doctors not following the EPSDT schedule (10) • Dentists' refusal to serve children under three (6) • Parents' lack of follow-up when further treatment is indicated (5)

School Transitions and Alignment with K – 12

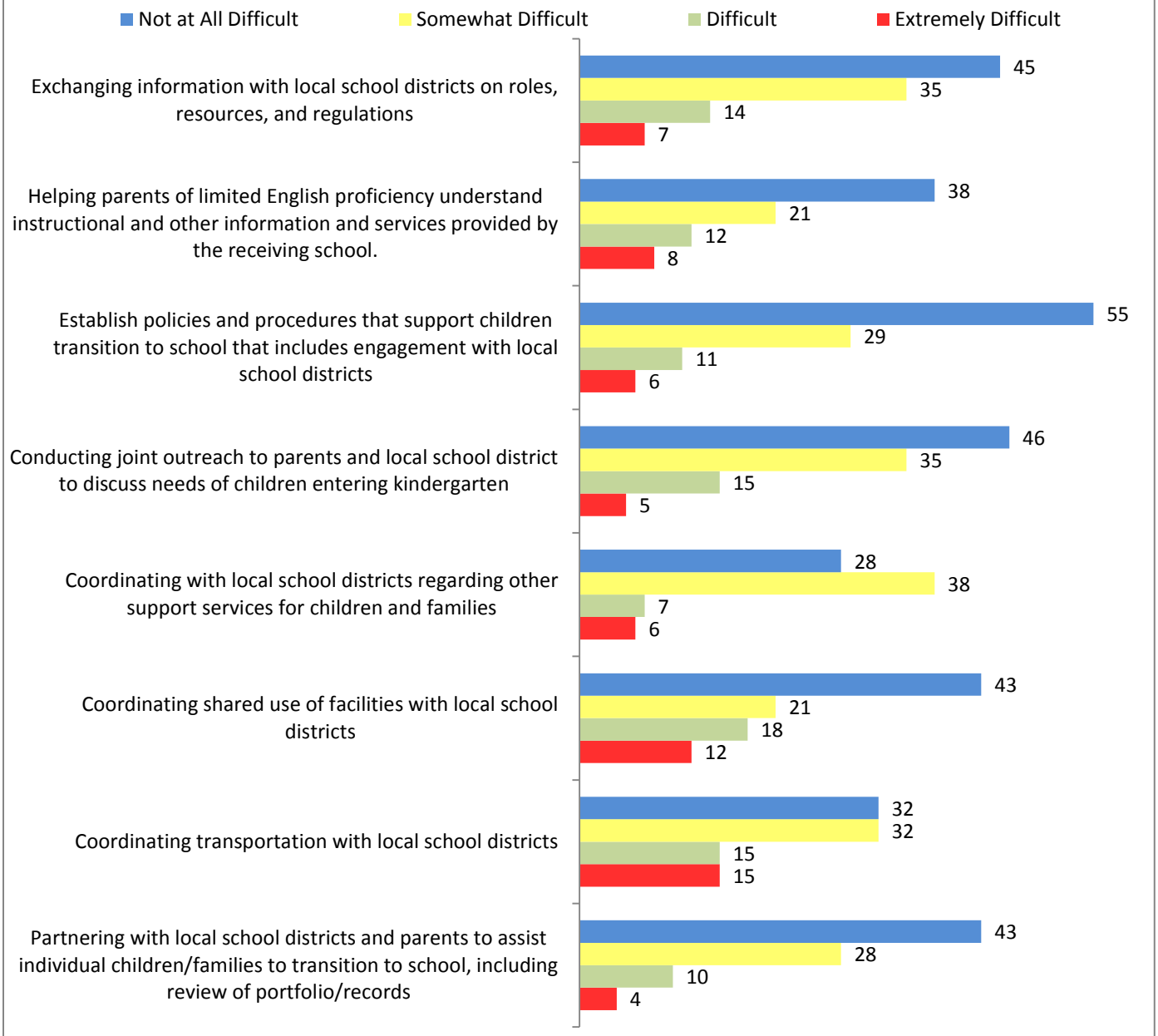
Graph 22 illustrates that almost every respondent has a working relationship with local school districts regarding transitioning from Head Start to kindergarten (96%). A majority of respondents coordinate with local school districts in creating transition plans (37%), followed by programs that collaborate with local schools (35%), cooperate with schools (23%), and have no working relationship with local schools (4%). The rate of collaboration in respondents increased 10% since 2009, which reflects significant improvement in this area. The 4 respondents who reported no working relationship are new Early Head Start programs.



Ninety per cent of respondents as represented in Graph 26 have established working relationships in the form of an MOU with school districts administering Universal Prekindergarten. The 55 programs who report sharing collaborative relationships with such schools has increased by five programs since 2009 and the number who share a coordinative relationship has increased by 12 programs. This improvement may be attributed to the higher response rate of Early Head Start programs in this Needs Assessment compared to 2009.

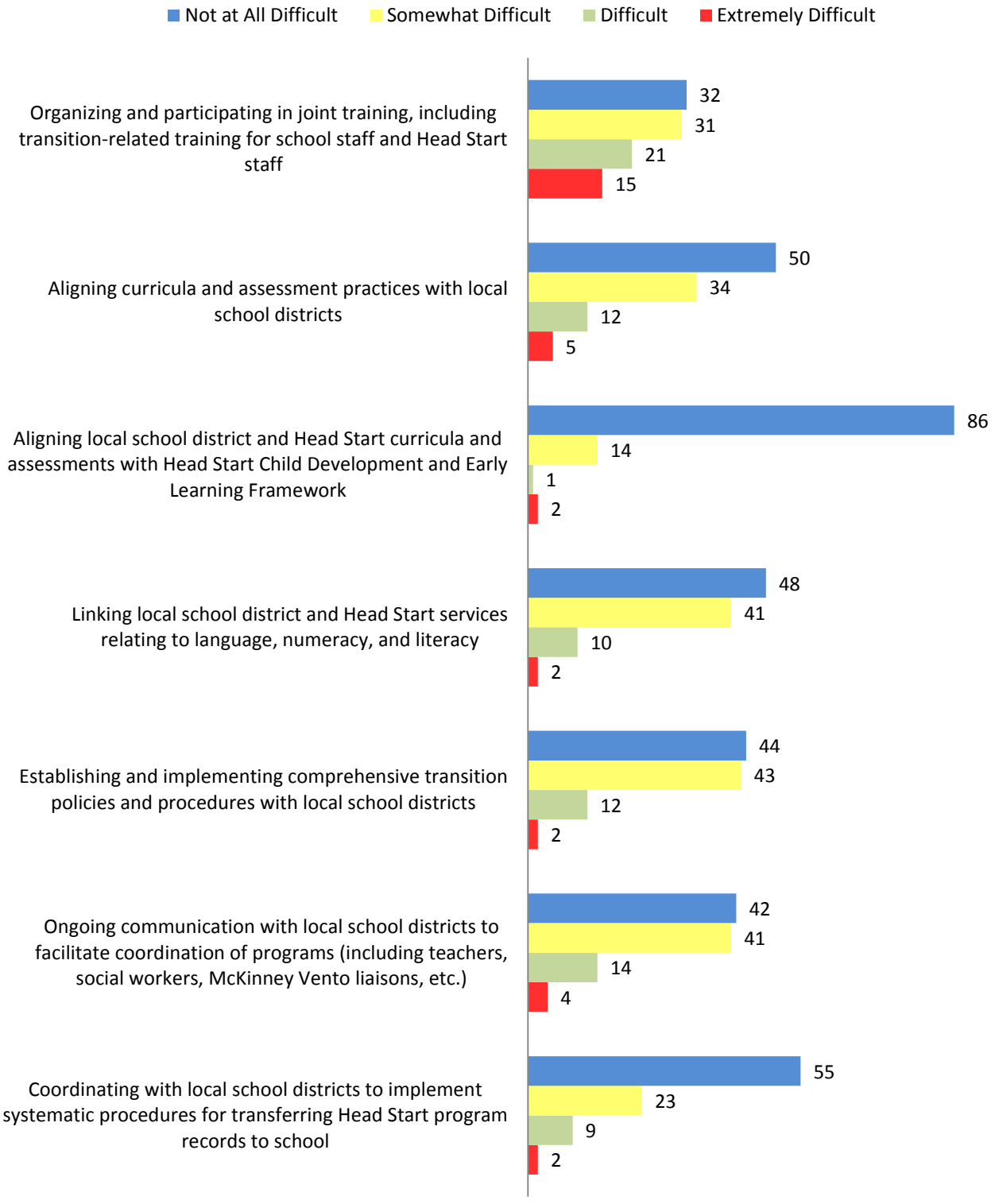


Graph 23: Level of Difficulty with Transition Planning and Coordination Efforts During the Past 12 months



The number of respondents who indicated experiencing 'no difficulties' in transition planning increased in eight of the 15 areas detailed in Graph 23, and the number who indicated experiencing "some difficulty" rose in an additional five areas. This indicates an overall decrease in the level of difficulty in facilitating transition planning. The most notable improvement was made in the area of aligning local school district and Head Start curricula and assessments with *Head Start Child Development and Early Learning Framework;* in this area those who experienced no difficulty rose 40%.

Graph 23: Level of Difficulty for Head Start Program with Transition Planning and Coordination During the Past 12 Months (cont.)

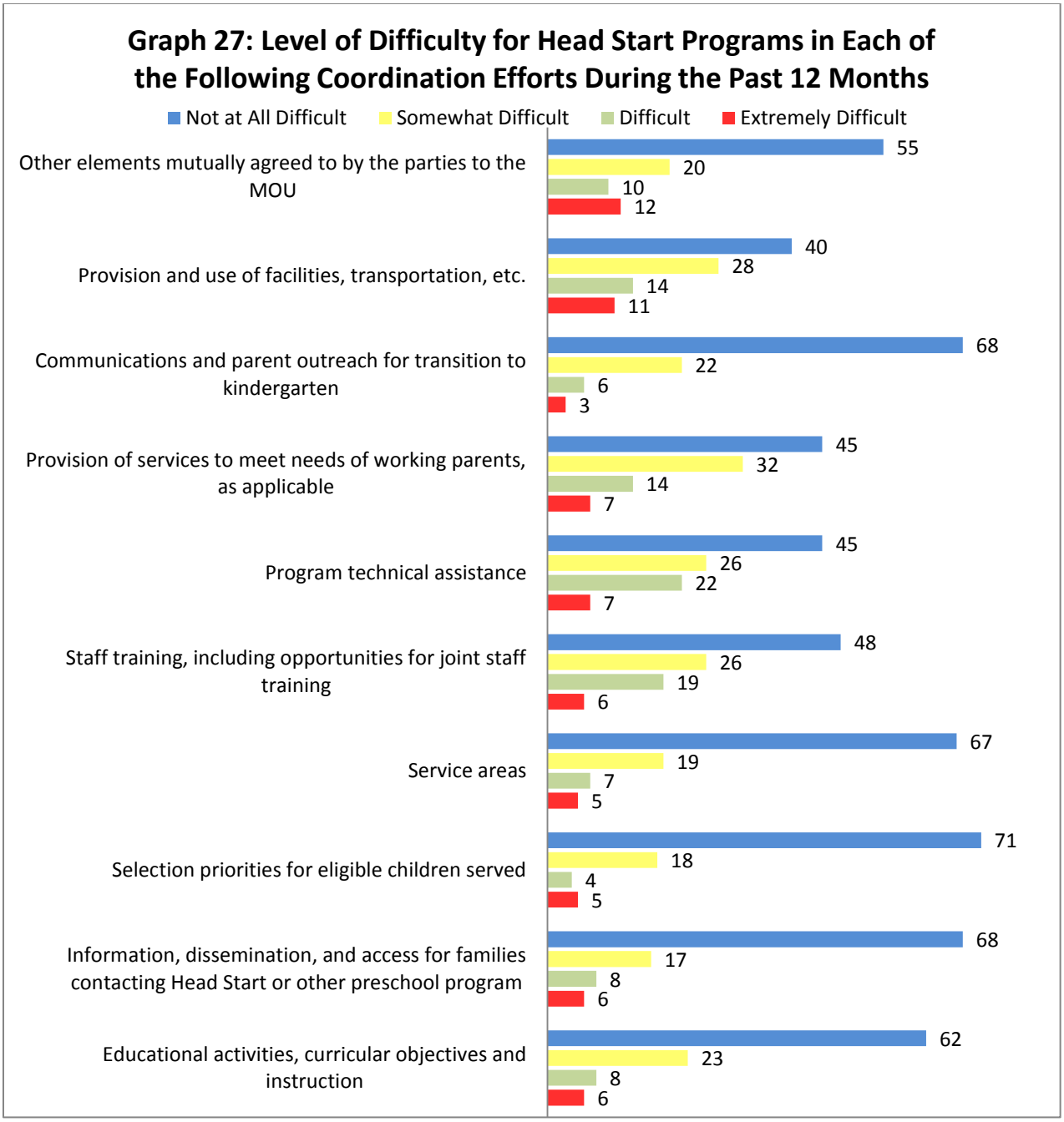


Respondents' Comments on Strengths and Challenges Related to Transition from Head Start to Kindergarten (followed by the number of agencies that included a similar comment)
Only those comments made by four or more agencies are included in this summary.

Strengths	Challenges
• Facilitating student visits to their new schools before the transition is helpful (10) • Head Start programs schedule regular meetings on transitioning to school with parents, local school district staff to ease the transition and facilitate communication (8) • Maintaining good working relationships with LEAs is helpful (8) • Programs find it useful to begin preparing students for the transition in the Head Start classroom well in advance (7)	• Differences in educational philosophy between Head Start programs and local school districts creates tension and leads Head Start programs and staff to feel undervalued (5) • Programs experience difficulties in sharing communication, records, and policy documents with local school districts (4)

School Readiness and Head Start PreK Partnership Development

With the exception of experiencing some difficulty providing services to meet the needs of working parents, a majority of respondents in Graph 27 indicated no difficulty with any of these activities. However, just about half of respondents reported "difficulty" to "extreme difficulty" in providing staff training, including opportunities for joint staff training (49%) and in providing program technical assistance (55%).



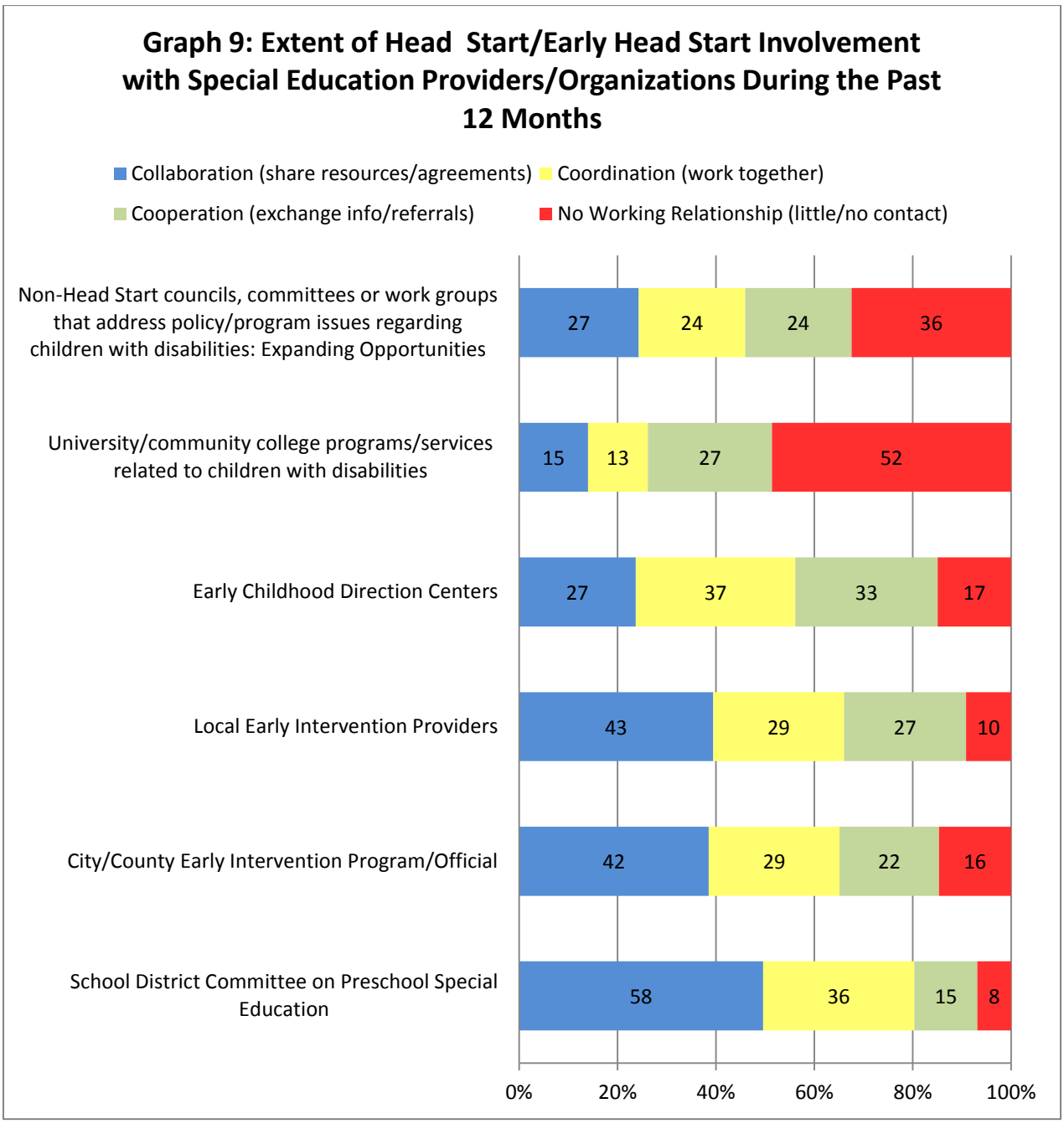
Respondents' Comments on Strengths and Challenges Related to Partnerships with Local Education Agencies (followed by the number of agencies that included a similar comment)

Only those comments made by four or more agencies are included in this summary.

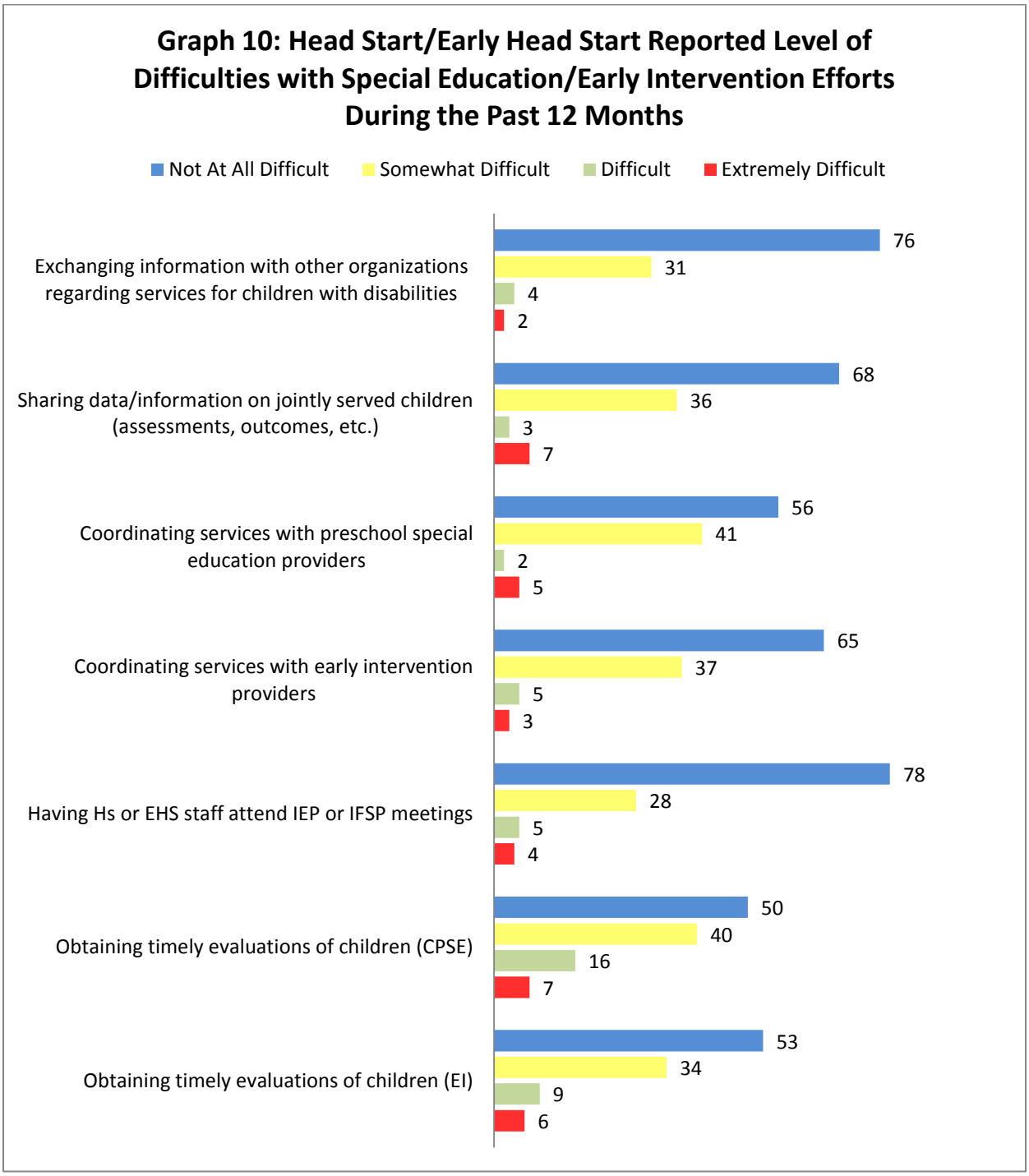
Strengths	Challenges
• Experiencing positive cooperation and collaboration with UPK programs (9) • Sharing good communication and strong ties to LEA (4)	• Experiencing significant resistance from school districts in signing MOUs (6) • District position changes or turnover creates challenges (5) • Difficulty in planning joint Head Start/UPK training opportunities (4)

Services for Children with Disabilities

Graph 9 shows that 52 programs, accounting for nearly half of respondents (49%) reported having "no working relationship" with college programs related to children with disabilities, although there are many quality Special Education programs at Universities throughout the state. Another 60% of respondents indicated having a "cooperative" or "no working relationship" with non-Head Start groups to address policy or programming issues relating to children with disabilities. Aside from these two areas, more than 50% of respondents indicated that their programs collaborate or coordinate with all of the other providers/organizations listed. Significant progress was made in the number of programs who collaborate or coordinate with a local school district committee on preschool special education, with 27 more programs engaging in this type of relationship since 2009.



Graph 10 illustrates that an overwhelming majority of respondents do not experience any difficulty in their special education and early intervention efforts. While this is very positive, the number of respondents who reported an extreme level of difficulty in achieving these efforts has increased in four of the seven areas listed. Those areas include: exchanging information with other organizations regarding services for children with disabilities, sharing information of jointly served children, coordinating services with preschool special education providers, and having Head Start and Early Head Start staff attend IEP or IFSP meetings.



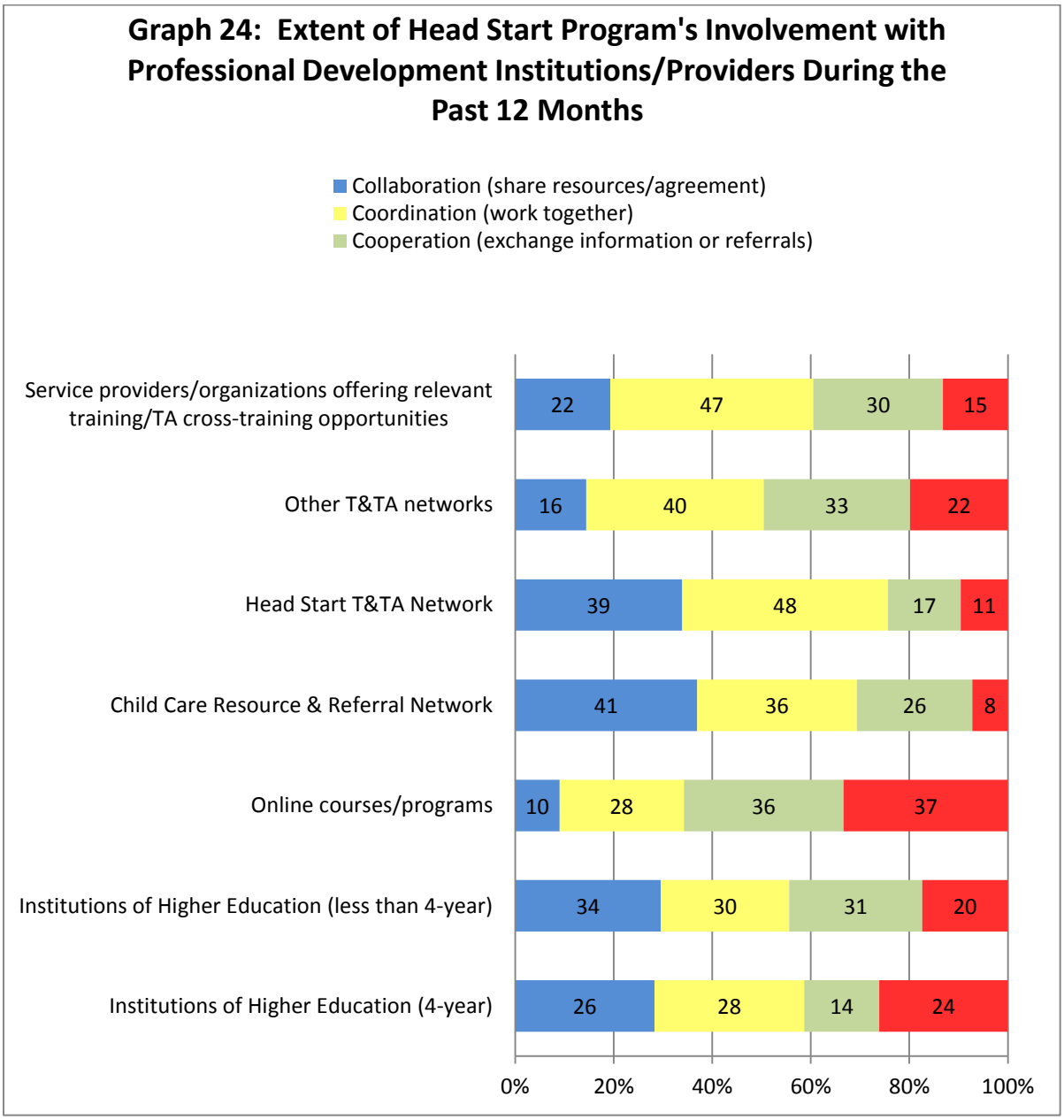
Respondents' Comments on Strengths and Challenges Related to Services for Children with Disabilities
(followed by the number of agencies that included a similar comment)
Only those comments made by four or more agencies are included in this summary.

Strengths	Challenges
• Experiencing a good working relationship with the Committee for Preschool Special Education (6) • Successes in working with families to explain the special education process and their rights (6)	• Finding evaluation teams that speak languages other than English and Spanish is challenging (7) • Challenging to find enough service providers to meet all the children's needs (6) • Difficulties in adhering to the timeline resulting in children not starting services in a timely manner (6) • Challenging to have our voice heard at Early Intervention and Committee for Preschool Special Education meetings (4)

Professional Development

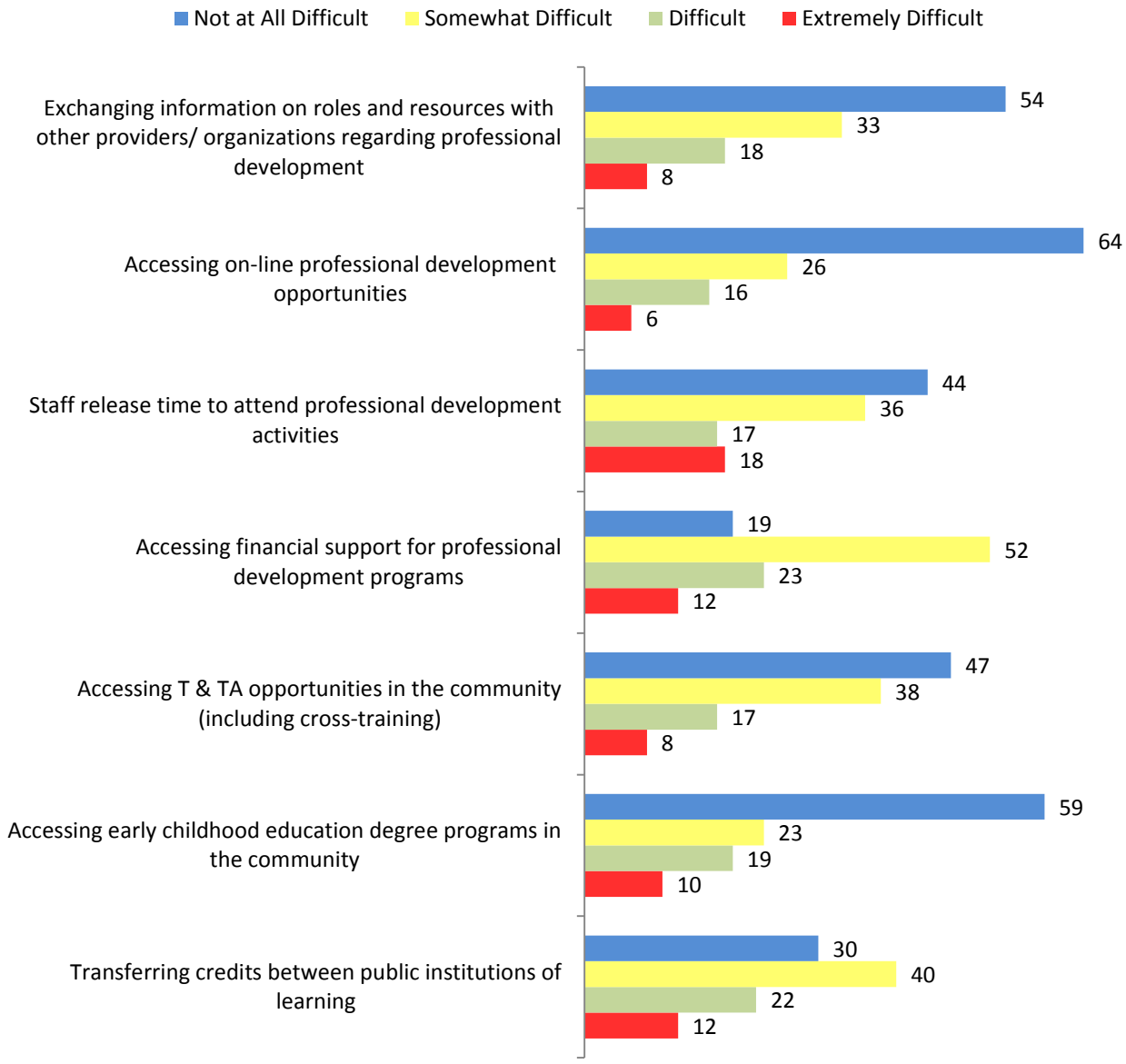
A decrease in collaborative relationships was measured in four of the seven dimensions of Professional Development investigated since 2009. The biggest loss of collaborations was with service providers/organizations offering relevant training/TA cross-training opportunities (down 7%). Although respondents continue to struggle significantly in establishing collaborative relationship with online programs offering courses there was improvement in this area, with 33.3% of programs experiencing no working relationship - 13% less than in 2009. The most successful relationships in Graph 24 were reported with Child Care Resource & Referral Networks with 92.8% of respondents maintaining some level of working relationship with such organizations.

Graph 24: Extent of Head Start Program's Involvement with Professional Development Institutions/Providers During the Past 12 Months



The majority of respondents indicated that the efforts detailed in Graph 25 presented "no difficulty", with the exception of transferring credits between public institutions of learning which was somewhat difficult for most respondents. Of the professional development activities listed, more than a quarter of respondents rated establishing release time for staff to attend professional development activities (36%) and accessing scholarships/financial aid (32%) as difficult to extremely difficult. The number of respondents who reported finding release time was extremely difficult more than doubled since 2009, and the number of respondents who reported that accessing scholarships and other financial supports for professional development was "not difficult at all" dropped by 22% since 2009. The latter may be explained by the reduction in Pell grants (as well as other types of loans and financial aid) in 2009.

Graph 25: Head Start/Early Head Start Report Level of Difficulty with Professional Development Efforts During the Past 12 Months



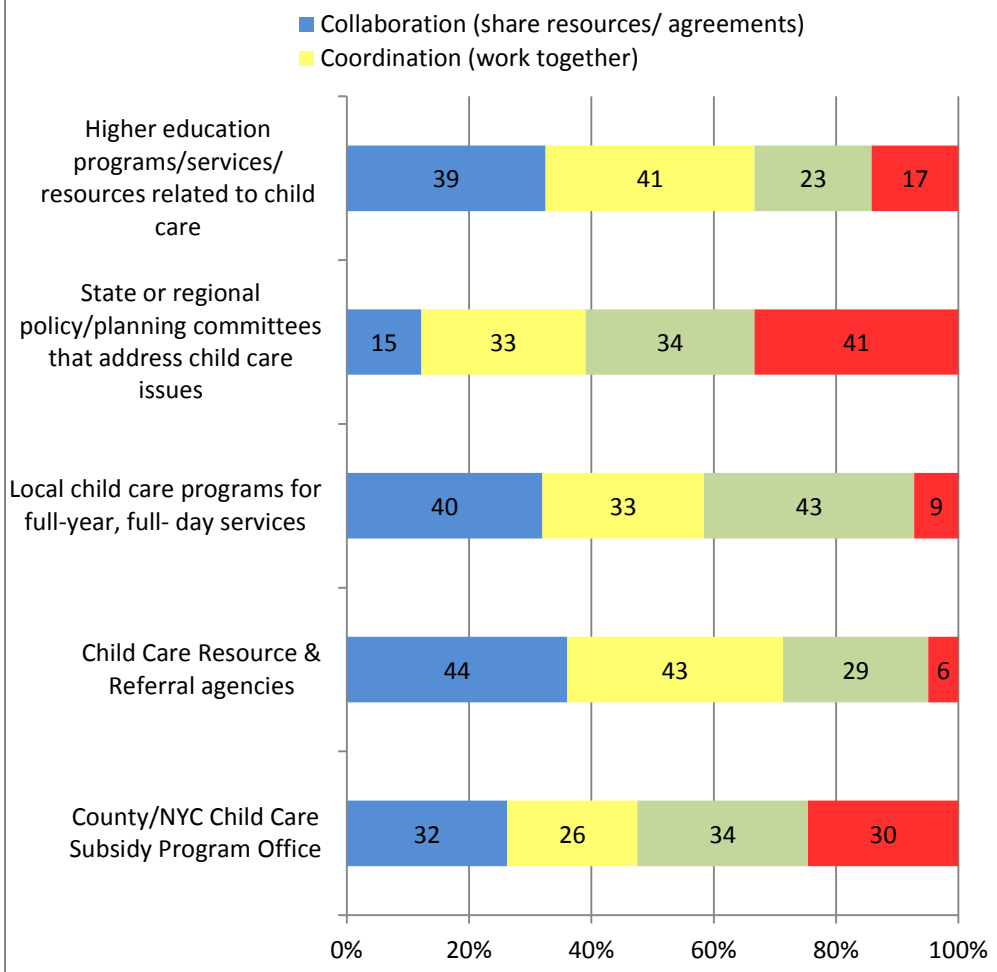
Respondents' Comments on Strengths and Challenges Related to Professional Development (followed by the number of agencies that included a similar comment)
Only those comments made by four or more agencies are included in this summary.

Strengths	Challenges
• Staff and community members were provided with many opportunities through onsite college courses and CDA (8) • Teachers feel supported by coaching received from mentors (7)	• Challenging to allocate staff time so they can access professional development (4) • Funding is a challenge (4)

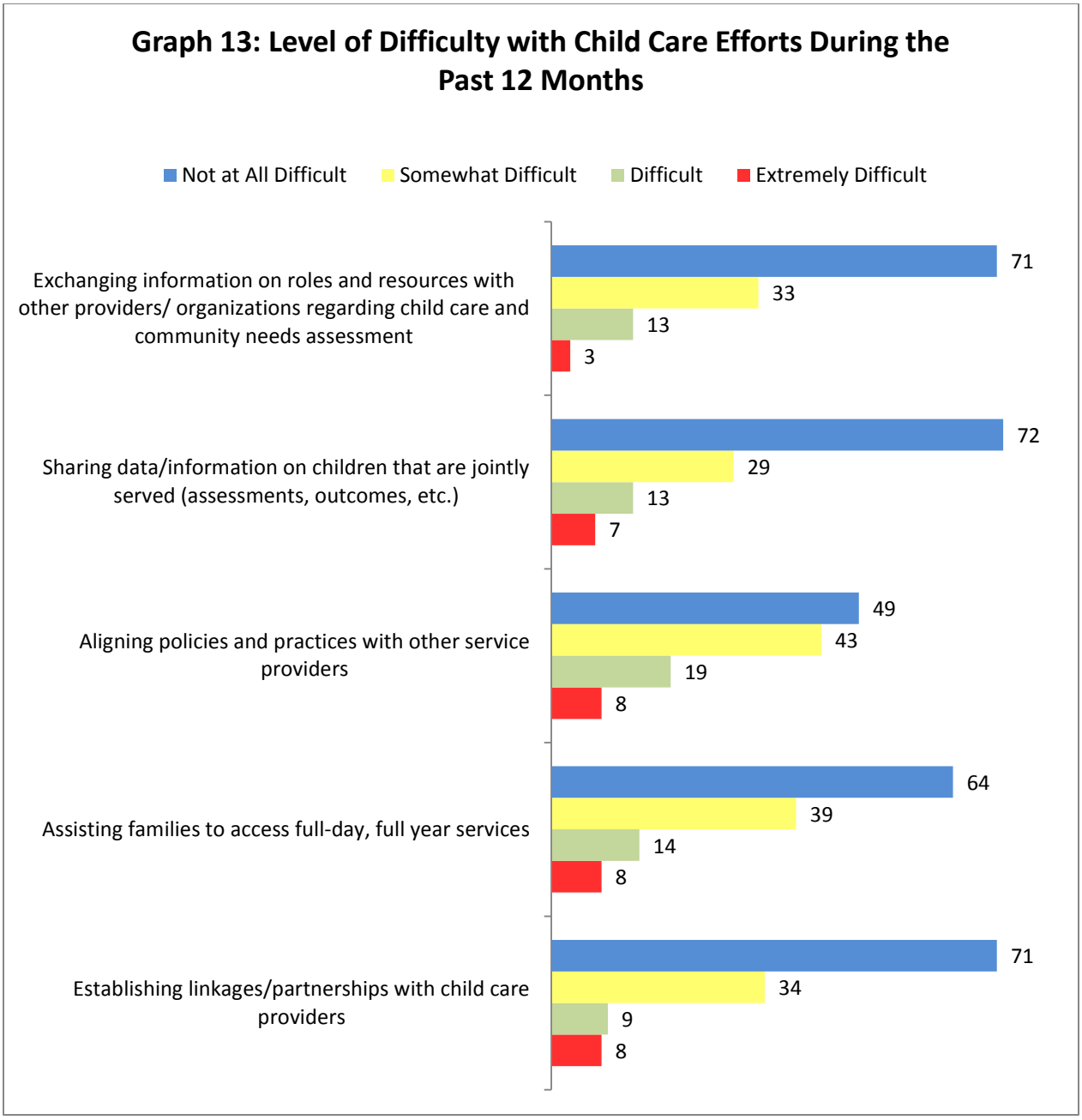
Child Care

Although difficulties in working with child care organizations is still prevalent, the number of respondents who engage in collaborative or coordinative relationships with child care providers has increased with each type of organization listed since 2009. Notably, the number of respondents collaborating with local child care programs for full-year, full-day services has doubled since 2009. More than half of respondents currently experience working relationships (collaboration or coordination) with three of the five child care organization types listed in Graph 12.

Graph 12: Extent of Head Start/Early Head Start Involvement with Child Care Service Providers/Organizations During the Past 12 Months



In Graph 13 respondents indicated having substantial success in their efforts to work with child care providers, with 77% or more respondents reporting they experience some-to-no difficulty in working with each child care organization type listed. The area providing respondents with the most difficulty is aligning policies and practices with other service providers, which remains difficult or extremely difficult for 23% of respondents.



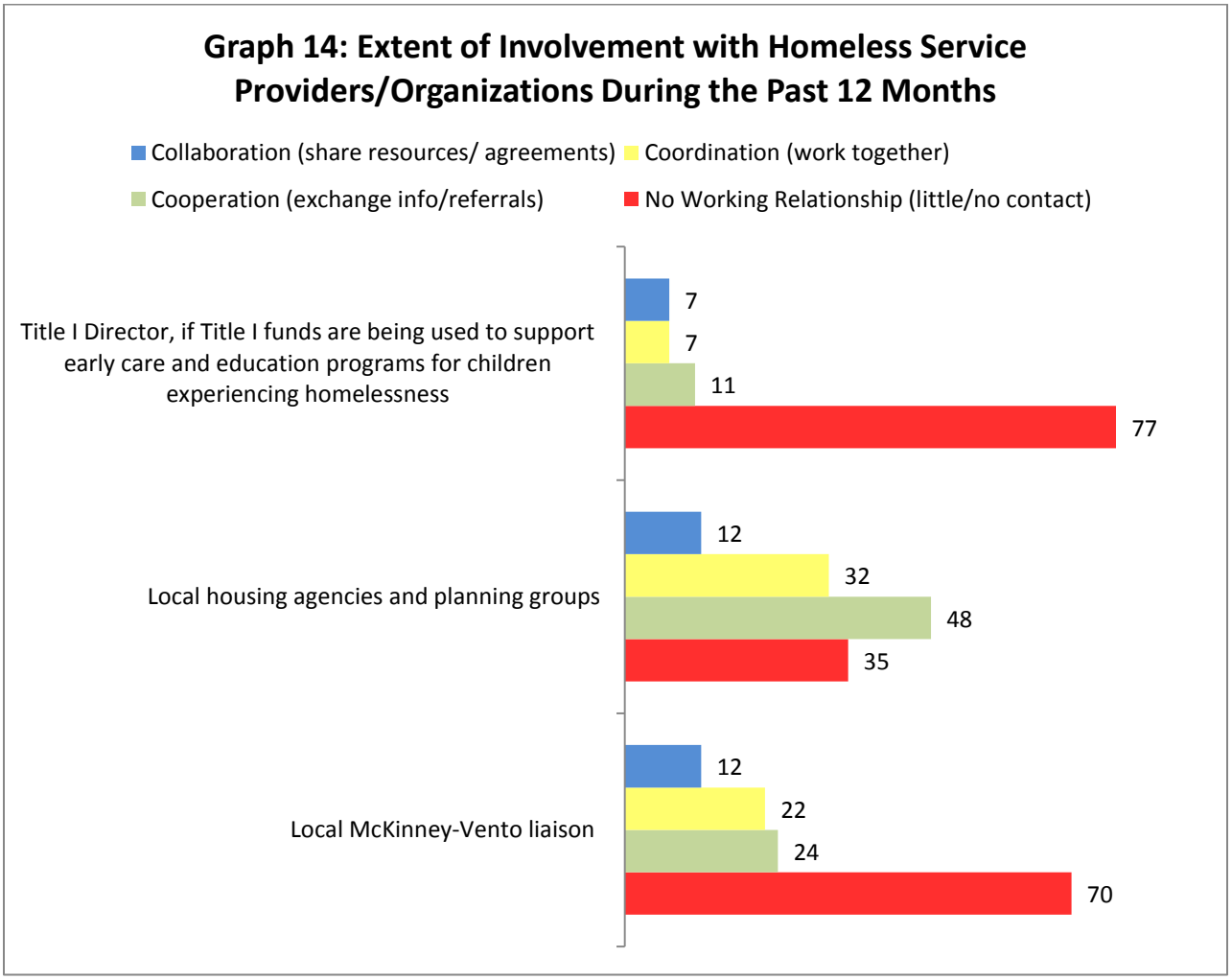
Respondents' Comments on Strengths and Challenges Related to Child Care (followed by the number of agencies that included a similar comment)

Only those comments made by four or more agencies are included in this summary.

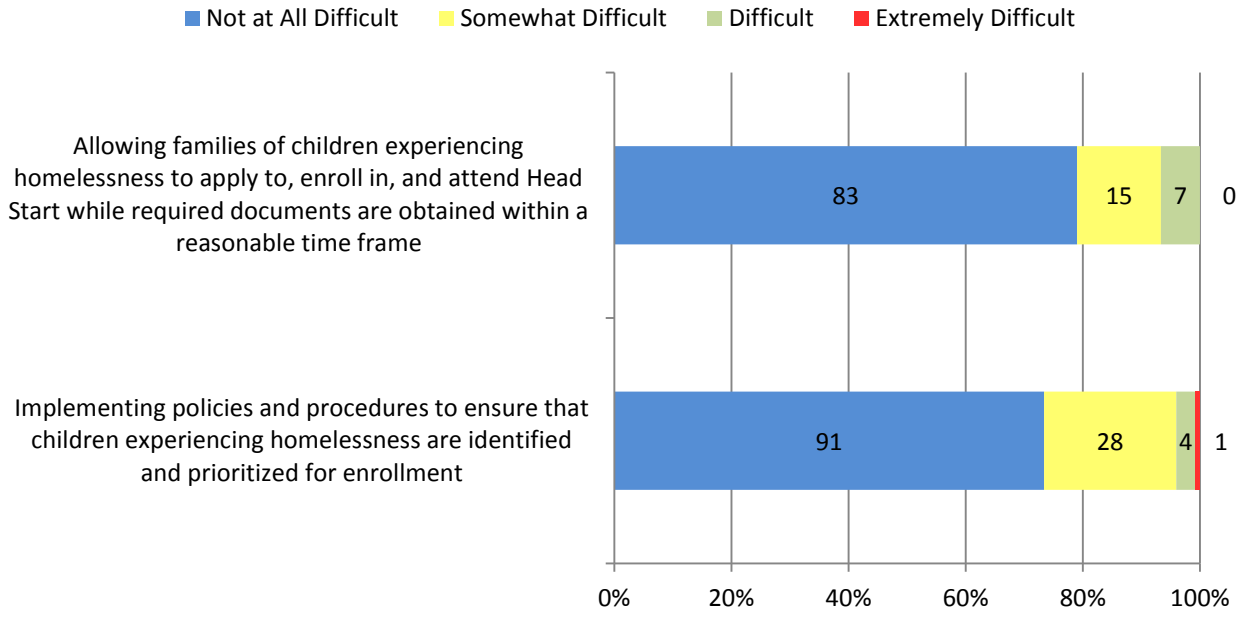
Strengths	Challenges
• Working well with the CCR&R ensures all child care needs are met quickly (4)	• Funding cuts posed a challenge (4)

Services for Children Experiencing Homelessness

The majority of agencies, 70, reported no working relationship with their local McKinney-Vento Liaison. From enrollment data we know that not all homeless children under 5 years old are being served by Head Start.



Graph 15: Level of Difficulty in Efforts to Plan for and Serve Children of Families Experiencing Homelessness During the Past 12 months



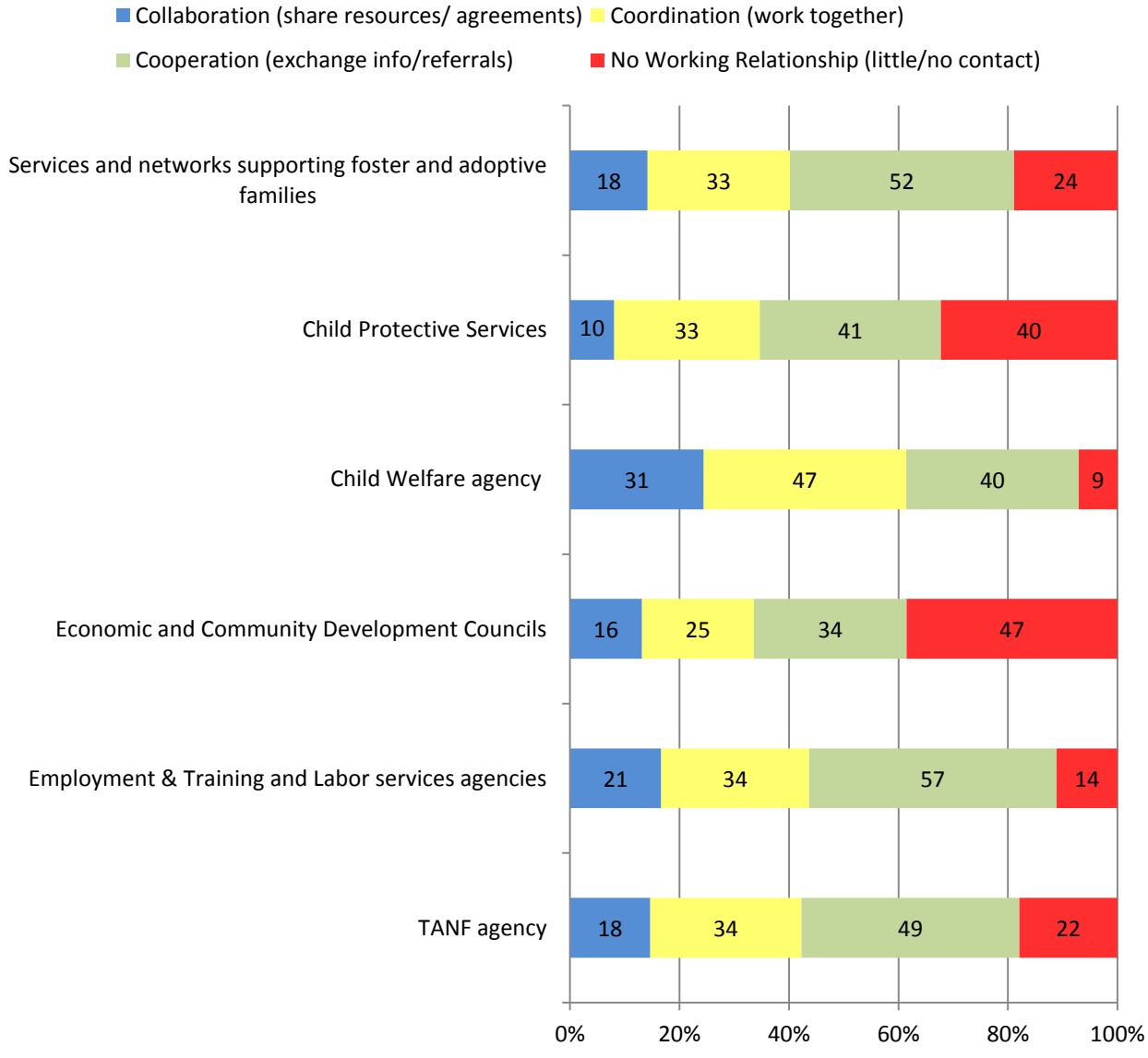
Respondents' Comments on Strengths and Challenges Related to Children Experiencing Homelessness
(followed by the number of agencies that included a similar comment)
Only those comments made by four or more agencies are included in this summary.

Strengths	Challenges
Sustaining outreach and working relationships with local partners such as a county department of social services or homeless shelters has helped programs to access and serve more homeless children (6)	• Movement of children to a different shelter outside of providers' catchment (5) • Lack of transportation from shelters (4) • Lack of contact with a McKinney-Vento liaison (4) • Parents' secretiveness about their homeless situation (4)

Welfare/Child Welfare

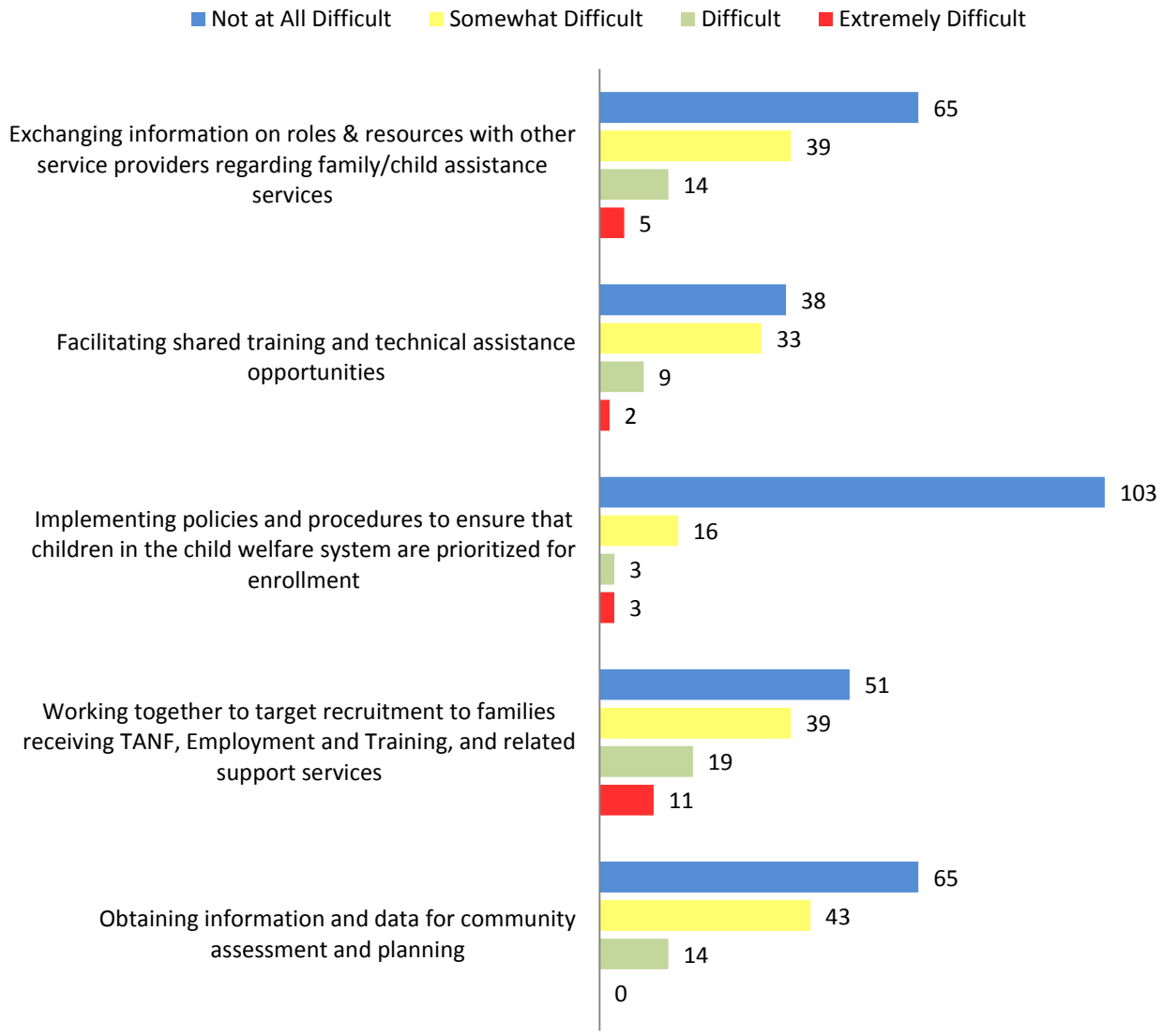
Forming working relationships with child welfare agencies is a challenge for Head Start programs (see Graph 16). The number of respondents who reported having no working relationship with such agencies increased since 2009 in nearly every category, indicating that the challenge is increasing. Working with Economic and Community Development Councils was the most difficult area for respondents; the number who reported collaborating with such organizations decreased by 19% since 2009. Respondents also reported difficulty in working with Child Protective Services. More than 50% of respondents have either no working relationship or a cooperative relationship with this agency.

Graph 16: Extent of Involvement with Welfare/Child Welfare Service Providers/Organizations During the Past 12 Months



In three out of the five areas listed in Graph 17 (working together to recruit families receiving TANF and related services, facilitating shared training and technical assistance opportunities, and exchanging information on roles and resources with other service providers), participant responses of "difficult" and "extremely difficult" increased since 2009. Despite this increase in difficulty, responses continue to indicate that a large majority of respondents are able to provide child and family supports with some to no difficulty. Working together to recruit families receiving TANF and related services is the area presenting the most challenges, with 25% of respondents experiencing difficulty or extreme difficulty in these efforts.

Graph 17: Level of Difficulty in Child and Family Support Efforts During the Past 12 Months

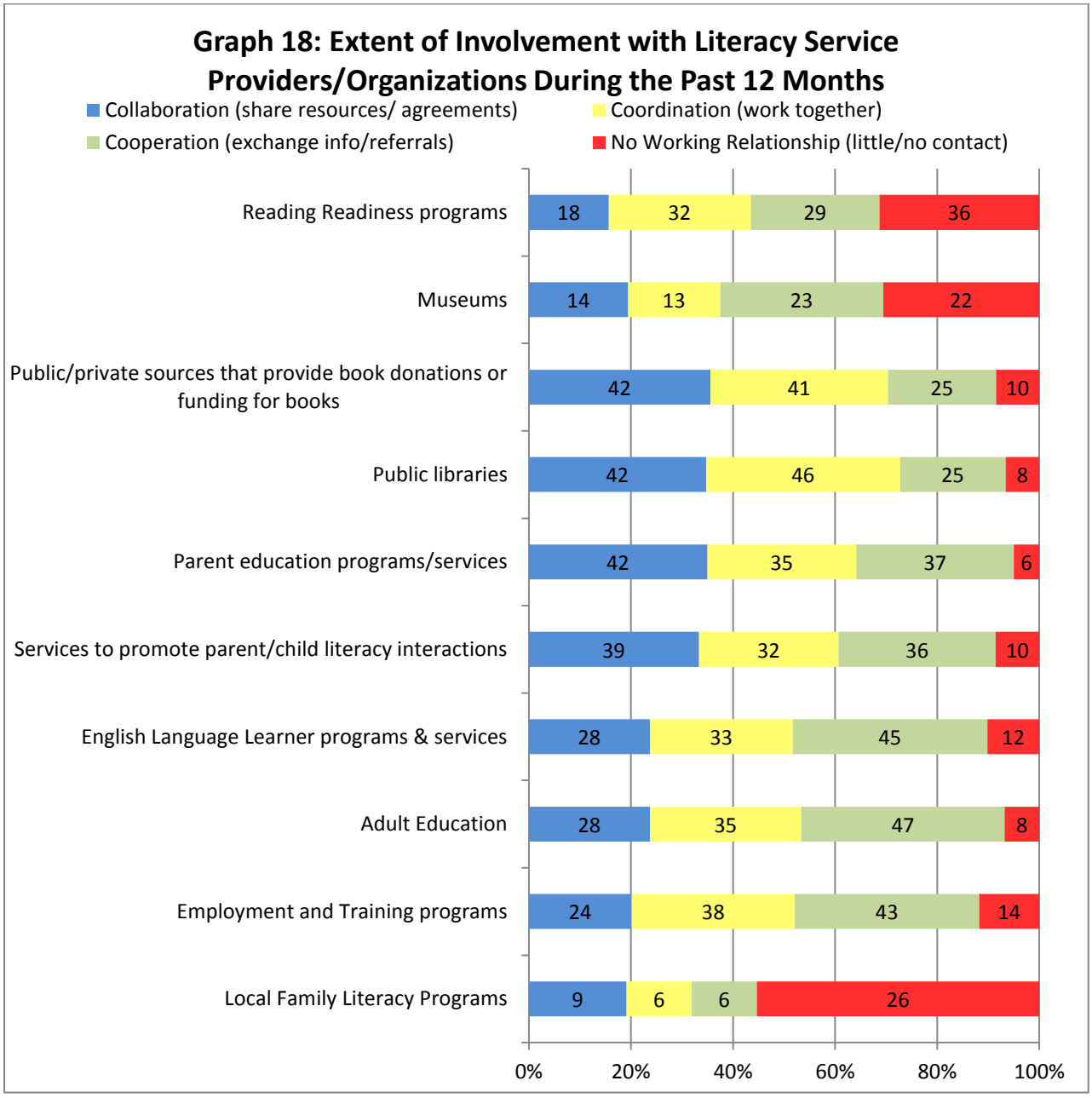


Respondents' Comments on Strengths and Challenges Related to Welfare and Child Welfare
(followed by the number of agencies that included a similar comment)
Only those comments made by four or more agencies are included in this summary.

Strengths	Challenges
• Programs develop personal relationship and professional partnerships with local agencies and their LDSS to support clients (18) • Staff support families with goal setting and paperwork while developing personal relationships (10) • Agencies exclusively provide referrals (9) • Programs maintain resource lists or attend trainings and committees to stay current on local services (5)	• Welfare and child welfare agencies have large case loads and limited funding, rendering it impossible to provide timely services to all eligible families (11) • Programs need to build stronger collaborations with their LDSS (9) • Welfare systems intimidate families and make them feel disrespected (7) • Sharing information with other agencies is a challenge (5) • Limiting funding has reduced programming (5)

Family Literacy

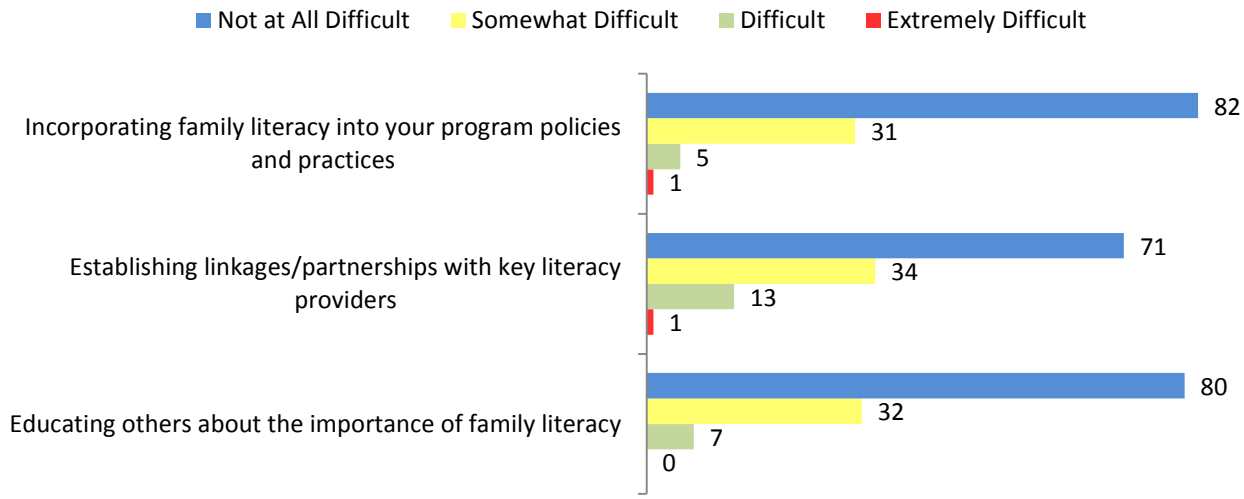
Fifty per cent or more respondents in Graph 18 share collaborative or coordinative relationships with eight of the 11 organization types listed. Creating a working relationship with local family literacy programs poses the largest challenge to Head Start programs, with 31.7% of respondents indicating that they have no working relationship with such programs. The area where programs are experiencing the most success is working with public libraries. 34% of respondents have established collaborative relationships and another 38% share coordinative relationships with their local libraries.



Although participants indicated moderate successes in maintaining working relationships with a variety of family literacy organizations in graph 19, they overwhelmingly feel that they are successful in their family

literacy efforts. Extreme difficulty in providing family literacy efforts was indicated only twice. The response "not at all difficult" was indicated most often, representing 70% of responses when asked about incorporating family literacy into program policies and practices, 60% of responses related to establishing linkages and partnerships with key literacy providers, and 67% of responses to educating others about the importance of family literacy. In these second two areas, the number of "not at all difficult" responses has increased since 2009.

Graph 19: Level of Difficulty in Family Literacy Efforts During the Past 12 Months



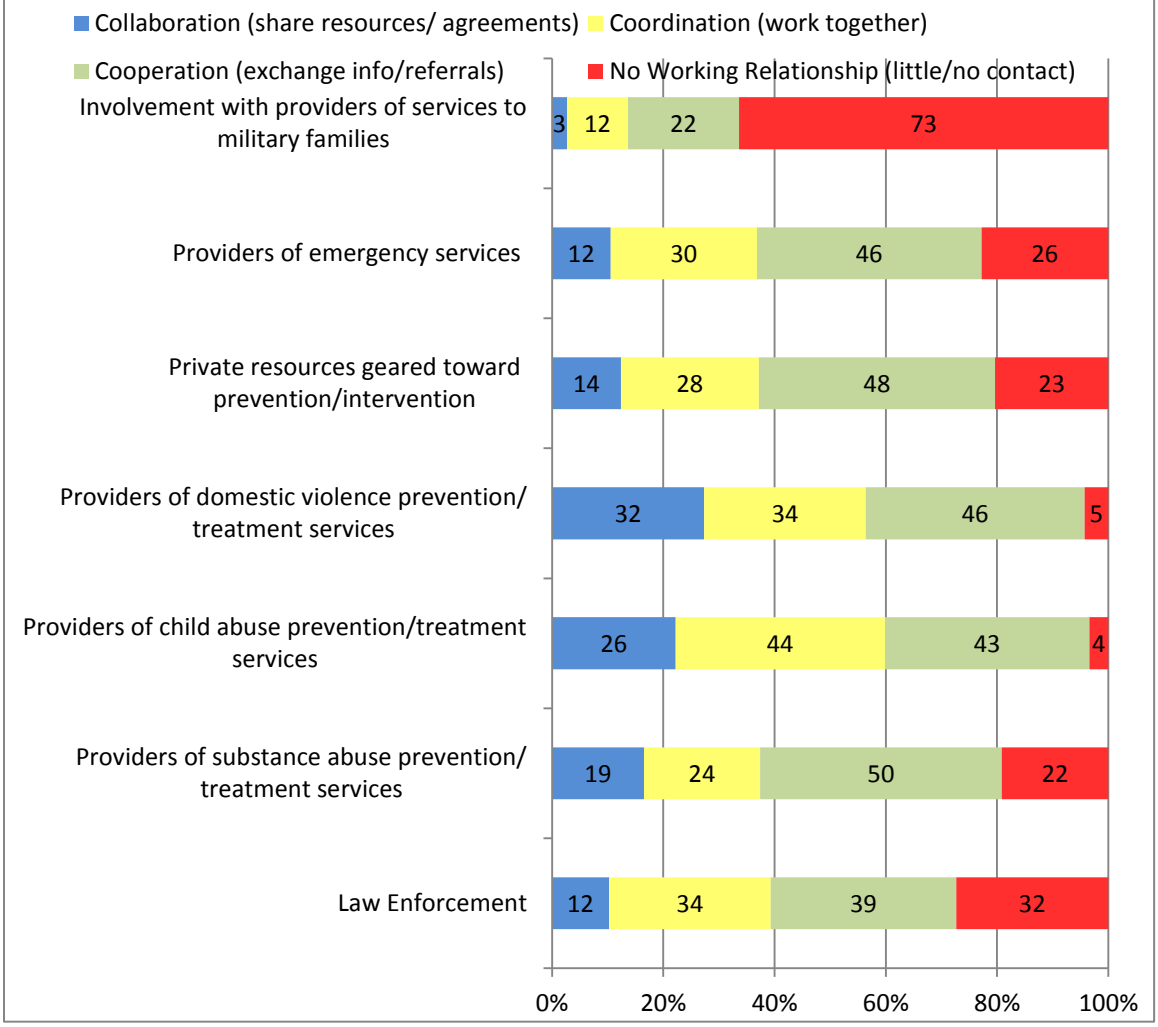
Respondents' Comments on Strengths and Challenges Related to Family Literacy Services
(followed by the number of agencies that included a similar comment)
Only those comments made by four or more agencies are included in this summary.

Strengths	Challenges
• Collaborating with local literacy programs or BOCES (22) • Building positive partnerships with local libraries and the Cool Culture program (8) • Collecting donated books to build a classroom library or give to families (7) • Operating a lending Library (7) • Parents engage best when literacy activities are combined with other on-site programming (for example a book publishing party or parent reading group) (7) • Parents enjoy being invited to read with or to the class (5)	• Many parents do not read, write, or speak English and there is a lack of services available to ELL families (6) • There is insufficient funding for literacy programs (5)

Community Services

A majority of Head Start and Early Head Start agencies reported experiencing cooperative relationships with more than half of the organization types listed in Graph 20. There is room for improvement in building working relationships with community services. Collaborative and coordinative relationships constitute the majority of the relationships maintained in only two areas: providers of domestic violence prevention and treatment services and providers of child abuse prevention and treatment services. The question addressing service provision to military families was added to this needs assessment in 2012. Responses to this question indicate that relationships need to be established as 66% of responders currently have no working relationship with this type of organization. However only .49% of Head Start programs in New York State have the opportunity to serve military families.

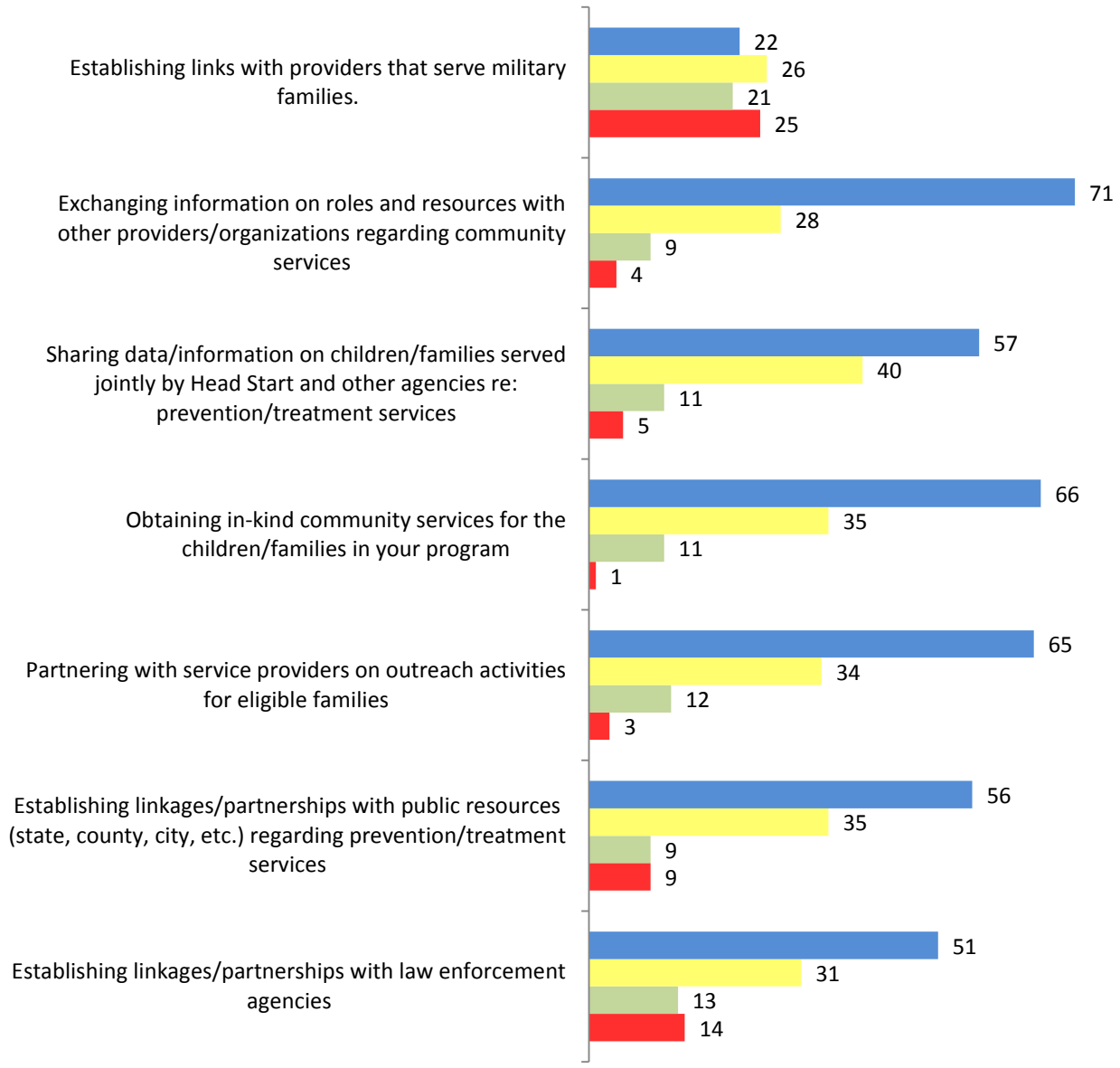
Graph 20: Extent of Involvement with Community Service Providers/ Organizations During the Past 12 Months



A large majority of respondents indicate some-to-no difficulty in their efforts to link families to community services as illustrated in Graph 21. Again, the area in which respondents face the most difficulty is in establishing links with service providers working with military families. Despite the positive numbers reflecting ease in establishing community linkages, the number of "extreme difficulty" responses has increased in five of the six areas where data was previously collected. The level of extreme difficulty

stagnated in obtaining in-kind community services for the children/families served by responding programs and the provision of services to military families was added to the needs assessment in 2012.

Graph 21: Level of Difficulty in Community Services Efforts During the Past 12 Months



Respondents' Comments on Strengths and Challenges Related to Community Services (followed by the number of agencies that included a similar comment)
Only those comments made by four or more agencies are included in this summary.

Strengths	Challenges
• Several Head Start programs maintain positive, ongoing community collaborations by attending local task force meetings and committee meetings (4)	• Many community services are operating at reduced capacity due to funding cuts, making it difficult to offer families services (7) • There is a shortage of mental health services (4)

Extra bits of interesting information

E-Rate

The Federal Communications Commission (FCC) has established a Schools and Libraries Universal Service Program to bring technology into schools and libraries. This program, commonly known as **E-Rate**, provides discounted telecommunication services to rural and economically disadvantaged schools. Head Start programs in New York State are eligible for E-Rate reimbursement for internet and internet related expenses and maintenance (Early Head Start programs are currently not eligible). All grantees are encouraged to take advantage of this funding as it is currently underutilized. The tables below show the amounts *requested*, both pre-discount and discount for FY 2011 and FY 2012. The Head Start numbers are not altogether high, but the increase from 2011 to 2012 is significant. This is based on the data that was found on the 2010, 2011 and 2012 New York State applications.

Applicants are represented according to their status, which was self-indicated on their applications:

- Head Start was the only box that was checked – "Head Start Only"
- Head Start was checked with one or more other choices (i.e. a school district with embedded head start) – "Head Start +"

Head Start Only in New York State		
Funding Year	**Total Technology Expenses, Pre-Discount**	**Total Funding Commitment Request**
2011	$ 449,572	$ 404,615
2012	$ 1,687,115	$ 1,518,403
Grand Total	$ 2,136,687	$ 1,923,018
Head Start +		
Funding Year	**Total Technology Expenses, Pre-Discount**	**Total Funding Commitment Request**
2011	$ 13,294,988	$ 11,839,592
2012	$ 9,773,771	$ 8,619,843
Grand Total	$ 23,068,759	$ 20,459,434
All NY State		
Funding Year	**Total Technology Expenses, Pre-Discount**	**Total Funding Commitment Request**
2010	$ 543,426,878	$ 418,854,635
2011	$ 774,591,870	$ 603,692,548
2012	$ 698,791,026	$ 560,606,076
Grand Total	$ 2,016,809,774	$ 1,583,153,259

FAMILY DEMOGRAPHICS & FATHER ENGAGEMENT

2012 PIR Statewide Family Demographics and Engagement Snapshot	Participants (Head Start and Early Head Start)	Percentage of Participants
Total Number of Families	**62,236**	**100%**
Family Demographics		
Two Parent Families	32,264	52%
Single Parent Families	29,972	48%
Parent Holds a High School Degree or GED	26,534	43%
Parent Did Not Complete High School	18,288	29%
A Parent/Guardian is a Member of the US Military	305	.49%
Family Engagement		
Programs with Father Involvement	207	87%
Children with participating fathers	15,525	24%

*Definitions of each category can be found within the PIR at http://eclkc.ohs.acf.hhs.gov/hslc/mr/pir

APPENDEX D:

List of Survey Respondent Agencies

The Head Start Collaboration Project would like to offer a special thanks to the Head Start and Early Head Start programs that completed the Needs Assessment Survey. Your responses offered valuable insight into the current state of Head Start and Early Head Start programming and has informed the Collaboration Project's work moving forward.

Abyssinian Development Corporation	Cypress Hills Child Care
Action for a Better Community	Delaware Opportunities Inc.
Adirondack Community Action Programs, Inc.	Dr. Richard R. Green Head Start
Agri-Business Child Development at New Paltz	Early Childhood Learning Center
Albany Community Action Partnership	Eastchester Child Development Center
Andrew Landi Child Care Center	Educational Alliance
Association to Benefit Children	Emilia S. Torrecampo
Astor Services for Children & Families	EOP Child Development Head Start
Bais Yaakov Faigeh Schonberger	Episcopal Social Services Early Head Start
Bank Street Head Start	Escuela Hispana Montessori
Bedford Stuyvesant Early Childhood Development Center, Inc.	Faith Hope & Charity
Beth Rivkah Head Start	Family Enrichment Network
Bethel Head Start	Family Services of Westchester
Bloomingdale Family Program	Farragut Children's Center
Bridge Street Child Development	Frank Pierce ECC
Brooklyn Chinese-American Association	Fulmont Community Action Agency, Inc.
CAPC of Jefferson Co. Inc.	Geneva City School District
Cattaraugus and Wyoming Counties Project Head Start	Glen Cove Child Day Care Center
Cayuga Seneca Community Action Agency	Graham Windham
CCNS. Inc. Colin Newell Head Start	Grand Street Settlement Early Head Start
CCNS Queensbridge Early Childhood Development Center	Harlem Gems Head Start
CCNS Sunset Park Early Childhood Development Center	Head Start Center 1
Chautauqua Opportunities Inc.	Head Start of Eastern Orange County, Inc.
Child Development Support Corporation Head Start	Head Start of Rockland, Inc.
Children's Aid Society	Holy Cross Head Start
Colin Newell Head Start	Hudson Guild
Columbia Opportunities, Inc.	Ithaca City School District
Columbia University Head Start	John F. Kennedy Child Care Center
Commission on Economic Opportunity	John Oravecz Child Care Center
Committee for Early Childhood Development and Head Start	Joint Council for Economic Opportunity of Clinton and Franklin Counties, Inc.
Community Action of Orleans & Genesee, Inc.	Joseph Dimarco CCC
Community Action Organization of Erie County Inc. Head Start/Early Head Start	Mosholu Montefiore
Community Life Center, Inc. Head Start	New Life Head Start
Cornell Cooperative Extension of Madison County	Niagara County Head Start, Inc.
Cortland County Community Action Program	Northside Center for Child Development

NSCIC Early Head Start	United Talmudic Academy Head Start of Boro Park
NSCIC Head Start	Urban Strategies Head Start
NYC Administration for Children's Services	Vincent J. Caristo Child Care Center
NYS Federation of Growers and Processors Association, DBA Agri-Business Child Development	Visiting Nurse Service NY Early Steps Family Center
NYSARC Inc., Astoria Blue Feather Head Start	Warren County Head Start, Inc.
Opportunities for Broome Head Start	Washington County Head Start/Early Head Start
Opportunities for Chenango, Inc.	Wayne County Action Program, Inc.
Opportunities for Otsego	Westchester Community Opportunity Program, Inc.
Oswego County Opportunities, Inc.	Williamsburg Y Head Start
P.E.A.C.E., Inc.	Y.M & Y.W.H.A of Williamsburg Inc.
Padre Kennedy Head Start	Yeled V'Yalda
Parsons Early Head Start	Yeshiva Kehilath Yakov Inc.
Phelps Clifton Springs Head Start	
Phipps Community Development Corporation	
Puerto Rican Family Institute Head Start	
Pro Action of Steuben and Yates, Inc.	
Project Social Care Head Start	
Quick Start Day Care Center Inc. Head Start	
RECAP, Inc., Western Orange County Head Start	
Robert F. Kennedy Child Care Center	
Rockaway Head Start	
Saratoga County EOC Head Start	
Schoharie County Child Development Council	
Schuyler Head Start	
Seneca Nation	
Seventh Avenue Center for Family Services	
Sharon Baptist	
South Jamaica Center For Children, Inc.	
St. Margaret Mary Head Start	
St. Lawrence County Head Start	
St. Peter's Child Care Center	
St. Mark's (UMC)Family Services Council Head Start	
Staten Island Head Start	
Sullivan County Head Start, Inc.	
The Child Center of NY	
The Child Center of NY- Early Head Start	
Tompkins Community Action	
Trabajamos Community Head Start	
Uai Main	
UH Early Childhood Discovery Center at WHEDco	
Ulster County Community Action Committee, Inc.	
United Talmudic Academy Head Start of Boro Park	
Urban Strategies Head Start	

New York State Head Start Collaboration Project

52 Washington Street * West Building, Suite 99 * Rensselaer, NY 12144 *

Phone: (518) 474-9352

patricia.persell@ccf.ny.gov

http://www.ccf.ny.gov/HS/index.cfm