

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



FLORIDA HEAD START STATE COLLABORATION OFFICE NEEDS ASSESSMENT



2009-2010
Survey Results



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

Florida Head Start State Collaboration Office
Needs Assessment 2009-2010 Survey Results

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INTRODUCTION

Overview of the Head Start Program

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

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

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

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

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

At least 90% of children enrolled in Head Start programs must meet federal income guidelines, which in 2010 for a family of four is \$22,050. Ten percent of the enrollment must be made available to serve children with disabilities. Services are delivered in a center-based or home-based option, with 92% of participants served in centers.

Head Start in Florida

According to the 2007-2008 Program Information Report (PIR), Florida Head Start Programs served 42,667 children including 38,627 in Head Start and 4,040 in Early Head Start. There were also 370 pregnant women served during that same time period. Head Start Programs are also eligible to provide the Voluntary Prekindergarten Program, a school readiness program for all 4-year-old children living in the state of Florida.

All 67 counties in Florida have a Head Start Program. Florida has 43 different Head Start grantees comprised of 16 Head Start only programs, 23 Head Start and Early Head Start programs, four Early Head Start only programs, and two Migrant and Seasonal Head Start grantees. Migrant and Seasonal Head Start Programs serve children from age 6 weeks through 5 years of age and provide the same comprehensive services as regional Head Start programs. Florida is also home to the Miccosukee Indian Tribe, which once operated a Head Start Program.

One third of Florida's grantee agencies are public school districts. Florida is a single county/single district state with some of the state's largest county governments (including Miami-Dade County) operating four Head Start programs. Another nine grantees are community action agencies. Childcare, faith-based, and single purpose agencies comprise the remainder. From the American Recovery and Reinvestment Act funding opportunity, Florida Head Start funded enrollment will increase in 2010 by 637 children and the Early Head Start funded enrollment will increase by 2,385 children. One of the new Early Head Start grantees is brand new to the Head Start program yet six of the new Early Head Start grantees are also Head Start grantees. These expansion programs were too new to include in the needs assessment survey. (See Appendix A for a detailed listing.)

STUDY DESIGN

Study Purpose

The Head Start Act (as amended December 12, 2007) requires each Head Start State Collaboration Office (HSSCO) conduct a needs assessment of Head Start, Early Head Start and if applicable, Migrant and Seasonal Head Start grantees in their state. The assessment must include areas of coordination, collaboration, alignment of services, and alignment of curriculum and assessments used in Head Start programs with the *Head Start Performance Standards*, the *Head Start Child Outcomes Framework* and, as appropriate, *Florida Early Learning Standards*. The purpose of this survey project is to collect local needs assessment data from Head Start program staff in Florida to develop a strategic plan outlining how the Head Start State Collaboration Office will assist and support Head Start grantees in meeting the requirements of the Head Start Act.

Survey Instrument and Study Methodology

In collaboration with the Northeast Florida Center for Community Initiatives at the University of North Florida, the *Florida Head Start State Survey*— was distributed to Florida Head Start Directors through *Qualtrics*, an electronic survey engine, for a four-week period during April and May 2010. Forty-three Florida Head Start grantees responded to the survey. The Florida Institute of Education at the University of North Florida analyzed the data and collaborated with the HSSCO to assure the accuracy of survey results. The results will be shared with appropriate state and national partners, the Florida Head Start Association, and Head Start grantees. Appendix B includes the complete survey instrument.

SURVEY RESULTS

PRIORITY AREAS

AREA 1—HEALTH CARE

The Head Start Needs Assessment Survey included 10 questions plus one open-ended question concerning the Health Care priority. Health Care question 1 reads as follows:

1. *Concerning Oral Health, with which of the following do you partner? Please select a response for each possible partner.*

Table 1 presents the response frequencies to Health Care question 1.

Table 1
Response Frequencies to Health Care Question 1

| Partner | Frequency of Responses | | | |
|--------------------------------|------------------------|----|----|---|
| | Yes | No | NA | M |
| Dentists in Private Practice | 30 | 10 | 1 | 2 |
| Dentists in Public Health | 37 | 2 | 2 | 2 |
| FQHC | 12 | 10 | 17 | 4 |
| Dental Hygienists | 17 | 19 | 0 | 7 |
| Universities | 8 | 22 | 8 | 5 |
| College Dental Schools | 12 | 17 | 9 | 5 |
| Physicians in Private Practice | 16 | 22 | 0 | 5 |
| Physicians in Public Health | 23 | 15 | 0 | 5 |

Note. FQHC is Federally Qualified Health Centers, NA is not available, and M is missing.

The most frequent partners providing oral health care were dentists either in private practice or in Public Health. FQHCs represented the partnership most often not available.

Health Care questions 2 and 3 read as follows:

2. *How would you describe the adequacy of your existing partnerships in meeting the oral health treatment needs of children in your **Early Head Start Program**?*
3. *How would you describe the adequacy of your existing partnerships in meeting the oral health treatment needs of children in your **Head Start Program**?*

Eleven of the 43 survey respondents indicated that Health Care question 2 addressing Early Head Start oral health partnerships was *Not Applicable* to them, and 4 indicated that Health Care question 3 addressing Head Start providers was not applicable to them. In both instances, these responses were removed, and the category percentages were calculated using only respondents who indicated the questions were applicable to their situation—32 for Early Head Start and 39

for Head Start. Figure 1 shows the percentage of responses in the categories *Not Adequate*, *Somewhat Adequate*, *Adequate*, *Very Adequate*, and *Missing*.

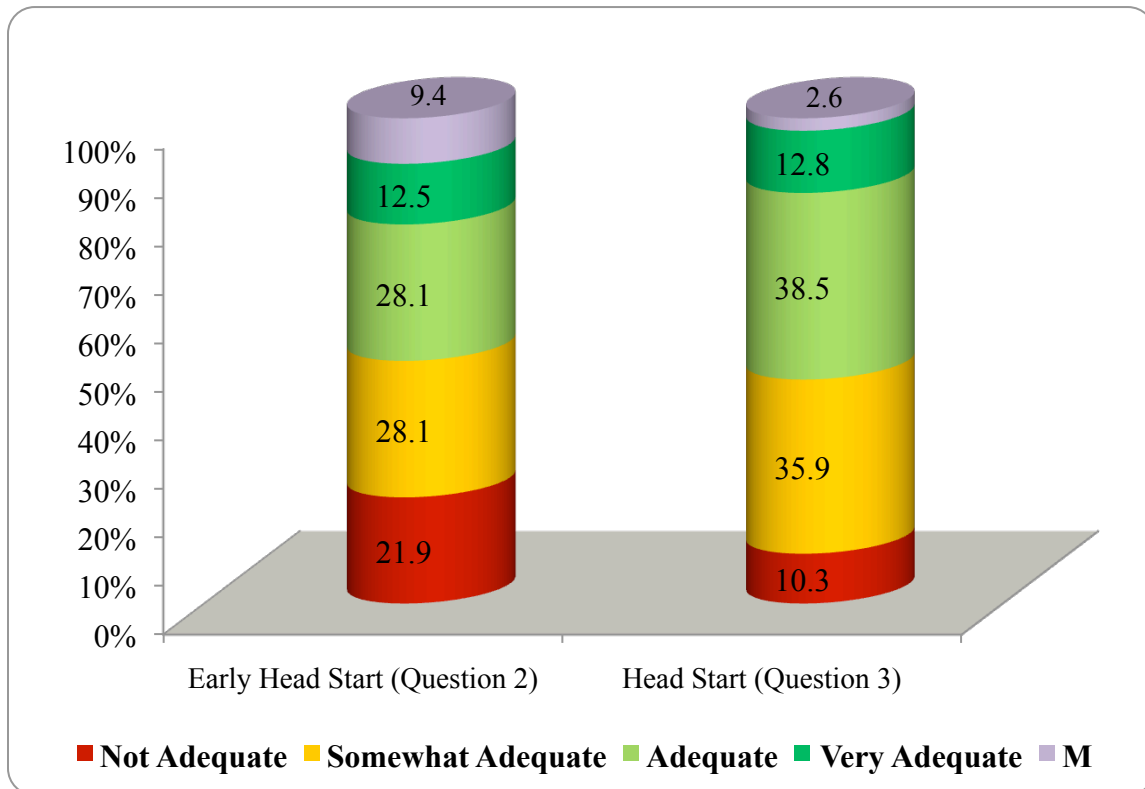


Figure 1. Responses to Health Care questions 2 and 3. M is missing.

As can be seen, 50% of the Early Head Start respondents and 46% of the Head Start respondents indicated that their existing partnerships with oral health providers were either *Not Adequate* or *Somewhat Adequate* in meeting the treatment needs of their children. Moreover, a higher percentage of agencies had *Missing* responses to Health Care question 2 concerning Early Head Start existing partnerships than to question 3 concerning Head Start partnerships.

Health Care questions 4 and 5 read as follows:

4. *How would you describe your difficulty in obtaining lead screening results for your **Early Head Start** program?*
5. *How would you describe your difficulty in obtaining lead screening results for your **Head Start** program?*

Thirteen of the 43 survey respondents indicated that Health Care question 4 addressing Early Head Start lead screening results was *Not Applicable* to them, and 3 indicated that Health Care question 5 was not applicable to them. In both instances, these responses were removed, and the

category percentages were calculated using only respondents who indicated that the questions were applicable to their situation—30 for Early Head Start and 40 for Head Start. Figure 2 shows the percentage of responses in the categories *Extremely Difficult*, *Difficult*, *Somewhat Difficult*, *Not Difficult*, and *Missing*.

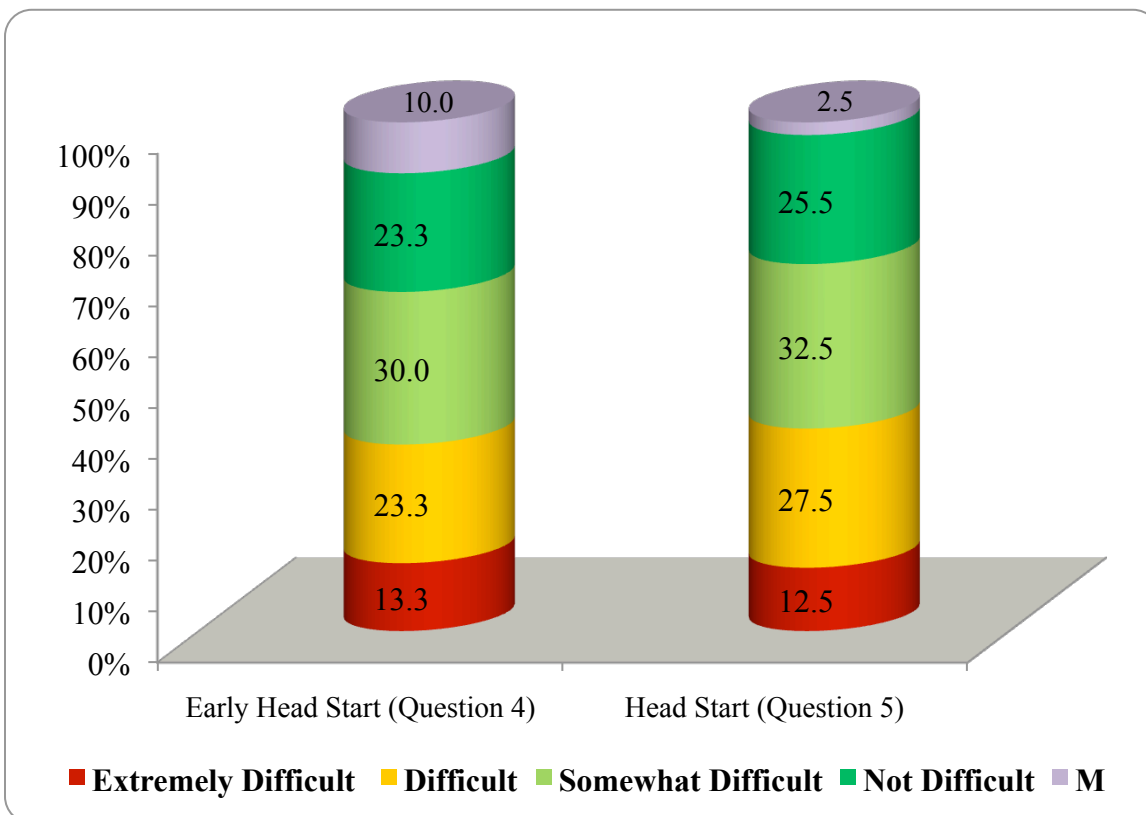


Figure 2. Responses to Health Care questions 4 and 5. *M* is missing.

As can be seen, 37% of the Early Head Start respondents and 40% of the Head Start respondents indicated that it was *Extremely Difficult* or *Difficult* to obtain children’s lead screening results. Also, a higher percentage of Early Head Start agencies had *Missing* responses to Health Care question 4 than Head Start agencies to question 5.

Health Care questions 6 and 7 read as follows:

6. *Does your program pay for lead screening? (a. Early Head Start; b. Head Start)*
7. *If you answered “yes” to either or both options of the previous question, please identify the reason(s) your program pays for lead screening. Please select a response for each possible reason.*

Table 2 presents the agencies' responses to both Health Care questions. All 43 agencies responded to Health Care questions 6a (Early Head Start) and 6b (Head Start) with 11 agencies indicating that the Early Head Start question was not applicable to their agency and 4 indicating that the Head Start question was not applicable to theirs. Only respondents who indicated that their agencies paid for lead screening responded to all parts of Health Care question 7. The response frequencies for Health Care questions 6 and 7 are presented in Table 2.

Table 2
Response Frequencies to Health Care Questions 6 and 7

| Question | <i>Frequency of Responses</i> | | | |
|--|-------------------------------|-----------|-----------|----------|
| | <i>Yes</i> | <i>No</i> | <i>NA</i> | <i>M</i> |
| 6a. Does EHS program pay for lead screening? | 10 | 17 | 11 | 5 |
| 6b Does HS program pay for lead screening? | 15 | 23 | 4 | 1 |
| <i>7-Reasons programs pay (17 respondents)</i> | | | | |
| Lead screening not covered by managed care plans | 6 | 6 | | 5 |
| Health care providers do not perform lead screening | 12 | 4 | | 1 |
| Lack of transportation to lead screenings | 6 | 7 | | 4 |
| Screening results not part of child's physical exam report | 12 | 4 | | 1 |

Note. EHS is Early Head Start and HS is Head Start. Twenty-six of the 43 agencies responding to Health Care question 6 indicated that their agencies did not pay for lead screening, and therefore, they did not respond to Health Care question 7. NA is not applicable to the respondent, and M is missing.

The agencies' responses to Health Care question 6 indicated, in most instances, that the Early Head Start and Head Start programs did not pay for children's lead screening. Of the programs that indicated they did pay for lead screening, the most prevalent reasons were that *Health care providers do not perform lead screening* and that *Screening results are not provided as a part of children's physical exam report*.

Health Care questions 8, 9, and 10 read as follows:

8. *How would you describe the adequacy of your existing partnerships in meeting the mental health needs of the children in your **Early Head Start** program?*
9. *How would you describe the adequacy of your existing partnerships in meeting the mental health needs of the children in your **Head Start** program?*
10. *How would you describe the adequacy of your existing partnerships in meeting the **mental health** counseling needs of **parents** in your program?*

Figure 3 shows the percentages of responses in the categories *Not Adequate*, *Somewhat Adequate*, *Adequate*, *Very Adequate*, and *Missing* for Health Care questions 8, 9, and 10. Twelve of the 43 respondents indicated that Health Care question 8, addressing the adequacy of Early Head Start partnerships in meeting the mental health needs of children, was *Not Applicable* to their agency; and 4 indicated that Health Care question 9 was not applicable to their agency. In both instances, these responses were removed, and the category percentages were calculated using only respondents who indicated that the questions were applicable to their situation—31 for Early Head Start and 39 for Head Start.

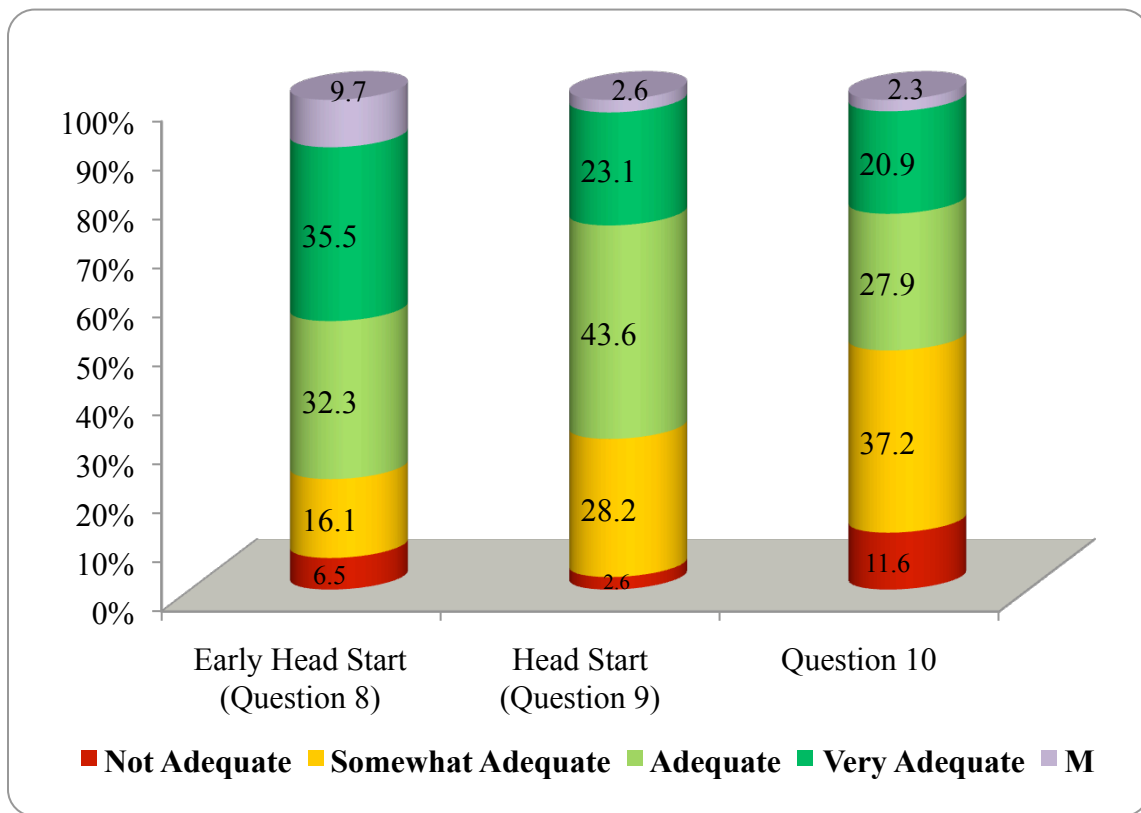


Figure 3. Responses to Health Care questions 8, 9, and 10. M is missing.

As can be seen in Figure 3, approximately two thirds of the Early Head Start (question 8) and Head Start (question 9) agencies responded that their existing partnerships for meeting the mental health care needs of the enrolled children were *Adequate* or *Very Adequate*. In fact, only slightly less than 3% of the 39 Head Start program respondents indicated that their existing partnerships were *Not Adequate*.

Health Care question 10 was asked all of the 43 agencies and the percentage, 48.8%, of the agencies who responded that the adequacy of their existing partnerships in meeting the

mental health counseling needs of parents was *Not Adequate* or *Somewhat Adequate* matched the percentage who responded *Adequate* or *Very Adequate*. The open-ended Health Care Priority question reads as follows:

11. Please describe any other issues you may have regarding health care for families in your program.

The health care domain elicited the highest number of responses for the open-ended questions in the assessment—44% (19/43) of those surveyed responded to this question.

Major Themes/Issues:

1. Medical Provider Issues—63% of the 19 respondents identified this theme.
 - a. Lack of providers
 - b. Providers do not provide screenings and / or results
 - c. Lead
 - d. EPSDT
2. Family Issues—47% of the 19 respondents identified this theme.
 - a. Lack of insurance
 - b. Parents do not accept services
 - c. Parents do not follow-up
 - d. Knowledge of prescription
3. Dental Provider Issues—32% of the 19 respondents identified this theme.
 - a. Lack of providers
 - b. Dental services for adults under Medicaid inadequate

Clarifying Comments

Many of the respondents expressed frustrations over issues surrounding the lack of medical and dental providers. Program directors commented on challenges in finding mental health providers and medical providers who accept Medicaid. One respondent explained, *There is a lack of providers in our rural areas, particularly those willing to accept Medicaid, which has made it very difficult for our agency to ensure children and families are getting the health care assistance they need.* Some respondents also voiced concern about getting providers to complete and/or share the results of EPSDT and lead screenings. One respondent described how their program now conducts the lead screenings after other strategies had failed.

Family issues focused primarily on the challenges resulting from parents declining services, not following-up on services, and lacking insurance coverage. *Our biggest challenge is finding assistance for children with significant health or dental needs who are not eligible for*

Medicaid due to birthplace, explained a respondent. As one survey respondent pointed out, parent education may be the answer to increasing parents' cooperation.

AREA 2—SERVICES FOR CHILDREN EXPERIENCING HOMELESSNESS

The Head Start Needs Assessment Survey included three questions plus one open-ended question in the Services for Children Experiencing Homelessness priority. The three questions read as follows:

1. *How would you rate the difficulty you experience in working with the Local Education Agency(ies) (LEA) to meet the requirements of the McKinney-Vento Homeless Education Act?*
2. *In efforts to serve children experiencing homelessness, how would you rate the difficulty you experience in working with local agencies other than LEAs?*
3. *How would you rate the difficulty you experience in serving children that are homeless?*

Figure 4 shows the percentage of responses to questions 1, 2, and 3 in the categories *Extremely Difficult*, *Difficult*, *Somewhat Difficult*, *Not Difficult*, and *Missing*.

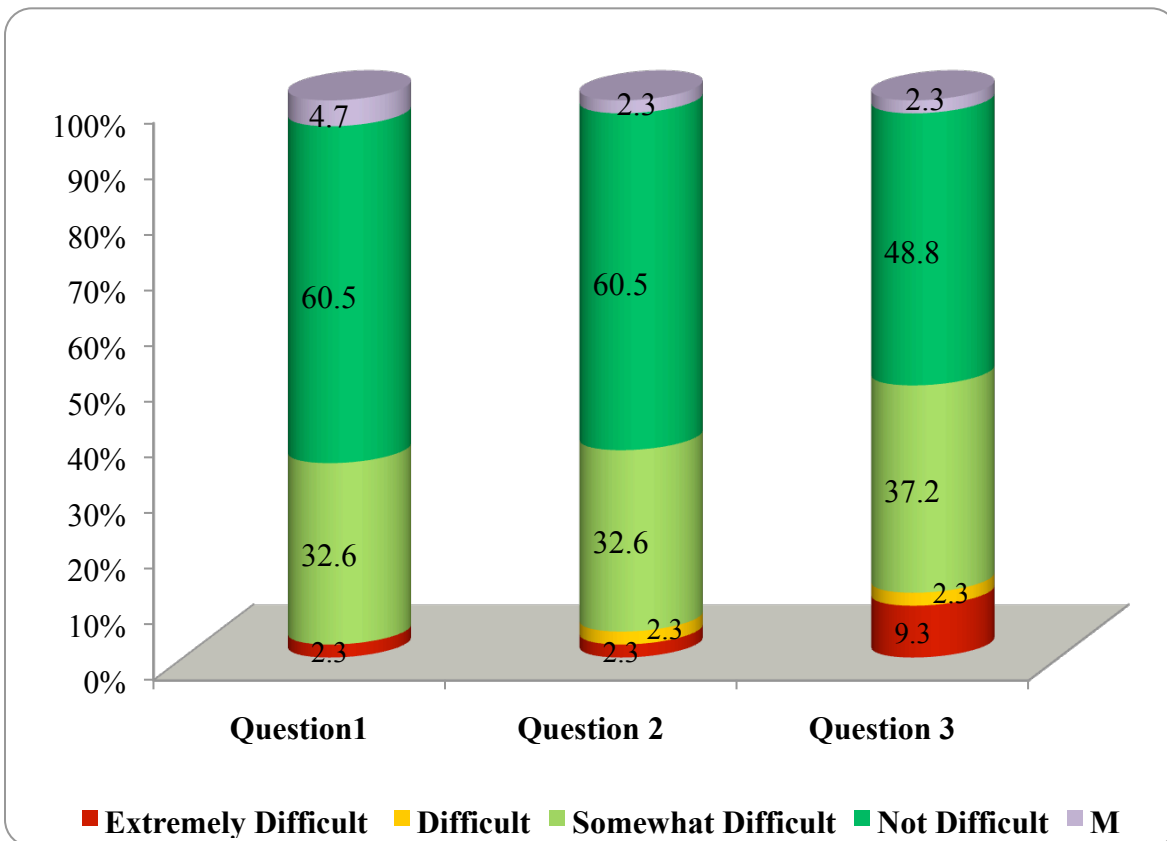


Figure 4. Responses to Services for Children Experiencing Homelessness questions 1, 2, and 3. M is missing.

The responses to all three questions indicated that Early Head Start and Head Start agencies had very little difficulty in providing services for children experiencing homelessness.

The opened-ended Services for Children Experiencing Homelessness Priority question reads as follows:

4. *Please describe any other issues you may have regarding services for children experiencing homelessness in your program.*

37% (16/43) of those surveyed responded to this question.

Major Themes/Issues:

1. Community Service Issues—44% of the 16 respondents identified this theme.
 - a. Lack of community resources
 - b. Partnerships
 - c. Communication with DCF
2. Program Service Issues—38% of the 16 respondents identified this theme.
 - a. Lack of space
 - b. Lack of funding
3. Transient Nature Issues—25% of the 16 respondents identified this theme.
 - a. Maintaining contact
 - b. Lack of attendance

Clarifying Comments

Comments focused on the lack of services in the community, partnerships between agencies, and a communication issue with DCF. As one respondent explained, services in rural counties are particularly scarce, *Many of our migrant families experience little support if any, from community wrap-around services that might otherwise prove helpful for other homeless populations. This is often compounded by the availability and nature of rural social service provision.*

Program service issues were also mentioned among this group of survey respondents. Lack of classroom space was the primary challenge while lack of funding was also a concern for some respondents. As one respondent stated, *Matching the classroom services available (unfilled classroom space) to the children in need of the service is often very difficult. The families tend to appear at the site and classroom space is not often available at that location.*

Some of the respondents explained that the homeless population they work with typically consists of families who share housing with extended family members and “couch surf.” The transient nature of homelessness presents unique challenges to programs including the challenge of obtaining and maintaining current contact information and consistent attendance.

AREA 3—WELFARE

The Head Start Needs Assessment Survey included one question with five sub-questions plus one open-ended question in the Welfare priority. The one question reads as follows:

1. *How would you rate your need for assistance in improving your working relationships with local welfare agencies?*

Figure 5 shows the percentage of responses in the categories *Need a Lot of Assistance*, *Need Assistance*, *Little Need for Assistance*, *No Need for Assistance*, and *Missing*.

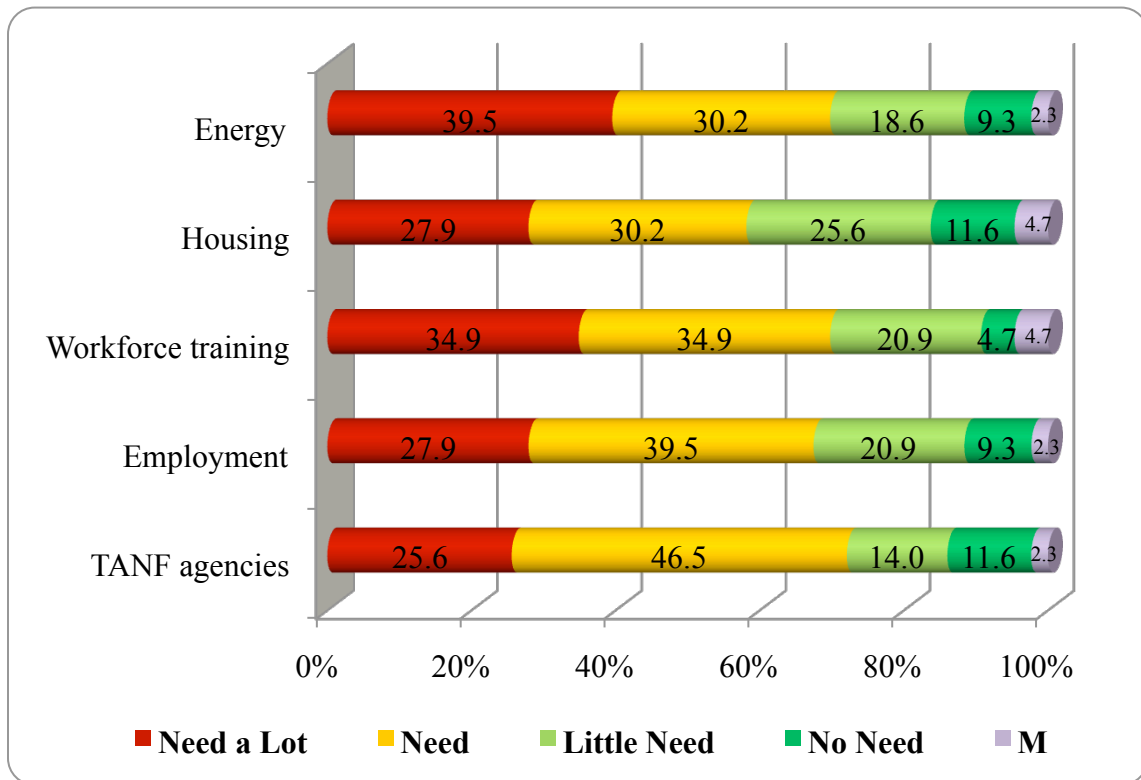


Figure 5. Responses to Welfare question 1. M is missing.

The agencies' responses indicated that almost 60% of the Early Head Start and Head Start agencies either *Need Assistance* or *Need a Lot of Assistance* in improving their working relationships with local welfare agencies.

Open-ended Welfare Priority question reads as follows:

2. *Please describe any other issues you may have regarding welfare in your program.*

14% (6/43) of those surveyed responded to this question.

Major Themes/Issues:

1. Varied—66% of the six respondents identified this theme.
 - a. Lack of referrals
 - b. Relationship
 - c. Language barrier
 - d. Ineligibility due to citizenship
 - e. Attitudes of welfare employees
 - f. Need more concise information
2. High Unemployment—33% identified this theme.

Clarifying Comments

Similar to responses to other open-ended questions, the challenges stemming from language barriers and citizenship status presents concerns for programs. One respondent wrote, *the Biggest problem is always language and families not being eligible due to lack of citizenship, and attitudes of welfare agency employees toward families.* Two respondents discussed the strain on services the local high unemployment rates have created. One program director explained, *High unemployment in some of the counties we serve accounts for most of the problems with our families resulting in challenges for housing, food and energy assistance...*

AREA 4—CHILD WELFARE

The Head Start Needs Assessment Survey included six questions plus one open-ended question in the Child Welfare priority. The first three questions read as follows:

1. *Does your program participate on your local child abuse prevention planning team?*
2. *Which of the following child abuse prevention activities do you implement in your **Early Head Start** program (or through your local partnerships)? Check all activities that are implemented in your program.*
3. *Which of the following child abuse prevention activities do you implement in your **Head Start** program (or through your local partnerships)? Check all activities that are implemented in your program.*

In response to Child Welfare question 1, 19 agencies indicated that they participated on their local child abuse prevention planning team, and 23 indicated that they did not.

Thirteen of the 43 respondents indicated that Child Welfare question 2, addressing child abuse prevention in Early Head Start, was *Not Applicable* to their agency; and 4 indicated that question 3, addressing child abuse prevention in Head Start, was not applicable to their agency. In both instances, these responses were removed, and the category percentages were calculated using only respondents who indicated that the questions were applicable to their situation—30 for Early Head Start and 39 for Head Start. Table 3 presents the responses to questions 2 and 3.

Table 3
Response Frequencies to Child Welfare Questions 2 and 3

| Child Abuse Prevention Activities | % of Yes and Missing Responses | | | |
|--|--------------------------------|----------|------------|----------|
| | Early Head Start | | Head Start | |
| | <i>Yes</i> | <i>M</i> | <i>Yes</i> | <i>M</i> |
| Parent Training | 79.3 | 13.8 | 92.3 | 2.6 |
| Information to Parents | 86.2 | 13.8 | 94.9 | 2.6 |
| Staff Training for Signs of Child Abuse and Reporting | 86.2 | 13.8 | 97.4 | 2.6 |
| Staff Training for Identification of Child Abuse by Co-workers | 86.2 | 13.8 | 79.5 | 2.6 |
| Child-focused Curriculum | 31.0 | 13.8 | 56.4 | 2.6 |
| Other | 10.3 | 13.8 | 10.3 | 2.6 |

At least 80% of the Early Head Start agencies and over 90% of Head Start agencies indicated that they were providing child-abuse prevention training and/or information to parents and staff. Thirty-one percent of Early Head Start agencies and 56% of Head Start agencies indicated that they implemented a child-focused, child-abuse prevention curriculum.

Respondents who also responded that they were implementing *Other* activities identified those activities as attending interagency council meetings and annual child abuse conferences, supporting staff in reporting child abuse, and using activities focused on domestic violence prevention.

The Child Welfare question 4 reads as follows:

4. *The State of Florida is adopting a Family Strengthening Initiative designed to strengthen the social and emotional development of children and to create a child abuse and neglect prevention framework that shifts the focus of child abuse prevention efforts from family risks and deficits to family strengths and resiliency. Would your program be willing to participate as a pilot site in the Family Strengthening Initiative?*

Responses indicated that 81% of the agencies would be willing to participate.

Child Welfare questions 5 and 6 read as follows:

5. *Please indicate on which topic your **Early Head Start** program staff spends the **most time** during home visits? Please choose only one.*
6. *Please indicate on which topic **Head Start** staff spends the **most time** during home visits? Please choose only one.*

Thirteen of the 43 respondents indicated that Child Welfare question 5 was *Not Applicable* to their agency; and 3 indicated that question 6 was *Not Applicable* to their agency. In both instances, these responses were removed, and the category percentages were calculated using only respondents who indicated that the questions were applicable to their situation—30 for Early Head Start and 40 for Head Start. Table 4 presents the responses to questions 5 and 6.

Table 4
Response Frequencies to Child Welfare Questions 5 and 6

| Home Visit Topics | % of Yes Responses | |
|-------------------------|--------------------------------|--------------------------|
| | <u>Early Head Start</u> Yes | <u>Head Start</u> Yes |
| Child Development | 53.3 | 52.5 |
| Health | 6.7 | 5.0 |
| Parenting | 10.0 | 10.0 |
| Family Self-sufficiency | 6.7 | 15.0 |
| Other | 6.7 | 12.5 |
| Missing | 16.7 | 5.0 |

The highest percentage of response for both the Early Head Start and Head Start agencies was *Child Development*. One Early Head Start *Other* response indicated that the Family

Partnership Agreement was the most frequent topic of home visits, and the second *Other* response indicated that the topic depended on whether or not the child's mother was pregnant. The Head Start *Other* responses indicated that *Child Development* and goal setting, family goal setting, and child outcomes were also frequent topics. Additionally, Head Start *Other* responses indicated that the topic depended on the child's needs and indicated that a combination of topics (assessing family needs, identifying resources, *Child Development*, and home learning activities) was the most frequent in their Head Start home visits.

The open-ended Child Welfare Priority question reads as follows:

7. *Please describe any other issues you may have regarding child welfare for families in your program.*

7% (3/43) of those surveyed responded to this question.

1. Varied—All three respondent identified this theme.
 - a. Home visitor credentials
 - b. Interest in pilot program
 - c. Topic changes based on need

Clarifying Comments

There was no predominant theme or issue among the few responses. One respondent was concerned over the standards set for home visitors' credentials. She stated, *The lack of high standards for credentialing home visitors is not congruent with the tasks these staff members are completing.* Another expressed interest in the pilot program for families, while the third survey respondent explained that the topic covered may change due to the needs of the child or family.

AREA 5—CHILD CARE

The Head Start Needs Assessment Survey included five questions plus one open-ended question in the Child Care priority. The first two questions read as follows:

1. Concerning full-day, full-year wrap-around services, how would you describe the success of your partnership(s) with your local early learning coalition(s) to provide funding for these services for your **Early Head Start** program parents?
2. Concerning full-day, full-year wrap-around services, how would you describe the success of your partnership(s) with your local early learning coalition(s) to provide funding for these services for your **Head Start** program parents?

Eighteen of the 43 respondents indicated that Child Care question 1 concerning Early Head Start was *Not Applicable* to their agency, and 8 indicated that Child Care question 2 concerning Head Start was not applicable to their agency. In both instances, these responses were removed, and the category percentages were calculated using only respondents who indicated that the questions were applicable to their situation—25 for Early Head Start and 35 for Head Start. Figure 6 shows the percentage of responses to questions 1 and 2 in the categories *Not at All Successful*, *Somewhat Successful*, *Successful*, *Very Successful*, and *Missing*.

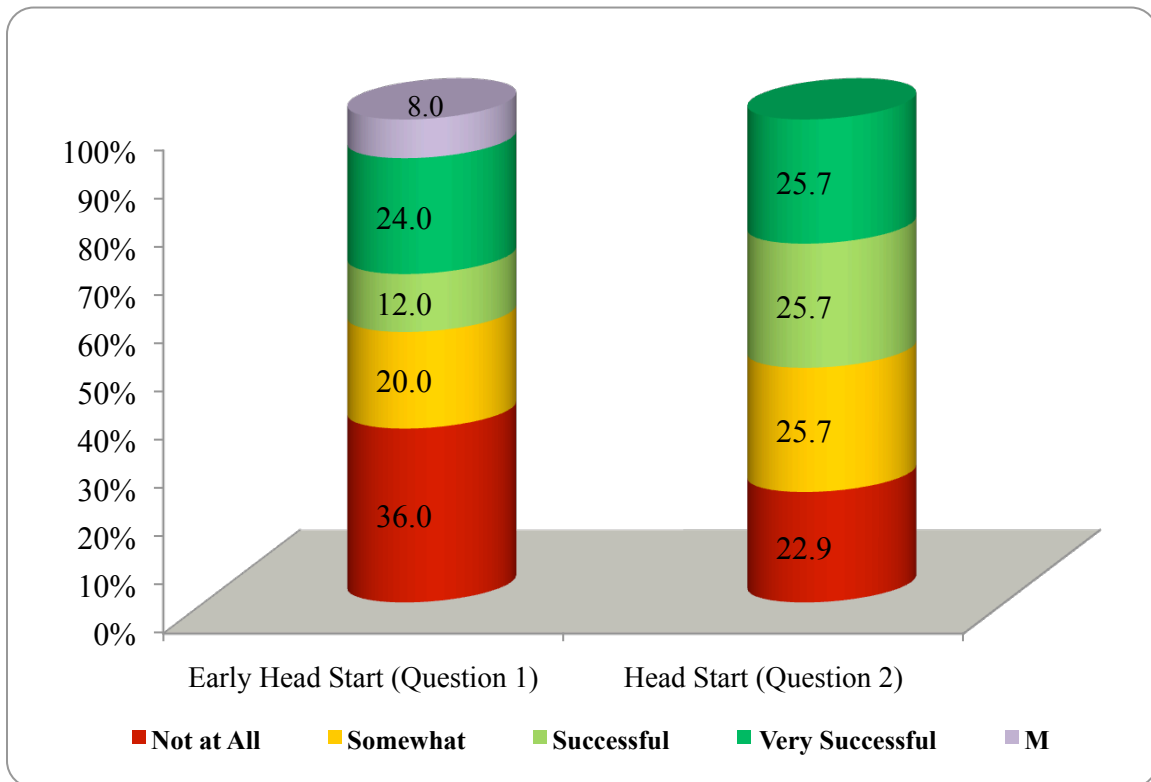


Figure 6. Responses to Child Care questions 1 and 2. M is missing.

Fifty-six percent of the Early Head Start agencies and over 49% of Head Start agencies indicated that they were either *Not at All Successful* or *Somewhat Successful* in their partnerships with local early learning coalition(s) relative to child care funding.

Child Care question 3 reads as follows:

3. *What data do you share with your early learning coalition(s)? Please respond to each listed data possibility.*

Table 5 shows the percentage of responses to each of the listed data possibilities.

Table 5

Data Possibility Response Frequencies for Child Care Questions 3

| Data Sharing Possibility | Yes | No | M |
|--------------------------------|------|------|------|
| Number of Children Enrolled | 81.4 | 14.0 | 4.7 |
| Wait Lists | 39.5 | 53.5 | 7.0 |
| Assessments and Screening Data | 48.8 | 41.9 | 9.3 |
| Training | 72.1 | 18.6 | 9.3 |
| Staff Education | 60.5 | 30.2 | 9.3 |
| Family Information | 34.9 | 55.8 | 9.3 |
| Children’s Health Data | 16.3 | 69.8 | 14.0 |
| Curriculum Data | 60.5 | 32.6 | 7.0 |

The agencies’ responses indicated that data shared usually involved enrollment, training, staff education, and curriculum.

The Child Care questions 4 and 5 read as follows:

4. *How often do you share **Early Head Start** program data (e.g., numbers of enrolled children, assessment data, waitlists, training, professional development) with your early learning coalition(s)?*
5. *How often do you share **Head Start** program data (e.g., numbers of enrolled children, assessment data, waitlists, training, professional development) with your early learning coalition(s)?*

Sixteen of the 43 respondents indicated that Child Care question 4 concerning Early Head Start was *Not Applicable* to their agency, and 6 indicated that Child Care question 5 concerning Head Start was *Not Applicable* to their agency. In both instances, these responses were removed, and the category percentages were calculated using only respondents who indicated that the questions were applicable to their situation—27 for Early Head Start and 37 for Head Start. Figure 7 shows the percentage of responses to questions 4 and 5 in the categories *Weekly*, *Monthly*, *Quarterly*, *Annually*, and *Never*.

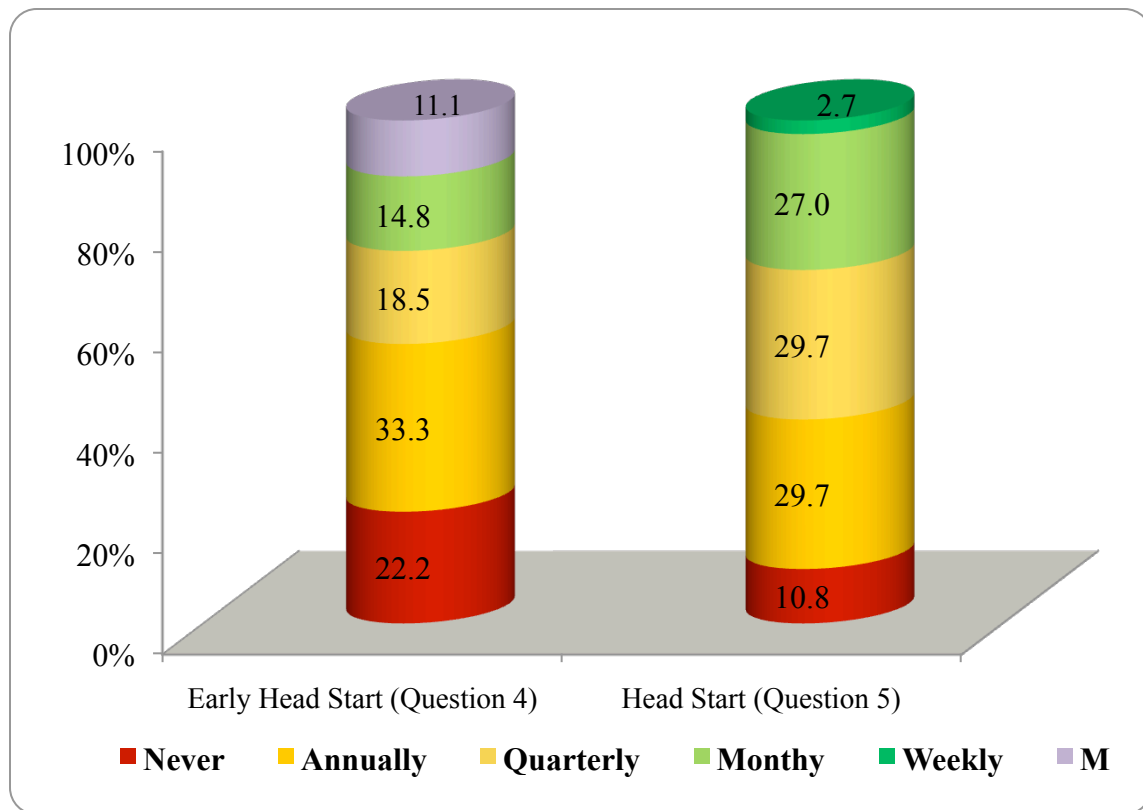


Figure 7. Responses to Child Care questions 4 and 5. M is missing.

Head Start agencies' responses (question 5) indicated that they share data with their local early learning coalition(s) more frequently than Early Head Start agencies (question 4). Fifty-nine percent of the Head Start agencies' indicated that they share data at least quarterly and 30% share data at least monthly. One third of the Early Head Start agencies indicated that they share data with their early learning coalition(s) at least quarterly.

The open-ended Child Care Priority question reads as follows:

6. Please describe any other issues you may have regarding child care in your program.

26% (11/43) of those surveyed responded to this question.

Major Themes/Issues:

1. Partnerships/Collaborations—55% of the 11 respondents this theme.
 - a. Positive/neutral partnerships
 - b. Negative partnerships
2. Information Sharing—45% of the 11 respondents identified this theme.
 - a. Ways of sharing
 - b. Willing, but not asked

3. Funding—36% identified this theme.
 - a. Lack of funding
 - b. Varied funding

Clarifying Comments

Most of the comments were neutral or positive in regards to the partnerships. Concerns were raised despite the positive nature of the partnerships. One respondent explained, *We have a strong partnership with our ELC for VPK but wrap around care is not provided to our students.* One respondent voiced concern over their relationship with their Early Learning Coalition. She stated, *...the ELC seems to think that Head Start are not to provide any training within the community. We have always shared our resources to other children care providers within our community. Now the ELC in stressing that this is NOT our role...*

Funding was another often-cited topic to this question, primarily centered on the lack of funding. A program director described the effects decreased funding has had on their program, *We had to go from a year-round program to part-year AND operating a 10-hr day to 8-hr day because we cannot access part-time subsidized child care for our working parents.*

AREA 6—FAMILY LITERACY SERVICES

The Head Start Needs Assessment Survey included three questions plus one open-ended question in the Family Literacy Services priority. The first two questions read as follows:

1. Over the course of the **Early Head Start** program year, how many times do you provide literacy activities for parents to use with their child(ren) at home?
2. Over the course of the **Head Start** program year, how many times do you provide literacy activities for parents to use with their child(ren) at home?

Table 6 presents the agencies' responses. Fifteen of the 43 survey respondents indicated that Family Literacy Services question 1 was *Not Applicable* to them, and 4 indicated that Family Literacy Services question 2 was not applicable to their agencies. In both instances, these responses were removed, and the category percentages were calculated using only respondents who indicated that the questions were applicable to their situation—28 for Early Head Start and 39 for Head Start. Table 6 shows the percentage of responses in the categories *1-10 times*, *11-20 times*, *21-30 times*, *31 or more times*, and *Missing*.

Table 6
Response Frequencies to Family Literacy Services Questions 1 and 2

| Frequency of Home Literacy Activities | Early Head Start | Head Start |
|---------------------------------------|------------------|------------|
| 1-10 times | 17.9 | 30.8 |
| 11-20 times | 25.0 | 28.2 |
| 21-30 times | 10.7 | 7.7 |
| 31 or more times | 35.7 | 30.8 |
| Missing | 10.7 | 2.6 |

Forty-six percent of the Early Head Start responses and 39% of the Head Start responses indicated that their programs sent home literacy activities for parents to use with their child(ren) at least 21 times over the course of the program year.

Family Literacy Services question 3 reads as follows:

3. *To what extent do you think that the lack of transportation for program families is a barrier to their participation in your program?*

Table 7 presents the agencies' responses.

Table 7

Response Frequencies to Family Literacy Services Question 3

| Lack of Transportation a Barrier | % |
|----------------------------------|------|
| Big Barrier | 20.9 |
| Moderate Barrier | 25.6 |
| Somewhat a Barrier | 34.9 |
| Not a Barrier | 16.3 |
| Missing | 2.3 |

Fifty-one percent of the respondents indicated that the lack of transportation was either *Not a Barrier* or was *Somewhat a Barrier* to families' participation in their program.

The open-end Family Literacy Services Priority question reads as follows:

4. *Please describe any other issues you may have regarding family literacy services in your program.*

9% (4/43) of those surveyed responded to this question.

Major Themes/Issues:

1. Literacy Activities—three of the four respondents identified this theme.
 - a. Book distribution
 - b. Lending library
 - c. Mobile unit
 - d. Home visit activities
 - e. Assistance for 2nd language learners
2. Partnerships/Collaborations—two of the four respondents identified this theme.
 - a. Local libraries
 - b. State level organizations

Clarifying Comments

The responses in this domain focused on literacy activities implemented in the programs and partnerships with other organizations. The activities listed varied and no concerns were explicitly raised. However, one respondent suggested a need for state level partnerships to improve services for migrant families. He wrote, *The opportunity exists to strengthen relationships with state level family services coalitions and organizations for the benefit of migrant families. The implementation of ECMHSP Family Literacy, Financial Literacy, and Oral Health initiatives is currently being showcased and referenced in National Conferences.*

AREA 7—SERVICES FOR CHILDREN WITH DISABILITIES

The Head Start Needs Assessment Survey included five questions plus one open-ended question in the Services for Children with Disabilities priority. Questions 1 and 2 read as follows:

1. To what extent do you work with your Part C and Part B Individuals with Disabilities Education Act (IDEA) partners (e.g., Early Steps, FDLRS/Child Find, LEA, Transition planning team) in early recruiting efforts (February through July) **to identify** children with disabilities in your **Early Head Start** program?
2. To what extent do you work with your Part C and Part B Individuals with Disabilities Education Act (IDEA) partners (e.g., Early Steps, FDLRS/Child Find, LEA, Transition planning team) in early recruiting efforts (February through July) **to enroll** children with disabilities in your **Early Head Start** program?

Twelve of the 43 respondents indicated that Services for Children with Disabilities question 1 was *Not Applicable* to their agency, and 13 indicated that Child Services for Children with Disabilities question 2 was not applicable to their agency. In both instances, these responses were removed, and category percentages were calculated using only respondents who indicated that the questions were applicable to their situation—31 for question 1 and 30 for question 2. Figure 8 shows the percentage of responses to questions 1 and 2 in the categories *Very Little*, *Some*, *A Lot* and *Missing*.

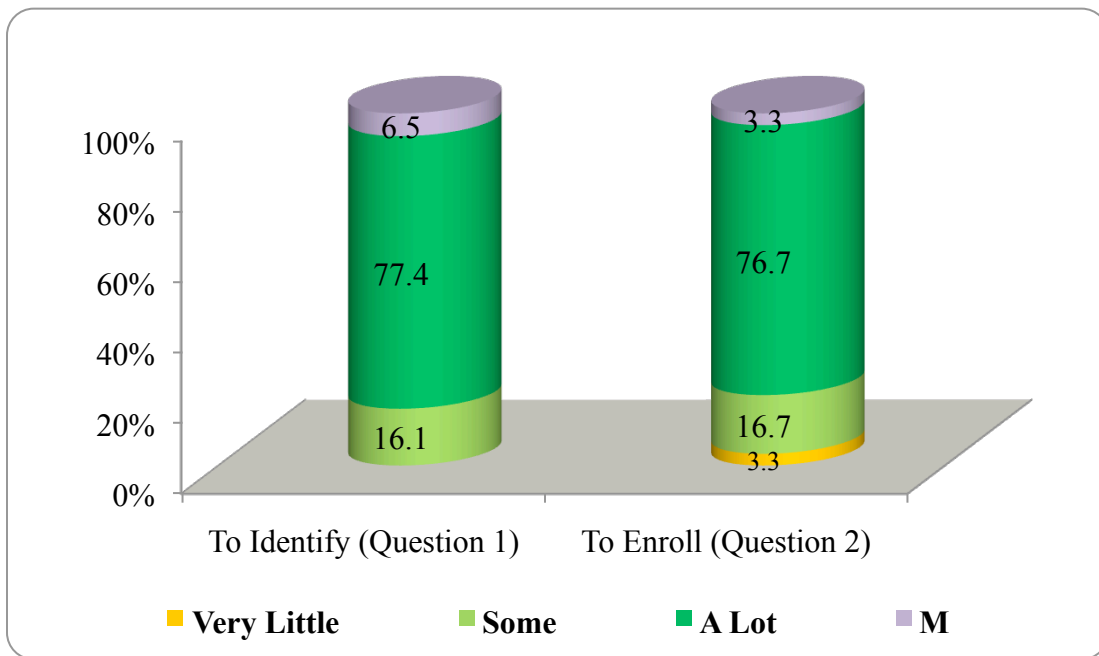


Figure 8. Responses to Services for Children with Disabilities questions 1 and 2. M is missing.

Respondents were offered but did not use the *Not at All* category. Over 75% of the responding agencies indicated that they worked *A Lot* with their Part C and Part B IDEA partners to both identify and enroll children with disabilities in their Early Head Start programs. Services for Children with Disabilities questions 3 and 4 read as follows:

3. *To what extent do you work with your Part C and Part B Individuals with Disabilities Education Act (IDEA) partners (e.g., Early Steps, FDLRS/Child Find, LEA, Transition planning team) in early recruiting efforts (February through July) **to identify** children with disabilities in your **Head Start** program?*
4. *To what extent do you work with your Part C and Part B Individuals with Disabilities Education Act (IDEA) partners (e.g., Early Steps, FDLRS/Child Find, LEA, Transition planning team) in early recruiting efforts (February through July) **to enroll** children with disabilities in your **Head Start** program?*

Four of the 43 respondents indicated that Services for Children with Disabilities questions 3 and 4 were *Not Applicable* to their agency. In both instances, these responses were removed, and the category percentages were calculated using only respondents who indicated that the questions were applicable to their situation—39 for questions 3 and 4. Figure 9 shows the percentage of responses to questions 3 and 4 in the categories *Very Little*, *Some*, *A Lot*, and *Missing*.

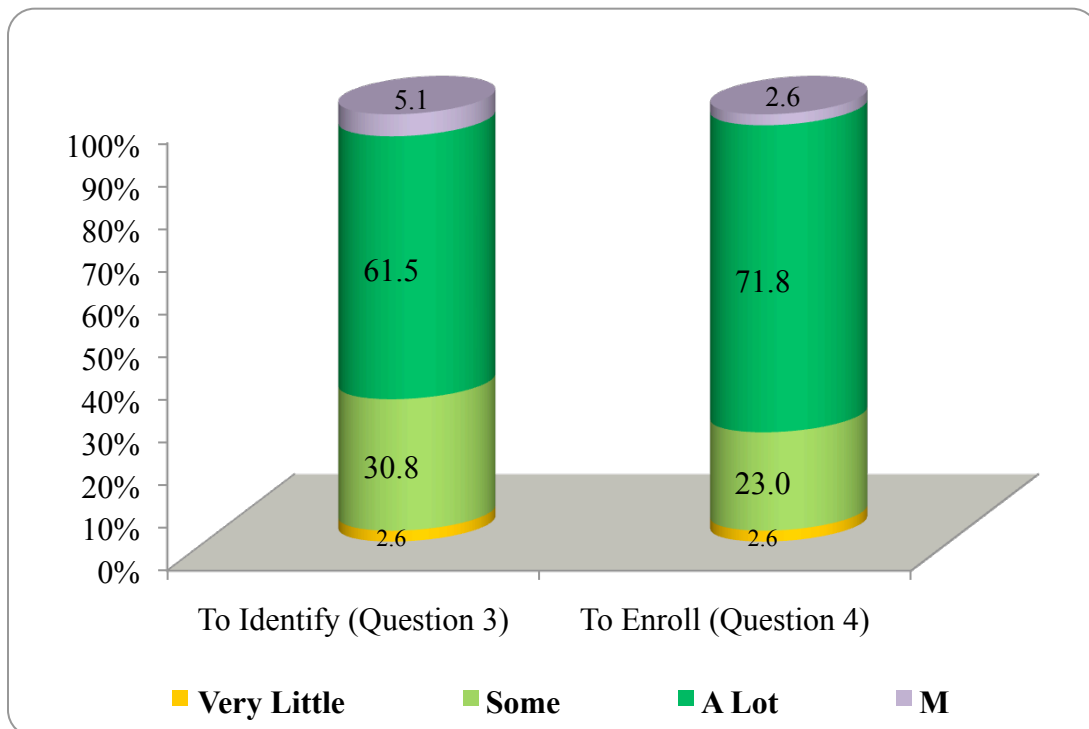


Figure 9. Responses to Services for Children with Disabilities questions 3 and 4. *M* is missing.

Respondents were offered but did not use the *Not at All* category. Slightly more than 60% of the responding Head Start agencies indicated that they worked *A Lot* with their Part C and Part B IDEA partners to identify children with disabilities in their programs. However, over 70% of the responding Head Start agencies indicated that they worked *A Lot* with their Part C and Part B IDEA partners to enroll children with disabilities in their programs.

Services for Children with Disabilities question 5 read as follows:

5. *To what extent is your program successful in obtaining IFSPs or IEPs by mid-year to meet the new requirements in the Head Start Act?*

Table 8 presents the agencies' responses.

Table 8

Response Frequencies to Services for Children with Disabilities Question 5

| Obtaining IFSPs or IEPs | % |
|-------------------------|------|
| Not Successful | 7.0 |
| Somewhat Successful | 41.9 |
| Successful | 20.9 |
| Very Successful | 27.9 |
| Missing | 2.3 |

Ninety-one percent of the responding agencies indicated that they were at least *Somewhat Successful* in obtaining IFSPs or IEPs by mid-year. Forty-nine percent of the agencies indicated that they were either *Successful* or *Very Successful* in obtaining IFSPs or IEPs by mid-year.

The open-end Services for Children with Disabilities Priority Question reads as follows:

6. *Please describe any other issues you may have regarding children with disabilities in your program.*

30% (13/43) of those surveyed responded to this question.

Major Themes/Issues:

1. Referral and Evaluation Process—85% of the 13 respondents identified this theme.
 - a. Lengthy process
 - b. Timeframe issues
 - c. Difficulty meeting 10% rule
2. Miscellaneous—23% of the 13 respondents identified this theme
 - a. Provider issues
 - b. Parents do not keep appointments

Clarifying Comments

A majority of the survey respondents who commented about the referral and evaluation process voiced frustration over the lengthy process. Lack of cooperation from LEA and Early Steps staff were cited impediments to providing timely services, as well as budget restrictions and space availability. Timeframe issues were raised by two respondents in regards to the migrant season and inconsistencies between Early Steps and Early Head Start transition planning requirements for 3 year-olds. Meeting the 10% rule was also a concern among some respondents. One respondent explained, *Compliance with the 10% rule is very difficult. The lack of transportation for Head Start Children and the advent of RTI for the students are significant barriers... families often time choose to go to a self contained ESE PreK classroom because transportation is available.*

Other concerns included Part C providers failing to identify children with disabilities and a lack of bilingual providers.

AREA 8—COMMUNITY SERVICES

The Head Start Needs Assessment Survey included two questions plus one open-ended question in the Community Services priority. The two questions read as follows:

1. How would you describe your need for assistance in accessing, for families, services from providers of substance abuse, prevention, and treatment programs?
2. How would you describe your need for assistance in establishing collaborations with community service organizations (e.g., Rotary International, Kiwanis International, and Exchange Club)?

Figure 10 shows the percentage of responses to questions 1 and 2 in the categories *Need a Lot of Assistance*, *Need Assistance*, *Little Need for Assistance*, *No Need for Assistance*, and *Missing*.

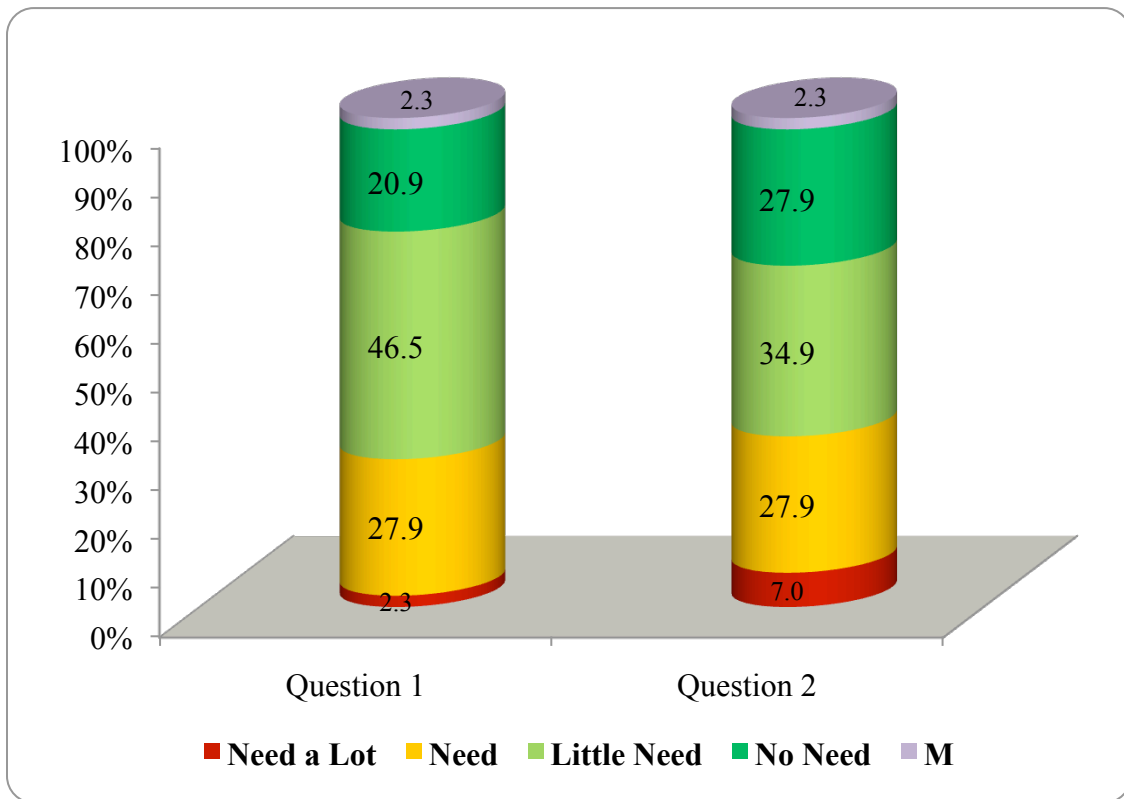


Figure 10. Responses to Community Services questions 1 and 2. *M* is missing.

Sixty-seven percent of the agencies responded that they have either *No Need* or *Little Need for Assistance* in accessing services from providers of substance abuse, prevention, and treatment programs. Sixty-three percent of the agencies responded that they have either *No Need* or *Little Need for Assistance* in establishing collaborations with community service organizations.

The open-ended Community Services Priority question reads as follows:

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

12% (5/43) of those surveyed responded to this question.

Major Themes/Issues:

1. Relationships with Community Service Providers—three of the five respondents identified this theme.
2. Lack of Resources—two of the five respondents identified this theme.
 - a. Lack of funding
 - b. Strained community services

Clarifying Comments

Most of the comments described a positive relationship with community service providers. *Most agencies we contact are always willing to help our program once we have established initial contact*, cited a program director. One respondent explained that they have great community support except from the ELC. Other comments centered on the lack of resources to assist families in need. As explained by one respondent, *Lack of funding for resources for our needy families. Families just above the poverty line (the working poor) do not qualify for many services.*

AREA 9—EDUCATION

The Head Start Needs Assessment Survey included three questions plus one open-ended question in the Education priority. Education question 1 reads as follows:

1. To what extent is your center-based staff knowledgeable about the Florida Kindergarten Readiness Screen (FLKRS) and Florida Assessments for Instruction in Reading (FAIR)?

Figure 11 shows the percentage of responses to the two parts of question 1 in the categories *Not at All Knowledgeable*, *Somewhat Knowledgeable*, *Knowledgeable*, and *Very Knowledgeable*.

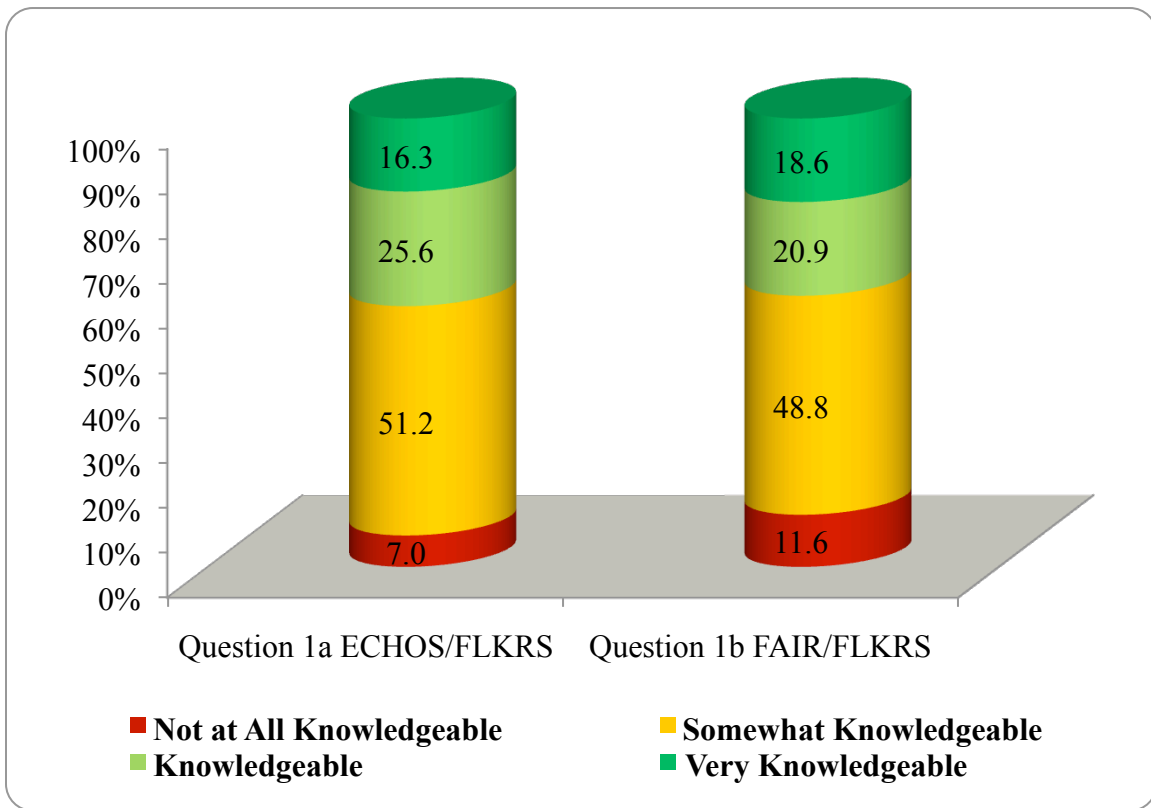


Figure 11. Responses to Education question 1.

Forty-two percent of the responding agencies indicated that their center-based staff was either *Knowledgeable* or *Very Knowledgeable* about the ECHOS part of FLKRS, and 40% of the responding agencies indicated that their center-based staff was either *Knowledgeable* or *Very Knowledgeable* about the FAIR part of FLKRS.

Education questions 2 and 3 read as follows:

2. *How interested is your program in aligning the assessments you currently use with state-adopted assessments?*
3. *To what extent is your program interested in the alignment of your currently implemented curriculum with state-adopted curricula?*

Figure 12 shows the percentage of responses to questions 2 and 3 in the categories *Not at All Interested*, *Somewhat Interested*, *Interested*, and *Very Interested*.

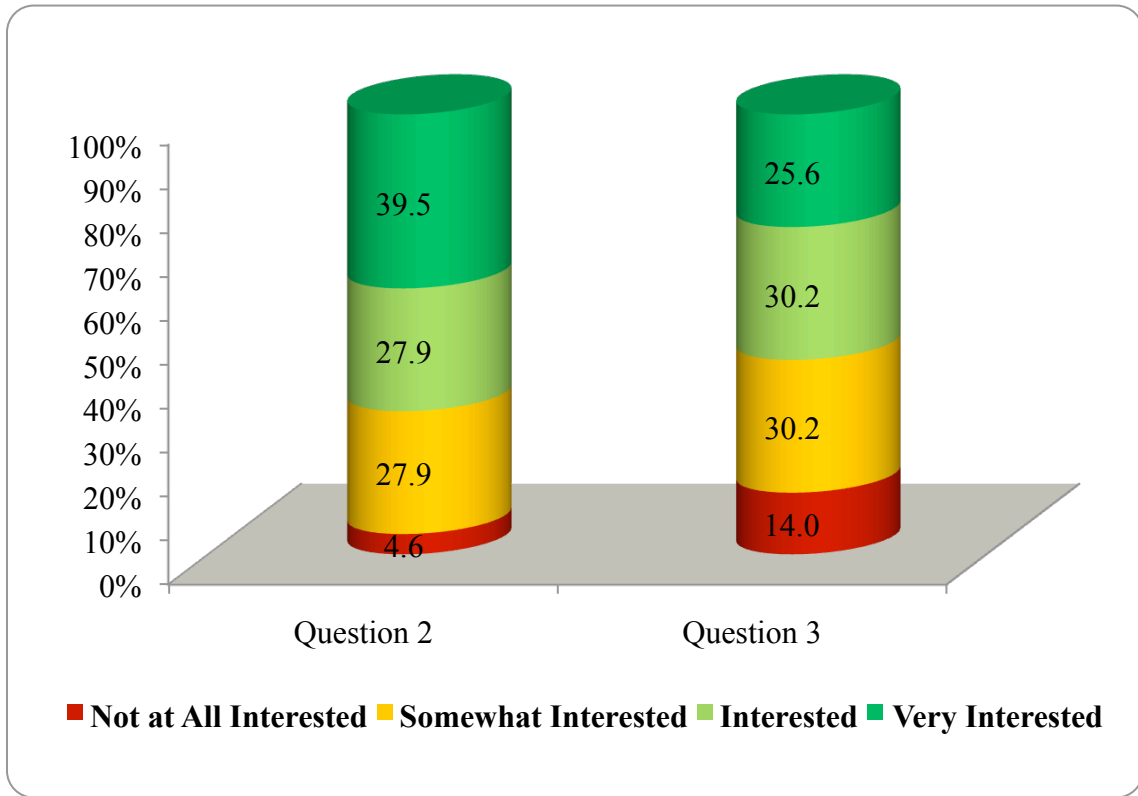


Figure 12. Responses to Education question 2 and 3.

Sixty-seven percent of the responding agencies indicated that they were either *Interested* or *Very Interested* in aligning their currently used assessments with state-adopted assessments, and 56% of the responding agencies indicated that they were either *Interested* or *Very Interested* in the alignment of their currently implemented curriculum with state-adopted curricula.

The open-end Education Priority question reads as follows:

4. *Please describe any other issues you may have regarding education in your program.*

19% (8/43) of those surveyed responded to this question.

Major Themes/Issues:

1. Program Curriculum/Practices and Assessments—88% of the eight respondents identified this theme.
 - a. Developmentally appropriate
 - b. Alignment between curriculum and assessments
 - c. Culturally and linguistically appropriate
 - d. Quality and quantity of assessments
2. Hiring Qualified Staff—two of the eight respondents identified this theme.

Clarifying Comments

The comments for this domain focused around program curriculum and practices, assessments, and staff. Concerns were raised about the curriculum and / or assessments being developmentally appropriate. A program director stated, *We need to ensure that the curriculum, and assessments are developmentally appropriate. I received training from the local School Board on the FAIR and it is just like the Head Start National Reporting system that was found NOT to be developmental appropriate for children...* One respondent expressed a need for curriculum and materials to be more culturally and linguistically appropriate.

Respondents also commented on the alignment of curriculum and assessments. While one respondent claimed their program was aligned with state standards and assessments, another voiced frustration over the challenges of aligning the two. She explained, *Each year, our program receives Kindergarten Readiness information through the Early Learning Coalition, however, it is late in the school year. This limits our program's ability to implement changes timely...* Finally, the quality and quantity of assessments coming from the Department of Education was called into question by a respondent.

A few survey respondents expressed concerns about hiring qualified staff. One respondent identified the qualification deadline as an obstacle to hiring teachers. She stated, *Securing and hiring qualified teachers. Not enough training time for teachers...by the 2013 Head Start deadline.*

AREA 10—PROFESSIONAL DEVELOPMENT

The Head Start Needs Assessment Survey included three questions plus one open-ended question in the Professional Development priority. The three questions read as follows:

1. *When considering the national mandate for the minimal educational level of **Head Start** center-based staff, how would you describe your need for assistance in improving your partnerships with Early Childhood Education credentialing institutions?*
2. *To what extent is your center-based staff knowledgeable about the contents of the Florida CORE Competencies for Early Care and Education Practitioners?*
3. *How would you rate the difficulty you have in obtaining college courses for staff that lack proficiency in English?*

Table 9 presents the agencies’ responses to Professional Development question 1.

Table 9
Response Frequencies to Professional Development Question 1

| Improving Partnerships with Early Childhood Education Credentialing Institutions | % |
|--|------|
| Need a Lot of Assistance | 16.3 |
| Need Assistance | 25.6 |
| Little Need for Assistance | 32.6 |
| No Need for Assistance | 20.9 |
| Not Applicable | 2.3 |
| Missing | 2.3 |

Fifty-three percent of the responding agencies indicated that they either had *Little Need for Assistance* or *No Need for Assistance* in improving their partnerships with Early Childhood Education credentialing institutions. An additional 5% indicated that professional development question 1 was *Not Applicable* to their agency or did not respond to question 1.

Table 10 presents the agencies’ responses to Professional Development question 2.

Table 10
Response Frequencies to Professional Development Question 2

| Extent of Knowledge about CORE Competencies | % |
|---|------|
| Not at All Knowledgeable | 20.9 |
| Somewhat Knowledgeable | 51.2 |
| Knowledgeable | 11.6 |
| Very Knowledgeable | 11.6 |
| Missing | 4.6 |

Twenty-one percent of responding agencies indicated that they were *Not at all Knowledgeable* about the contents of the *Florida CORE Competencies for Early Care and Education Practitioners*. Additionally, 23% of the responding agencies indicated that they were either *Knowledgeable* or *Very Knowledgeable*.

Table 11 presents the agencies' responses to Professional Development question 3.

Table 11
Response Frequencies to Professional Development Question 3

| Difficulty in Obtaining College Courses for Staff Who Lack English Proficiency | % |
|--|------|
| Extremely Difficult | 18.6 |
| Difficult | 14.0 |
| Somewhat Difficult | 27.9 |
| Not Difficult | 32.6 |
| Missing | 7.0 |

Concerning difficulty in obtaining college courses for staff that lack proficiency in English, 61 percent of the responding agencies rated their difficulty as *Somewhat Difficult* or *Not Difficult*.

The open-ended Professional Development Priority question reads as follows:

4. *Please describe any other issues you may have regarding professional development in your program.*

21% (9/43) of those surveyed responded to this question.

Major Themes/Issues:

1. Accessibility—56% of the nine respondents identified this theme.
 - a. Degree/courses not offered
 - b. Lack of partnerships with colleges
 - c. Language barriers
2. Time Constraints—three of the nine respondents identified this theme.
 - a. Deadline for CDA
 - b. Time commitment
3. Funding—three of the nine respondents identified this theme.
 - a. Teacher pay

Clarifying Comments

Many respondents identified challenges staff confront in obtaining professional development. They cited issues regarding accessibility to early childhood education including the lack of classes and degrees offered in their area, the lack of partnerships with colleges, and language barriers for those who do not speak English. One respondent wrote, *Difficulties exist with the limited availability of community colleges providing CDA classes, especially in rural areas where there are limited options for evening classes...* Time constraints, such as meeting the pending deadline for CDA and the time commitment required, were also a concern for some. Another respondent explained the challenge of working and earning a degree, *...we are experiencing difficulty with teachers who are able to work a full day and carry reasonable number of college classes to complete their degree in a timely manner.*

Other issues included funding related to teachers' pay as well as needed resources in general for professional development. One respondent stated, *...Present level of funding does not pay the additional salary and wages for staff who get degrees and additional credentials.* Another respondent claimed that teachers are leaving for higher paying jobs once they obtain their degree.

CONCLUSIONS AND CONSIDERATIONS

In this section we summarize the findings from the 2010 Head Start and Early Head Start survey. The survey included questions across ten areas of interest: health care, services for children experiencing homelessness, welfare, child welfare, child care, family literacy services, services with children with disabilities, community services, education, and professional development.

Survey questions were designed to gather specific information about the nature of the services being offered, the successes and challenges programs encounter as they work with other social service, health, and educational agencies to provide needed services for participating children and their families. Survey questions were also designed to gain a more complete understanding of and the successes and challenges programs encounter interfacing with other child-serving agencies on structural issues such as data sharing and identifying children and families for services.

As a result, it is not possible to summarize information across the ten areas of interest. The survey results do provide a comprehensive snapshot of services being provided to children and their families, the nature of partnerships being implemented at the local level, and areas for which cross program collaboration and focused efforts at the state level would maximize the effectiveness and efficiency of the services being provided to children and their families enrolled in Head Start and Early Head Start programs in Florida.

APPENDIX A

FLORIDA HEAD START GRANTEES

Locations and total funded enrollment for FY 2009 of Florida Head Start, Early Head Start and Migrant and Seasonal Head Start programs

- 1) **Alachua County Public Schools Head Start** is based in Gainesville and serves Alachua County. Total funded enrollment was 640.
- 2) **Orange County Board of County Commissioners Head Start** is based in Orlando and serves Orange County. Total funded enrollment was 1536.
- 3) **Episcopal Children's Services, Inc.** is based in Jacksonville and serves Baker, Bradford, Clay, Nassau and Union counties. This grantee also serves Early Head Start in Baker and Duval counties. Total funded enrollment was 390 in Head Start and 244 in Early Head Start.
- 4) **Jacksonville Urban League Head Start** is based in Jacksonville and serves Duval County. Total funded enrollment was 2020.
- 5) **Lake Community Action Agency, Inc. Head Start/Early Head Start** is based in Eustis and serves Lake County. This grantee also serves Early Head Start. Total funded enrollment was 325 in Head Start and 60 in Early Head Start.
- 6) **Community Coordinated Care for Children Head Start** is based in Orlando and serves Osceola and Seminole counties. Total funded enrollment was 526.
- 7) **St. Johns County School District Head Start** is based in St. Augustine and serves St. Johns County. Total funded enrollment was 135.
- 8) **Suwannee Valley 4C's Head Start/Early Head Start** is based in Lake City and serves Columbia, Hamilton, Lafayette and Suwannee counties. This grantee serves Early Head Start in Columbia, Hamilton and Suwannee counties. Total funded enrollment was 318 in Head Start and 176 in Early Head Start.
- 9) **Mid-Florida Community Services, Inc. Head Start** is based in DeLand and serves Hernando, Sumter and Volusia counties. Total funded enrollment was 1,026.
- 10) **Capital Area Community Action Agency Head Start** is based in Tallahassee and serves Franklin, Jefferson and Leon counties. Total funded enrollment was 378.
- 11) **Community Action Program Committee, Inc.** is based in Pensacola and serves Escambia County. Total funded Head Start enrollment was 855.
- 12) **Early Education and Care, Inc.** is based in Panama City and serves Bay County. This grantee also serves Early Head Start in Bay and Franklin counties. Total funded enrollment was 391 in Head Start and 196 in Early Head Start.
- 13) **Florida State University Early Head Start Program** is located in Tallahassee and serves Gadsden County in Early Head Start. Total funded enrollment was 68.

- 14) **Jackson County School Board Head Start/Early Head Start** is based in Marianna and serves Jackson County. This grantee also serves Early Head Start. Total funded enrollment was in Head Start was 211 and 30 in Early Head Start.
- 15) **Kids Incorporated Early Head Start** is based in Tallahassee and serves Jefferson, Leon and Madison counties in Early Head Start. Total funded enrollment was 278.
- 16) **North Florida Child Development, Inc.** is based in Wewahitchka and serves Calhoun, Gulf, Liberty, Madison and Wakulla counties. This grantee also serves Early Head Start in Gulf County. Total funded enrollment was 160 in Head Start and 100 in Early Head Start.
- 17) **Okaloosa County Comprehensive Head Start/Early Head Start** is based in Shalimar and serves Okaloosa County. This grantee also serves Early Head Start. Total funded enrollment was 260 in Head Start and 64 in early Head Start.
- 18) **Santa Rosa School Board Head Start/Early Head Start** is based in Milton and serves Santa Rosa County. This grantee also serves Early Head Start. Total enrollment was 240 in Head Start and 40 in Early Head Start.
- 19) **School Board of Gadsden County Head Start** is based in Quincy and serves Gadsden County. Total enrollment was 259.
- 20) **Taylor County School Board Head Start** is based in Perry and serves Taylor County. Total enrollment was 153.
- 21) **Tri-County Community Council, Inc. Head Start** is based in Westville and serves Holmes, Walton and Washington counties. Total enrollment was 203.
- 22) **Agriculture and Labor Program, Inc. Head Start/Early Head Start** is based in Ft. Pierce and serves St. Lucie County. This grantee also serves Early Head Start and is based in Lake Alfred. Total funded enrollment was 691 in Head Start and 80 in Early Head Start.
- 23) **Child Care Association of Brevard County, Inc. Head Start/Early Head Start** is based in Cocoa and serves Brevard County. This grantee also serves Early Head Start. Total funded enrollment was 624 in Head Start and 120 in Early Head Start.
- 24) **East Coast Migrant Head Start Project (Eastern Region)** is based in Stuart and serves Martin, Okeechobee, Palm Beach and St. Lucie counties. Total funded enrollment was 670.
- 25) **Economic Opportunity Council of Indian River County** is based in Vero Beach and serves Indian River and Okeechobee counties. Total funded enrollment was 340.

- 26) **Board of County Commissioners Hillsborough County Head Start/Early Head Start** is based in Tampa and serves Hillsborough County. This grantee also serves Early Head Start. Total funded enrollment was 3,107 in Head Start and 367 in Early Head Start.
- 27) **Lutheran Services Florida—P.E.P.P.I. Head Start** is based in Belle Glade and serves Western Palm Beach County. Total funded enrollment was 172.
- 28) **Martin County School District Head Start** is based in Stuart and serves Martin County. Total funded enrollment was 262.
- 29) **Miami-Dade Community Action Agency Head Start/Early Head Start** is based in Miami and serves Dade County. This grantee also serves Early Head Start. Total funded enrollment was 6,310 in Head Start and 446 in Early Head Start.
- 30) **Redlands Christian Migrant Association** (See #42)
- 31) **Monroe County Public School Head Start** is based in Key West and serves Monroe County. Total funded enrollment was 180.
- 32) **Palm Beach County Board of County Commissioners Head Start/Early Head Start** is based in West Palm Beach and serves Palm Beach County. This grantee also serves Early Head Start. Total funded enrollment was 2,025 in Head Start and 271 in Early Head Start.
- 33) **School Board of Broward County Head Start** is based in Ft. Lauderdale and serves Broward County. This grantee also serves Early Head Start. Total funded enrollment was 2,040 in Head Start and 80 in Early Head Start.
- 34) **East Coast Migrant Head Start Project (Western Region)** is based in Lakeland and serves Hardee, Hendry, and Polk counties. Total funded enrollment was 559.
- 35) **The Dunbar Center, Inc. Early Head Start** is based in Hobe Sound and serves Martin County. The total funded enrollment was 40.
- 36) **Charlotte County Public School Head Start/Early Head Start** is based in Punta Gorda and serves Charlotte County. This grantee also serves Early Head Start. Total funded enrollment was 295 in Head Start and 60 in Early Head Start.
- 37) **Childhood Development Services, Inc. Head Start/Early Head Start** is based in Ocala and serves Citrus, Marion, Dixie, Gilchrist and Levi counties. This grantee also serves Early Head Start in Alachua, Citrus, Dixie, Gilchrist, Levi, and Marion counties. Total funded enrollment was 907 in Head Start and 441 in Early Head Start.
- 38) **Children First Inc. Head Start/Early Head Start** is based in Sarasota and serves Sarasota County. This grantee also serves Early Head Start. Total funded enrollment was 312 in Head Start and 216 in Early Head Start.

- 39) **Redlands Christian Migrant Association Head Start/Early Head Start** is based in Immokalee and serves DeSoto, Flagler, Glades, Hardee, Hendry, Highlands, and Putnam counties. This grantee also serves Early Head Start in Collier, DeSoto, Gadsden, Glades, Hardee, Highlands, Indian River, Palm Beach, and Putnam counties. Total funded enrollment was 972 in Head Start and 562 in Early Head Start.
- 40) **District School Board of Pasco County Head Start/Early Head Start** is based in Land O'Lakes and serves Pasco County. This grantee also serves Early Head Start. Total funded enrollment was 696 in Head Start and 128 in Early Head Start.
- 41) **Agriculture and Labor Program, Inc. Head Start** is based in Winter Haven and serves as a delegate in Polk County. Total funded enrollment was 54.
- 42) **Redlands Christian Migrant Association** is based in Immokalee and serves Migrant and Seasonal Head Start in Collier, DeSoto, Gadsden, Hendry, Highlands, Hillsborough, Indian River, Lee, Manatee, Marion, Miami-Dade, Orange, Pasco, Polk, and Volusia counties. Total funded enrollment was 1,943.
- 43) **Lee County School District Head Start/Early Head Start** is based in Ft. Myers and serves Lee County. This grantee also serves Early Head Start. Total funded enrollment was 720 in Head Start and 126 in Early Head Start.
- 44) **Manatee Community Action Agency Head Start/Early Head Start** is based in Bradenton and serves Manatee County. This grantee also serves Early Head Start. Total funded enrollment was 616 in Head Start and 50 in Early Head Start.
- 45) **The Chiles Academy, Inc. Early Head Start** is based in Daytona Beach and serves Volusia County. Total funded enrollment was 60.
- 46) **Pinellas County Head Start/Early Head Start** is based in Largo and serves Pinellas County. This grantee also serves Early Head Start. Total funded enrollment was 1,570 in Head Start and 168 in Early Head Start.
- 47) **Polk County School District Preschool Programs** is based in Bartow and serves Polk County. Total funded enrollment was 888.
- 48) **Collier County Public School Head Start** is based in Immokalee and serves Collier County. Total funded enrollment was 413.

New Early Head Start Grantees

- 49) **Agriculture and Labor Program, Inc., Early Head Start** is based in Winter Haven and serves Early Head Start children in Polk County. Funded enrollment was 60.
- 50) **The Children's Home Society of Florida** is based in Winter Park and serves Early Head Start in Orange County. Total funded enrollment was 140.
- 51) **Community Coordinated Care for Children, Inc.** is based in Orlando and serves Early Head Start in Seminole and Osceola counties. Total funded enrollment was 256.
- 52) **Tri-County Community Council, Inc.** is based in Bonifay and serves Early Head Start in Holmes County. Total funded enrollment was 36.
- 53) **Community Action Program Committee, Inc.** is based in Pensacola and serves Early Head Start in Escambia County. Total funded enrollment was 80.
- 53) **Jacksonville Urban League** is based in Jacksonville and serves Early Head Start in Duval County. Total funded enrollment was 72.

APPENDIX B

FLORIDA HEAD START NEEDS SURVEY 2010

Florida Head Start State Survey – 2010

Dear Colleague,

The Head Start Act (as amended December 12, 2007) requires the Head Start State Collaboration Offices (HSSCOs) to conduct a needs assessment of Head Start grantees in the State (including Early Head Start grantees) in the areas of coordination, collaboration alignment of services, and alignment of curricula and assessments used in Head Start programs with the Head Start Child Outcomes Framework and, as appropriate, State Early Learning Standards.

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

We have asked The Florida Institute of Education (FIE) and The Northeast Florida Center for Community Initiatives (CCI) at the University of North Florida to assist us in gathering your input through an online survey. The purpose of gathering this information is to identify your needs in the specified areas and inform the activities of the annually revised strategic plan for the Head Start State Collaboration Office in your state. This needs assessment survey questionnaire is organized around the 10 national priority areas for the HSSCOs. These priority areas are: 1) Health Services; 2) Services for Children Experiencing Homelessness; 3) Welfare 4) Child Welfare 5) Child Care; 6) Family Literacy; 7) Services for Children with Disabilities; 8) Community Services; 9) Education; and 10) Professional Development.

The survey is voluntary and should take about fifteen (15) minutes to complete. Those who choose not to complete the survey will not be penalized. If you choose to take the survey, you may stop at any time without penalty. All answers to the questions will be held strictly confidential and will be reported in aggregate form. There are no foreseeable risks associated with participation in this survey and there is no compensation for participants.

Thank you very much for your participation. If you have any questions about the survey, feel free to call Lilli Copp at (850) 921-3467 or Toshiba Griffin at (850) 921-3481. If you have any questions about your rights as a survey participant, you may contact Dr. Katherine Kasten, Chairperson of the Institutional Review Board at the University of North Florida at (904) 620-2498.

You must be at least 18 years old in order to complete the survey.

Click [here](#) to begin the survey. Please complete the survey by Friday, April 23, 2010.

To print this informed consent page, look for a Print icon at the top of the web browser. If you do not see a Print icon, right click anywhere on the informed consent text and select “Print” from the menu that appears.

Florida Head Start State Survey – 2010

First, we need some information about you should we need to contact you.

Contact Information for person completing this survey:

Name: _____

Title: _____

Address: _____

Phone: _____

Email: _____

The survey includes questions for each of the 10 Head Start Priority Areas. Please read each question and select the response that best describes conditions of your program.

Please answer the questions based on the current 2009-2010 fiscal year.

Each Head Start Priority Area ends with an open-ended question. For each question, please describe any issues your program has regarding the services for that particular Head Start Priority Area.

Priority Area 1: Health Care

1. Concerning Oral Health, with which of the following do you partner? Please select a response for each possible partner.

| | | | |
|---|-----|----|----------------------------|
| Dentists in private practice | Yes | No | Not available in your area |
| Dentists in Public Health | Yes | No | Not available in your area |
| Federally Qualified Health Centers (FQHC) | Yes | No | Not available in your area |
| Dental hygienists | Yes | No | Not available in your area |
| Universities | Yes | No | Not available in your area |
| College Dental Schools | Yes | No | Not available in your area |
| Physicians in private practice | Yes | No | Not available in your area |
| Physicians in Public Health | Yes | No | Not available in your area |
| Others _____ | | | |

2. How would you describe the adequacy of your existing partnerships in meeting the oral health treatment needs of children in your **Early Head Start** Program?

Not Adequate Somewhat Adequate Adequate Very Adequate Not Applicable

3. How would you describe the adequacy of your existing partnerships in meeting the oral health treatment needs of children in your **Head Start** Program?

Not Adequate Somewhat Adequate Adequate Very Adequate Not Applicable

4. How would you describe your difficulty in obtaining lead screening results for your **Early Head Start** program?

Extremely Difficult Difficult Somewhat Difficult Not Difficult Not Applicable

5. How would you describe your difficulty in obtaining lead screening results for your **Head Start** program?

Extremely Difficult Difficult Somewhat Difficult Not Difficult Not Applicable

6. Does your program pay for lead screenings?

| | | | |
|-------------------------|-----|----|----------------|
| Early Head Start | Yes | No | Not Applicable |
| Head Start | Yes | No | Not Applicable |

7. If you answered “yes” to the either or both options of the previous question, please identify the reason(s) your program pays for lead screening. Please select a response for each possible reason.

| | | |
|--|-----|----|
| Lead screening is not covered under managed care plans | Yes | No |
| Health care providers do not perform lead screening | Yes | No |
| Parents lack transportation to lead screening agencies | Yes | No |
| Screening results are not provided as part of child’s physical exam report | Yes | No |
| Other _____ | | |

8. How would you describe the adequacy of your existing partnerships in meeting the mental health needs of children in your **Early Head Start** program?

Not Adequate Somewhat Adequate Adequate Very Adequate Not Applicable

9. How would you describe the adequacy of your existing partnerships in meeting the mental health needs of children in your **Head Start** program?

Not Adequate Somewhat Adequate Adequate Very Adequate Not Applicable

10. How would you describe the adequacy of your existing partnerships in meeting the **mental health** counseling needs of **parents** in your program?

Not Adequate Somewhat Adequate Adequate Very Adequate

11. Please describe any other issues you may have regarding *health care* for families in your program.

Priority Area 2: Services for Children Experiencing Homelessness

1. How would you rate the difficulty you experience in working with the Local Education Agency(ies) (LEA) to meet the requirements of the McKinney-Vento Homeless Education Act?

Extremely Difficult Difficult Somewhat Difficult Not Difficult

2. In efforts to serve children experiencing homelessness, how would you rate the difficulty you experience in working with local agencies other than LEAs?

Extremely Difficult Difficult Somewhat Difficult Not Difficult

3. How would you rate the difficulty you experience in serving children that are homeless?

Extremely Difficult Difficult Somewhat Difficult Not Difficult

4. Please describe any other issues you may have regarding *services for children experiencing homelessness* in your program.

Priority Area 3: Welfare

1. How would you rate your need for assistance in improving your working relationships with *local welfare agencies*?

| | | |
|-----------------------------|---|---|
| TANF agencies | No Need For Assistance Need Assistance | Little For Assistance Need A Lot of Assistance |
| Employment agencies | No Need For Assistance Need Assistance | Little For Assistance Need A Lot of Assistance |
| Workforce Training agencies | No Need For Assistance Need Assistance | Little For Assistance Need A Lot of Assistance |
| Housing agencies | No Need For Assistance Need Assistance | Little For Assistance Need A Lot of Assistance |
| Energy assistance agencies | No Need For Assistance Need Assistance | Little For Assistance Need A Lot of Assistance |
| Other _____ | | |

2. Please describe any other issues you may have regarding *welfare* in your program.

Priority Area 4: Child Welfare

1. Does your program participate on your local child abuse prevention planning team?

_____ Yes _____ No

2. Which of the following child abuse prevention activities do you implement in your **Early Head Start** program (or through your local partnerships)? Check all activities that are implemented in your program.

- _____ Parent training
- _____ Information to parents (e.g., stress reduction, child development, and dealing with behavioral issues)
- _____ Staff training regarding signs of child abuse and regulations for reporting it
- _____ Staff training for identification and reporting of child abuse by co-workers
- _____ Child-focused curriculum (e.g., *Good Touch/Bad Touch Program*, *Growing Up Strong*, *PCAN*)
- _____ Other _____
- _____ Question is not applicable to my program

3. Which of the following child abuse prevention activities do you implement in your **Head Start** program (or through your local partnerships)? Check all activities that are implemented in your program.

- _____ Parent training
- _____ Information to parents (e.g., stress reduction, child development, and dealing with behavioral issues)
- _____ Staff training regarding signs of child abuse and regulations for reporting it
- _____ Staff training for identification and reporting of child abuse by co-workers
- _____ Child-focused curriculum (e.g., *Good Touch/Bad Touch Program*, *Growing Up Strong*, *PCAN*)
- _____ Other _____
- _____ Question is not applicable to my program

4. The State of Florida is adopting a Family Strengthening Initiative designed to strengthen the social and emotional development of children and to create a child abuse and neglect prevention framework that shifts the focus of child abuse prevention efforts from family risks and deficits to family strengths and resiliency. Would your program be willing to participate as a pilot site in the Family Strengthening Initiative?

_____ Yes _____ No

5. Please indicate on which topic your **Early Head Start** program staff spends the *most time* during home visits? Please choose only one.

- Child development
- Health
- Parenting
- Family self-sufficiency
- Other (Please list) _____
- Question is not applicable to my program

6. Please indicate on which topic **Head Start** staff spends the *most time* during home visits? Please choose only one.

- Child development
- Health
- Parenting
- Family self-sufficiency
- Other (Please list) _____
- Question is not applicable to my program

7. Please describe any other issues you may have regarding *child welfare* for families in your program.

Priority Area 5: Child Care

1. Concerning full-day, full-year wrap-around services, how would you describe the success of your partnership(s) with your local early learning coalition(s) to provide funding for these services for your **Early Head Start** program parents?

Not At All Successful Somewhat Successful Successful Very Successful
 Not Applicable

2. Concerning full-day, full-year wrap-around services, how would you describe the success of your partnership(s) with your local early learning coalition(s) to provide funding for these services for your **Head Start** program parents?

Not At All Successful Somewhat Successful Successful Very Successful
 Not Applicable

3. What data do you share with your early learning coalition(s)? Please respond to each listed data possibility.

| | | |
|------------------------------|-----|----|
| Numbers of enrolled children | Yes | No |
| Waitlists | Yes | No |
| Assessment or screening data | Yes | No |
| Training | Yes | No |
| Staff education | Yes | No |
| Family information | Yes | No |
| Children's health data | Yes | No |
| Curriculum data | Yes | No |

4. How often do you share **Early Head Start** program data (e.g., numbers of enrolled children, assessment data, waitlists, training, professional development) with your early learning coalition(s)?

_____ Never
 _____ Daily
 _____ Weekly
 _____ Monthly
 _____ Quarterly
 _____ Annually
 _____ Not Applicable to my program

5. How often do you share **Head Start** program data (e.g., numbers of enrolled children, assessment data, waitlists, training, professional development) with your early learning coalition(s)?

- _____ Never
- _____ Daily
- _____ Weekly
- _____ Monthly
- _____ Quarterly
- _____ Annually
- _____ Not Applicable to my program

6. Please describe any other issues you may have regarding *child care* in your program.

Priority Area 6: Family Literacy Services

1. Over the course of the **Early Head Start** program year, how many times do you provide literacy activities for parents to use with their child(ren) at home?

_____ Never
_____ 1-10
_____ 11-20
_____ 21-30
_____ 31 or more times
_____ Not Applicable to my program

2. Over the course of the **Head Start** program year, how many times do you provide literacy activities for parents to use with their child(ren) at home?

_____ Never
_____ 1-10
_____ 11-20
_____ 21-30
_____ 31 or more times
_____ Not Applicable to my program

3. To what extent do you think that the lack of transportation for program families is a barrier to their participation in your program?

A Big Barrier A Moderate Barrier Somewhat A Barrier Not a Barrier

4. Please describe any other issues you may have regarding *family literacy services* in your program.

Priority Area 7: Services for Children with Disabilities

1. To what extent do you work with your Part C and Part B Individuals with Disabilities Education Act (IDEA) partners (e.g., Early Steps, FDLRS/Child Find, LEA, Transition planning team) in early recruiting efforts (February through July) ***to identify*** children with disabilities in your **Early Head Start** program?

Not At All Very Little Some A Lot Not Applicable

2. To what extent do you work with your Part C and Part B Individuals with Disabilities Education Act (IDEA) partners (e.g., Early Steps, FDLRS/Child Find, LEA, Transition planning team) in early recruiting efforts (February through July) ***to enroll*** children with disabilities in your **Early Head Start** program?

Not At All Very Little Some A Lot Not Applicable

3. To what extent do you work with your Part C and Part B Individuals with Disabilities Education Act (IDEA) partners (e.g., Early Steps, FDLRS/Child Find, LEA, Transition planning team) in early recruiting efforts (February through July) ***to identify*** children with disabilities in your **Head Start** program?

Not At All Very Little Some A Lot Not Applicable

4. To what extent do you work with your Part C and Part B Individuals with Disabilities Education Act (IDEA) partners (e.g., Early Steps, FDLRS/Child Find, LEA, Transition planning team) in early recruiting efforts (February through July) ***to enroll*** children with disabilities in your **Head Start** program?

Not At All Very Little Some A Lot Not Applicable

5. To what extent is your program successful in obtaining IFSPs or IEPs by mid-year to meet the new requirements in the Head Start Act?

Not At All Successful Somewhat Successful Successful Very Successful

6. Please describe any other issues you may have regarding *children with disabilities* in your program.

Priority Area 8: Community Services

1. How would you describe your need for assistance in accessing, for families, services from providers of substance abuse, prevention, and treatment programs?

Need A Lot of Assistance Need Assistance
Little Need for Assistance No Need for Assistance

2. How would you describe your need for assistance in establishing collaborations with community service organizations (e.g. Rotary International, Kiwanis International, and Exchange Clubs)?

Need A Lot of Assistance Need Assistance
Little Need for Assistance No Need for Assistance

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

Priority Area 9: Education

1. To what extent is your center-based staff knowledgeable about the Florida Kindergarten Readiness Screen (FLKRS) and Florida Assessments for Instruction in Reading (FAIR)?

Early Childhood Observation Scale (ECHOS)—FLKRS assessment?

Not at All Knowledgeable Somewhat Knowledgeable
Knowledgeable Very Knowledgeable

Letter Naming and Phonemic Awareness—FLKRS/FAIR assessment?

Not at All Knowledgeable Somewhat Knowledgeable
Knowledgeable Very Knowledgeable

2. How interested is your program in aligning the assessments you currently use with state-adopted assessments?

Not At All Interested Somewhat Interested Interested Very Interested

3. To what extent is your program interested in the alignment of your currently implemented curriculum with state-adopted curricula?

Not At All Interested Somewhat Interested Interested Very Interested

4. Please describe any other issues you may have regarding *education* in your program.

Priority Area 10: Professional Development

1. When considering the national mandate for the minimal educational level of **Head Start** center-based staff, how would you describe your need for assistance in improving your partnerships with Early Childhood Education credentialing institutions?

Need A Lot of Assistance Need Assistance
Little Need for Assistance No Need for Assistance Not Applicable

2. To what extent is your center-based staff knowledgeable about the contents of the *Florida CORE Competencies for Early Care and Education Practitioners*?

Not at All Knowledgeable Somewhat Knowledgeable
Knowledgeable Very Knowledgeable

3. How would you rate the difficulty you have in obtaining college courses for staff that lack proficiency in English?

Extremely Difficult Difficult Somewhat Difficult Not Difficult

4. Please describe any other issues you may have regarding *professional development* in your program.