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Missouri Head Start-State Collaboration Office

Fiscal Year 2014 Needs Assessment Report

*For Submission to the
Office of Head Start*

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We especially thank the directors of Head Start/Early Head Start grantees and delegate agencies in Missouri who completed the needs assessment survey, thus assisting in the development of the Missouri Head Start-State Collaboration Office strategic plan. It is hoped that this process will strengthen interactions throughout the Head Start system in Missouri by guiding the Missouri Head Start-State Collaboration Office in supporting grantees to collaborate on behalf of the children and families that they serve.

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Missouri Head Start-State Collaboration Office

Fiscal Year 2014 Needs Assessment Report

Introduction

This report describes the needs assessment conducted by the Missouri Head Start-State Collaboration Office (MHSSCO) in Fiscal Year 2014. In Fiscal Year 2012, the MHSSCO needs assessment addressed all ten Head Start priority areas. A comprehensive assessment is not required every year due to the extensive time required of grantees and the MHSSCO. Missouri has opted to use other approaches that complement the comprehensive approach and add other perspectives when not completing the comprehensive assessment. The approach used for Fiscal Year 2014 examined only these Head Start focus areas: School Transitions and Alignment with K12, Child Care and Early Childhood Systems, and Professional Development.

Missouri grantee and delegate agency representatives who participated in the needs assessment reported their organizational needs for support to strengthen collaboration, coordination of services, and alignment of curricula and assessment with established Head Start State Collaboration Office standards in the priority areas. Based on these findings, the MHSSCO will update its five-year strategic plan to guide its role in supporting Missouri Head Start programs.

Head Start and Early Head Start Programs in Missouri

Fiscal Information. Missouri Head Start and Early Head Start grantees receive funds to provide Head Start or Early Head Start services through one or more funding sources, including:

- Federal – U. S. Department of Health and Human Services Administration for Children and Families;
- State – Missouri Department of Social Services, Children’s Division; and
- Federal/State – Maternal, Infant, and Early Childhood Home Visiting Program, funded by U.S. Department of Health and Human Services Health Resources and Services Administration and administered in Missouri by the Missouri Department of Health and Senior Services, with a select number of grantees receiving funding to implement the Early Head Start Home Visitation model.

Demographic Information. A brief overview of Head Start and Early Head Start in Missouri is depicted in the following figures. Figures 1 and 2 summarize information about children and families, and Figures 3 and 4 describe Head Start personnel and program outcomes, respectively.¹

Figure 1. Children of Missouri Head Start and Early Head Start Programs

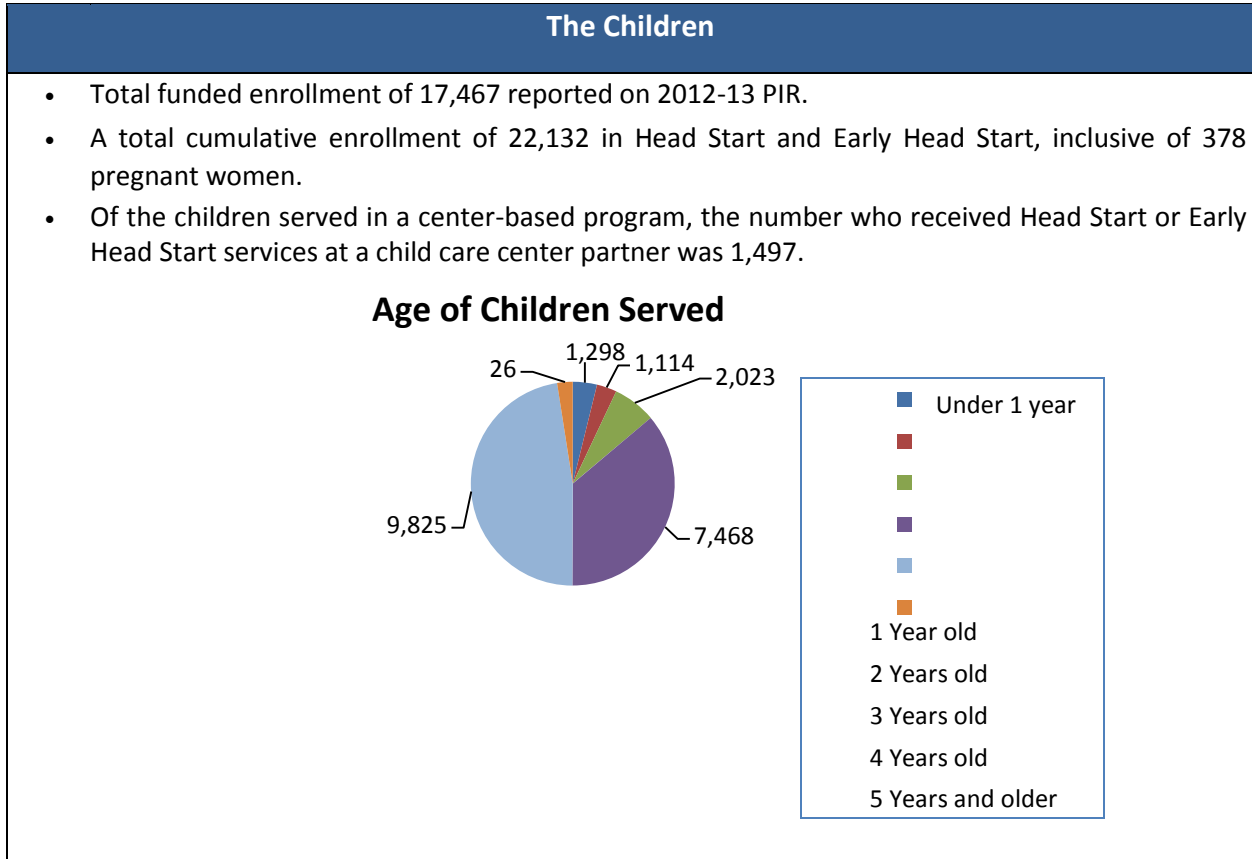
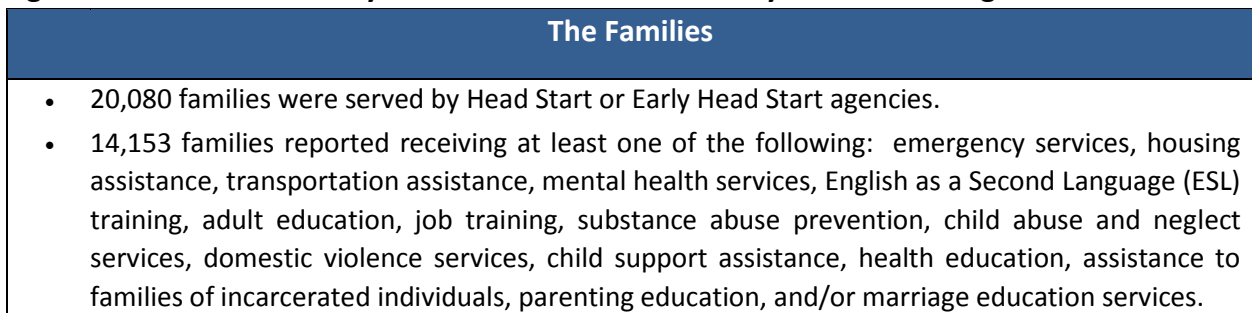


Figure 2. Families Served by Missouri Head Start and Early Head Start Programs



¹ The 2012-13 Program Information Report (PIR) data (the most recent data available), which all Head Start programs are required to complete annually, was the source of all information about Missouri Head Start grantees, as reported in Figures 1-4. More information about the data elements collected is available from the Office of Head Start.

- 4,782 children had participating fathers.
- The total number of homeless children served during the enrollment year was 979.
- Of the 888 homeless families served during the year, 250 acquired housing during the enrollment year.

Figure 3. Missouri Head Start and Early Head Start Program Personnel

The Staff
<ul style="list-style-type: none"> • The total number of staff members (including contractual staff), regardless of their salary or number of hours worked, was 4,511. • Missouri Head Start and Early Head Start programs employ 2,522 child development staff. • 491 preschool classroom teachers had an Advanced Degree or Baccalaureate Degree in Early Childhood Education degree or related field degree, and 607 pre-school assistant teachers had an Early Childhood Education degree, related field degree, or a CDA credential. • The average annual salary was \$24,960 (\$13.97 per hour) for Head Start/Early Head Start teachers and \$17,555 (\$10.31 per hour) for assistant teachers. (Not all teaching personnel are employed full-time or for the full year.) • Of the 35,330 volunteers in the program year, 20,387 were parents of children currently or previously enrolled in Head Start/Early Head Start programs. • Of the 246 teachers who left the program during the year, 46 left for higher compensation in the same field.

Figure 4. Missouri Head Start and Early Head Start Program Outcomes

Outcomes
<ul style="list-style-type: none"> • 18,898 children were up-to-date on all immunizations at the end of the enrollment year. • By the end of the enrollment year, 21,112 children had continuous, accessible health care. • The number of children with an on-going source of continuous, accessible dental care at the end of enrollment year was 19,810. • 21,127 children had health insurance at the end of the enrollment year. • The number of children with staff consultations for mental health services was 5,023.

Geographic Information. Twenty-three (23) Head Start grantees provide services to children and families in all 115 counties in the State of Missouri through Head Start, Early Head Start, or a combination of both. Figure 5 presents the locations of and other geographic information about the Head Start grantees and delegate agencies, including the grantees providing Early Head Start services, as well as the Migrant Seasonal Head Start programs serving Lexington, Malden, Mount Vernon, and Caruthersville in Missouri.

Missouri's Early Childhood Comprehensive System

The Missouri Early Childhood Comprehensive System is comprised of three primary components: State infrastructure, local infrastructure, and family leadership development. Developments in these three components of the system in 2013 are summarized in this section of the report.

State Infrastructure. Missouri's **Coordinating Board for Early Childhood (CBEC)** was established statutorily in August 2004 (appointed in 2007) to be Missouri's public/private entity for coordinating a cohesive system of early childhood programs and services, as well as to serve as Missouri's State Advisory Council (SAC), as per the Improving School Readiness Act of 2007. The CBEC's principal mission is ensuring Missouri's early childhood programs and services are comprehensive, coordinated, accessible, adequately funded, and of the highest quality to meet the needs and to promote the well-being of all young children and their families.

Work Groups, charged with determining needs and goals within their respective focal areas and advancing those goals and the strategic plan in accordance with the CBEC's mission, comprise the action arms of CBEC.

- The *Health Work Group* continues to assess the status of health and wellness for Missouri's children and families, identify strengths and gaps, and make recommendations to improve this status, and positively impact the early childhood system in this area.
- The *Home Visitation Work Group* is building upon a comprehensive analysis of home visiting programs and services in the State to ultimately design a framework for a high-quality, coordinated home visiting system in Missouri that links programs to support positive outcomes for children and families.
- The *Early Childhood Mental Health Work Group* continues its examination of the existing continuum and available expertise in both the mental health and early childhood systems to develop recommendations that ensure a continuum of services/supports, to include promotion, prevention, early identification, and interventions.
- The *Early Care and Education Programs Work Group* builds upon the goals of Missouri's children having access to high quality early childhood programs and there being a seamless system of early learning programs from birth to kindergarten entry. This focus includes children, families, and providers, as well.

The MHSSCO Director serves as a member of the CBEC, the Home Visitation Work Group, and the Early Childhood and Education Programs Work Group. Her participation fosters linkages within the system to child care providers, especially Missouri Early Head Start and Head Start programs. Additionally, the MHSSCO needs assessment findings can be used to inform the CBEC in the ongoing activities of its Advisory Council and Work Groups and its oversight of the State-approved Early Childhood Strategic Plan for Missouri.

The Early Childhood Comprehensive System (ECCS) and Missouri Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV) grants also provide supportive infrastructure for Missouri's early childhood system. Both are funded by the U.S. Department of Health and Human Services Health Resources and Services Administration (HRSA) and administered by the Missouri Department of Health and Senior Services. Since 2003, the ECCS initiative has supported activities that "ensure that Missouri's early childhood programs and services are comprehensive, coordinated, accessible, adequately funded and of the highest quality to meet the needs and to promote the wellbeing of all young children and their families."² State infrastructure, local infrastructure, and family leadership development have been the primary areas of emphasis. The ECCS Steering Committee has overseen this work; its membership has included representatives from the child-serving Missouri Departments of Elementary and Secondary Education, Social Services, Health and Senior Services, and Mental Health, as well as the MHSSCO and other organizations.

The MIECHV initiative, established in Missouri in 2010, promotes the delivery of high quality evidence-based, voluntary home visitation services to families with young children. The MIECHV initiative also formed a steering committee to oversee its work. Based on their shared commitment to positive outcomes for young children and their mutual investment in implementation of the Missouri Early Childhood Plan, the ECCS and the MIECHV Steering Committees merged in 2013. The ECCS Steering Committee continues to include representatives from the child-serving State departments of education, social services, health, and mental health, along with other stakeholders, who collaborate to strengthen Missouri's Early Childhood Comprehensive System, ensuring optimal opportunities for all of Missouri's youngest children.

The ECCS Steering Committee applied for and was awarded three (3) years of funding from HRSA for their proposal, **Missouri's ECCS: Building Health through Integration**, which aims to implement strategies that mitigate toxic stress and trauma for children ages birth to 3 years old. The ECCS Steering Committee proposed continued support for local early childhood infrastructure and family leadership with a new emphasis on trauma-informed support to mitigate toxic stress and trauma in young children. Their strategies include (a) delivery and/or development of specialized training curricula on trauma, (b) continued development and strengthening of local and regional infrastructure in Missouri's comprehensive early childhood system, and (c) support for family leadership development through a Family Leadership Summit focusing on trauma.

Local and Regional Infrastructure. Since 2007, various early childhood stakeholders have engaged in activities to build and nurture local ECCS stakeholder teams in the goal areas of family

² This mission of the ECCS initiative was adopted by CBEC and incorporated into Missouri's Early Childhood Strategic Plan (2013), which is located at <http://www.dss.mo.gov/cbec/>.

support, parent education, early childhood programs, health, and mental health. Because the missions of Head Start programs and their respective grantee agencies already address these goals, Missouri's ECCS Steering Committee chose to use the existing infrastructure of Head Start grantees as a mechanism to initiate community conversations. Most Head Start grantees in Missouri participated in these early systemic efforts, filling lead roles in some communities. The ECCS work continues to evolve, focusing on these three goals:

- Strengthening the knowledge and skill of early childhood professionals and family leaders in Missouri to address trauma and its effects on young children and their families.
- Strengthening and integrating local and regional infrastructure development within the early childhood system in Missouri.
- Strengthening family leadership development in the early childhood system throughout Missouri, with support for their awareness of trauma.

Family Leadership. A family-centered perspective, with the objective of incorporating a meaningful “parent voice” in all local ECCS decisions, is emphasized in the technical support for local stakeholder teams. Each year of the ECCS: Building Health Through Integration grant there will be a family leadership development opportunity in the form of a conference or summit. It is anticipated the discussions focused on mitigating toxic stress and trauma in young children will benefit from the participation of family leaders, while at the same time benefitting the family leaders themselves. In all previous Summits, parents of children in Head Start/Early Head Start have been among the most dynamic, experienced family leaders. It is anticipated they will continue to influence the development of the infrastructure for early childhood at the local, regional, and state levels in Missouri.

In summary, the information in this report, the continued involvement of the MHSSCO in the CBEC and the ECCS Steering Committee groups, the partnerships of Head Start grantees with other agencies that provide services related to trauma, and the direct experience of Head Start personnel in mitigating the effects of trauma on the children they serve can benefit the Missouri Early Childhood Comprehensive System.

Overview of the Needs Assessment Activity

Rationale for Data Collection

To fulfill the requirements of the Head Start for School Readiness Act of 2007, the Missouri Head Start-State Collaboration Office (MHSSCO) has engaged in various processes to annually assess the needs for collaboration of Head Start grantees and delegates in Missouri to better address the issues faced by young children (birth to school entry) and their families with low income. Drawing upon national models and technical support, the MHSSCO developed a comprehensive survey instrument to provide information about the strengths of Missouri Head Start and Early Head Start programs and the challenges they encounter in coordinating services and

collaborating with other entities. The MHSSCO engaged in extensive data collection from Missouri Head Start grantees in 2008-2009, 2010, and 2012 by using adaptations of this comprehensive survey instrument. These findings were supplemented by qualitative data collected from grantees during a 2011 Webinar and a 2013 Missouri Head Start Association meeting. The Act requires annual updates of the needs assessment. In 2014, the MHSSCO decided to supplement the 2012 needs assessment survey instrument findings by administering an abbreviated online form of the survey.

Needs Assessment Process

Several important steps occurred in the needs assessment process. They include:

- **Development and Establishment of an Interagency Agreement with the University of Missouri-Kansas City Institute for Human Development (UMKC-IHD).** The UMKC-IHD, under the leadership of Kathryn L. Fuger, provided technical support in the completion of the MHSSCO Needs Assessment for FY 2014. The UMKC-IHD was selected because of numerous roles the organization has filled in providing technical support, evaluation, applied research, and community service for early childhood initiatives in Missouri.³
- **Revision of the Needs Assessment Process.** The MHSSCO and the UMKC (a) reviewed supplementary materials from the national Head Start State Collaboration Offices (HSSCO) workgroup for guidance, (b) determined an approach to collect updated quantitative and qualitative data on key priority areas, and (c) finalized the needs assessment protocol.
- **Development of an Abbreviated Online Survey.** Steps in this process included (a) finalization of the survey directions and content, (b) entry and formatting of the survey in Survey Monkey®, (c) accessing a survey link to distribute the survey to grantees and delegates, (d) opening the survey for submission of responses, and (e) downloading individual responses for analysis.
- **Data Analysis.** The analysis included (a) frequencies of and other descriptive statistics for the items in each of the three identified priority areas and (b) categorization of summative narrative comments.
- **Reporting Findings.** The UMKC and the MHSSCO prepared the following documents for distribution: (a) the *Missouri Head Start State Collaboration Office Fiscal Year 2014 Needs Assessment Report*; (b) the *Missouri Head Start State Collaboration Office Fact Sheet*:

³ The Missouri Department of Health and Senior Services (DHSS) contracted with the UMKC-IHD to provide technical support in the implementation of Missouri's ECCS, which includes the UMKC-IHD's continued facilitation of the development of local ECCS infrastructure teams that include leadership roles for Head Start grantees. A strong focus at the UMKC-IHD is support for persons with developmental disabilities; the UMKC-IHD participates on the Leadership Team of SpecialQuest, administers a Family-to-Family grant, and manages the Missouri Family-to-Family Disability and Health Information Resource Center.

Fiscal Year 2014 Needs Assessment Findings; and individual fact sheets for each responding grantee.

Data Collection Process

This year the needs assessment was conducted via an online survey accessed through an Internet link sponsored by UMKC-IHD. On June 18, 2014, the MHSSCO Director e-mailed the letter to all Directors of Missouri Head Start programs, Early Head Start programs, Migrant and Seasonal Head Start programs, and delegate agencies. **Appendix A** displays this correspondence.

The MHSSCO Director initially set a deadline of July 1, 2014, for survey completion; she then extended the deadline to July 3, 2014, in a follow-up reminder email. All responses submitted by July 11, 2014, were included before the online survey link was closed.

Data Collection Instrument

Survey Content. With a very thorough needs assessment completed in 2012 and qualitative data collection in 2013, the MHSSCO decided to engage in a similar process in 2015 at the completion of this five-year cycle (given adequate funding levels). In the interim, the MHSSCO elected to utilize the written survey developed by the Head Start State Collaboration Offices Workgroup as the template for the multiple choice items of the survey. The UMKC and the MHSSCO developed an abbreviated instrument and expedited process to maximize participation of grantees and provided targeted information on these three focused topics of high priority to the Office of Head Start:

- Child Care and Early Childhood Systems, ▪
- School Transitions and K-12 Alignment, and ▪
- Professional Development.

One qualitative item was developed to allow the respondents to report on the issues associated with the other Head Start priority areas.

Survey Format. This year the recommended template was developed into an online survey. Upon opening the document, respondents could check the items and supply written narrative in text boxes. This format eliminated difficulties with reading handwritten responses and allowed grantees to save a typed version for their files. The document also led the respondent from one item to the next, reducing the unintentional omission of item responses. **Appendix B** displays the online survey.

Data Analysis Process

Analysis of Data Pertaining to Each Priority Area. UMKC-IHD personnel downloaded the survey responses into SPSS for analysis. Then they cleaned the data and aggregated multiple responses

for the grantees with delegate agencies. They determined frequencies of item responses within each priority area. These results were shown by item and summarized graphically by priority area for Missouri and for each grantee.

After data entry and data cleaning, the UMKC-IHD began analyzing the data. Within each priority area, analyses determined the frequency of responses pertaining to the level of interaction with other organizations addressing the same issue. Qualitative comments were summarized regarding issues related to other Head Start priority areas.

Limitations. A number of limitations warrant caution in the interpretation of these needs assessment findings. The intent of the abbreviated survey was to supplement the more comprehensive survey administered in 2012 and the qualitative data collection in 2013. The multiple choice items were limited to three of the Head Start priority areas, while the qualitative item provided opportunity for only a cursory overview of the remaining Head Start priority areas. Fifteen of the 22 Missouri grantees, 4 delegate agencies of 1 of the grantees, and 1 of the 2 Migrant and Seasonal Head Start grantees that serve families in Missouri were represented in the dataset. While the agencies of the respondents reflected metropolitan areas, smaller cities, and rural areas across Missouri, it cannot be assumed that their responses would also reflect the perspectives of the agencies that did respond.

In the introductory letter, the MHSSCO Director encouraged respondents to involve multiple stakeholders in the data collection process, but the degree to which this was done is unknown. Neither were the findings weighted by the size of the county, the number of children and families served, or the variations reported. Urban and rural differences were not examined, and differences in responses associated with Early Head Start or Head Start were not explored.

Process of Reporting Findings

The UMKC and the MHSSCO prepared the following documents for distribution: (a) the *Missouri Head Start State Collaboration Office Fiscal Year 2014 Needs Assessment Report*; and (b) the *Missouri Head Start State Collaboration Office Fact Sheet: Fiscal Year 2014 Needs Assessment Findings*. See **Appendix C** for the Missouri Fact Sheet. These documents are to be distributed to the MHSSCO Advisory Council and the OHS. Additionally, an individual Fact Sheet will be distributed by UMKC-IHD to each responding grantee presenting a graphic comparison of the grantee responses to the aggregated responses of all responding Missouri grantees.

Data Responses

Between June 9, 2014, and July 11, 2014, 20 representatives of Head Start or Early Head Start organizations serving children and families in Missouri completed the *Missouri Head Start-State Collaboration Office 2014 Needs Assessment Survey* online. This included 16 personnel from

grantees and 4 personnel from delegate agencies.⁴ The agencies of 15 respondents administered both Head Start and Early Head Start programs, while the agencies of 4 respondents administered only Head Start and the agency of 1 respondent administered only Early Head Start. One of the represented agencies was a Migrant and Seasonal Head Start that administered both Head Start and Early Head Start programs. The respondents represented the demographic and geographic diversity of Missouri.

Responses of individuals from a grantee and its delegate agencies were averaged. All data were then analyzed at the grantee level.

Child Care and Early Childhood Systems

The Office of Head Start priority area of Child Care expanded naturally to include early childhood systems and welfare/child welfare. This is understandable due to the central role of the family in the linkages. They responded to items concerning their relationships with child care licensing, resource and referral agencies, groups that address policies and data systems, and numerous organizations that address the welfare of low-income families and their children. Table 1 presents these findings.⁵

The majority of responding grantees considered their relationships cooperative, coordinated, or collaborative with most of the services related to child care or child and family welfare. Lower percentages were involved in policy and planning committees and councils.

Table 1. Relationships Pertaining to Child Care and Early Childhood Systems

Category	n	No Relationship	Cooperation	Coordination	Collaboration
A. Child care licensing through the Missouri Department of Health and Senior Services	16	0%	25%	75%	0%
B. Child Care and Development Fund (CCDF) through the Missouri Department of Social Services	16	63%	25%	13%	13%
C. Child Care Aware of Missouri®	15	7%	73%	20%	0%
D. Local child care programs to support access to full day, full year services	16	19%	31%	25%	25%
E. State or regional policy/planning committees that address child care issues	16	31%	44%	19%	6%

⁴ The organization of one respondent served as both a grantee and a delegate agency of another grantee; the data provided, however, represented the organization’s work as a grantee.

⁵ Throughout this report, results are shown in percentages. Due to rounding, the percentages may not total 100%.

F. Higher education programs/services/ resources related to child care (e.g., lab schools, student interns, cross-training)	16	0%	25%	31%	44%
G. SAC (State Advisory Council, State Early Learning Council)	15	53%	33%	13%	0%
H. State efforts to unify early childhood data systems (e.g., child/family/program assessment data)	16	19%	31%	19%	31%
I. Local Temporary Assistance Services (TA) through the Missouri Department of Social Services	16	13%	56%	13%	19%
J. Employment, training, and labor services agencies	16	0%	56%	13%	31%
K. Economic and Community Development Councils	16	31%	38%	19%	13%
L. Child protective services through the Missouri Department of Social Services Children's Division	16	0%	19%	50%	31%
M. State Children's Trust agency	16	69%	19%	6%	6%
N. Services and networks supporting foster and adoptive families	16	6%	44%	19%	31%

School Transitions and K-12 Alignment

The grantees reported 455 Local Education Agencies (LEAs) serving children in the service delivery areas of their Head Start/Early Head Start programs. The number of LEAs in a grantee’s service delivery area ranged from 1 to 63, with an average of 28 LEAs. Each agency response identified the number of LEAs in each of the following categories: *No working relationship; Cooperation, Coordination, and Collaboration*. When aggregated across all 16 responding grantees, this equates to grantees having no working relationships with 49 of the 455 LEAs (11%), cooperative relationships with 104 LEAs (23%), coordinated relationships with 106 LEAs (23%), and collaborative relationships with 196 LEAs (43%).

Grantees also responded to questions regarding Memoranda of Understanding/Agreement (MOUs/MOAs) “with the appropriate local entity(ies) responsible for managing publicly-funded preschool programs in the service area of your agency, which includes plans to coordinate activities, as described in 642(e) (5)(A)(i)(ii) (I-X), and a review of each of the activities.” The 15 grantees that responded to this question documented that MOUs/MOAs were in place between grantees and 279 entities. The number of entities having MOUs/MOAs with grantees ranged from 1 to 58 per grantee, with an average of 19 entities per grantee. Each agency response tallied the number of entities with MOUs/MOAs according to the following categories of interaction: *No working relationship; Cooperation, Coordination, and Collaboration*. When aggregated across all 15 responding grantees, grantees reported no active working relationship with 33 of the 279 entities with MOUs/MOAs (11%), cooperative relationships with 54 entities (19%), coordinated relationships with 55 entities (20%), and collaborative relationships with 139 entities (50%).

Respondents considered their relationships with various early learning programs, including Title I programs, Missouri Preschool Project grantees, Parents as Teachers, Special Education, and other Pre-K programs. Table 2 displays a summary of the relationships Head Start grantees perceive that they have with Pre-K programs. According to their responses, the large majority of grantees engage in coordinated or collaborative work with special education in the school districts of their area. Some of the service areas do not have Missouri Preschool Projects or Parents as Teachers available for families.

Table 2. Relationships Pertaining to School Transitions and K-12 Alignment

Category	n	None in Service Delivery Area	No Relationship	Cooperation	Coordination	Collaboration
A. Title I programs	16	6%	13%	50%	19%	13%
B. Missouri Preschool Project programs	16	13%	6%	50%	13%	19%

C. Parents as Teachers	15	13%	0%	13%	40%	33%
D. Special Education	16	6%	0%	0%	31%	63%
E. Other Pre-K programs	14	7%	29%	43%	7%	14%

Professional Development

The respondents considered the nature of their relationships with various other entities engaged in professional development opportunities for personnel. They considered formal and informal education opportunities, as well as different modes of professional development ranging from coursework to coaching and technical support. Additionally, they assessed their relationships with professional development resources in Head Start and other organizations. This information is summarized in Table 3.

The majority of grantees reportedly engage in coordinated or collaborative activities with 2- and 4-year colleges or universities, online courses, the Head Start State Training and Technical Assistance Network, and various other providers of professional development. At this time, their relationships with the Head Start National Centers tend to be more cooperative in nature, which is to be expected when engagement with a National Center is arranged through the Region VII Head Start Office. Table 3 summarizes grantees' ratings of the types of their relationships with these professional development entities.

Table 3. Relationships Pertaining to Professional Development

Category	n	No Relationship	Cooperation	Coordination	Collaboration
A. Institutions of Higher Education (4 year)	16	0%	31%	31%	38%
B. Institutions of Higher Education (less than 4 year) (e.g., community colleges)	16	0%	31%	25%	44%
C. On-line courses/programs	15	13%	20%	53%	13%
D. Child Care Resource and Referral Network	16	6%	69%	25%	0%
E. Head Start State T & TA Network	16	6%	6%	44%	44%
F. Other T & TA networks (regional, state)	15	20%	33%	40%	7%
G. Service providers/organizations offering relevant training/TA cross-training opportunities	16	6%	31%	38%	25%

H. National Centers					
a. Cultural & Linguistic Responsiveness	16	56%	38%	6%	0%
b. Parent, Family & Community Engagement	16	13%	69%	19%	0%
c. Quality Teaching & Learning	16	13%	63%	19%	6%
d. Early Head Start National Resource Center	16	31%	56%	13%	0%
e. Program Management & Fiscal Operations	16	13%	75%	13%	0%
f. Center on Health	16	38%	44%	13%	6%

Other Critical Needs

Respondents from eight grantees and one delegate agency provided one or more answers to the following survey question: *Please describe any other critical needs you may have with respect to collaboration, coordination, and alignment of services within areas of homelessness, children with disabilities, health services, family literacy, community services, and military families.* Following are their responses, categorized by priority area.

Focus on Homelessness:

- *There is a lack of affordable safe housing for families.*
- *Better cooperation [is needed] between LEA homeless liaisons and Head Start to find homeless younger siblings.*

Focus on Health Services:

- *There is a need for an increase [in] available medical and dental providers that take Medicaid.*
- *Mo HealthNet coverage and enrollment is a barrier to meeting compliance with health requirements.*
- *Resources are needed for identifying and serving children affected by trauma.*

Focus on Family Literacy:

- *We continue to need support to effectively serve families whose primary language is not English. We have an increasing Burmese-Chin population and are also seeing an increase in Eastern European languages in our service area.* ▪ *Family literacy services are needed.*

Focus on Community Services:

- *Gaps in community services include a lack of availability for transportation services for nights, weekends and outside of the city limits.*

Focus on Military Families:

- *There is a need for alignment of child care standards with Head Start standards to allow EHS services for...infants/toddlers [in military families].*

Other Issues:

- *Alignment of family engagement and school readiness outcomes [is needed]. [A] valid and reliable tool [is needed] for ongoing data collection on family engagement/progress.*
- *Collaboration and coordinated planning [is needed] to modify childcare subsidy eligibility requirements for Head Start/Early Head Start families in order to support continuity of services and better outcomes for children and families.*
- *We are also seeing higher numbers of incarcerated parents directly linked to drug involvement.*
- *...Although we may have agreements signed with entities, that does not always mean it is a working agreement...*
- *[We need an] MOU with Child Welfare.*

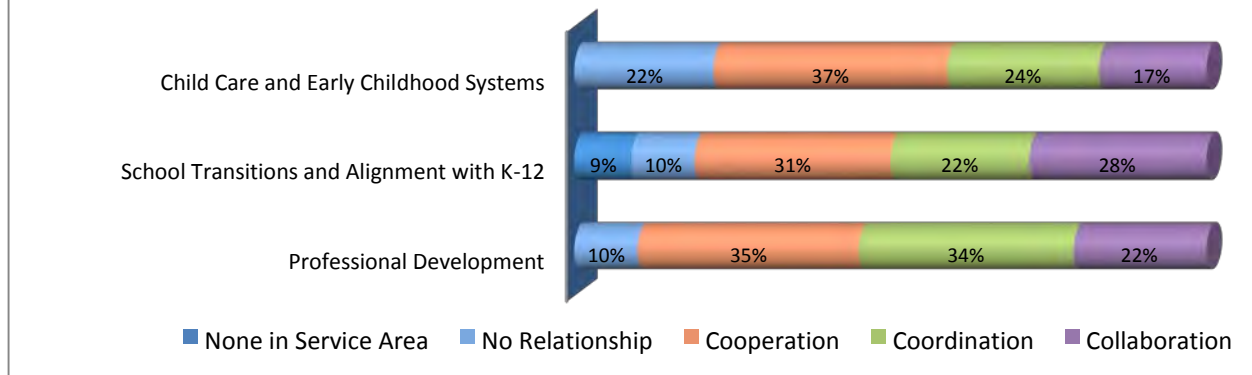
Summary

Head Start/Early Head Start grantees and delegate agencies in Missouri engage in numerous partnerships to enhance their service delivery to children and families. Significantly, the 16 responding grantees reported having relationships with 89% of the 455 LEAs in their service delivery areas. They also reported having MOUs/MOAs that involve cooperative to collaborative relationships to enhance children's school readiness with 279 organizations responsible for publicly funded preschool programs.

The respondents reported on their relationships with others in these three priority areas: (a) Child Care and Early Childhood Systems; (b) School Transitions and Alignment with K-12; and (c) Professional Development. Figure 6 presents a composite of the perceptions of 16 Head Start grantees regarding the levels of partnership in which they are engaged with other organizations to address these identified priority areas.⁶

⁶ The Professional Development category includes all of the Head Start National Centers collectively as one of the seven professional development entities.

Figure 6. Levels of Partnership to Address Key Issues (n=16)



Respondents also described other critical needs for collaboration, coordination, and alignment of services in other priority areas of the Office of Head Start.

- Increased availability of safe, affordable housing and stronger relationships with the LEA homelessness liaison to address **Homelessness**;
- Increased resources for children facing trauma, more MO HealthNet medical and dental providers, and solutions to MO HealthNet coverage and enrollment issues that prevent compliance with Head Start health requirements, in order to improve **Health Services**;
- Increased support to effectively serve families with a primary language other than English and increased literacy services to enhance **Family Literacy**;
- Availability of transportation services for nights, weekends, and distant locations as one aspect of improving **Community Services**; and
- Better alignment of child care and Head Start standards to allow access to Early Head Start, thereby improving services to **Military Families**.

The respondents identified other issues related to multiple priority areas of the Office of Head Start:

- The need for alignment of family engagement and school readiness outcomes, including a valid and reliable tool for measuring family engagement and families' progress on their goals;
- The importance of collaboration and coordinated planning to modify child care subsidy eligibility requirements for families in Head Start/Early Head Start to support continuity of services and better child and family outcomes;
- The increased incidence of incarcerated parents with drug involvement; ▪ The challenge of making agreements with other organizations operational; and ▪ The need for an MOU/MOA with Child Welfare.

Discussion

The Abbreviated Needs Assessment Process

The 2014 assessment process served the purpose of “getting the pulse” on progress for Head Start and Early Head Start grantees in grappling with the top three priorities associated with school readiness. Participation rate was relatively high due to the brevity of the survey. It is recognized, however, that Missouri is due for administration of the comprehensive survey utilized in FY 2012. The limited comments regarding the other areas were also helpful, but the universality of the issues presented and relative importance of the issues was impossible to ascertain. Nonetheless, the use of mixed methods has enriched the assessment of needs, particularly when examining the FY 2014 in conjunction with the other data collected between FY 2008 and FY 2014.

Comparison of the 2008-2014 Needs Assessment Findings

A comparison of the numerical data from assessments conducted in 2008, 2010, 2012, and 2014 revealed some trends in the partnerships to address the Head Start priority areas. Caution must be exercised in interpreting the findings because the participation varied from year to year, and the items within the categories differed slightly. For this comparison across the four time periods, the items categorized as Child Care Partnerships in 2014 were divided into these two subcategories: Child Care and Welfare/Child Welfare.⁷

In all four years, the highest percentages of partnerships with child care organizations were reported to be cooperative or coordinated in nature. See Figure 7. The most notable differences were in 2008, when few grantees (9%) described collaborative relationships and almost onethird (30%) stated that they had no relationships with child care organizations.

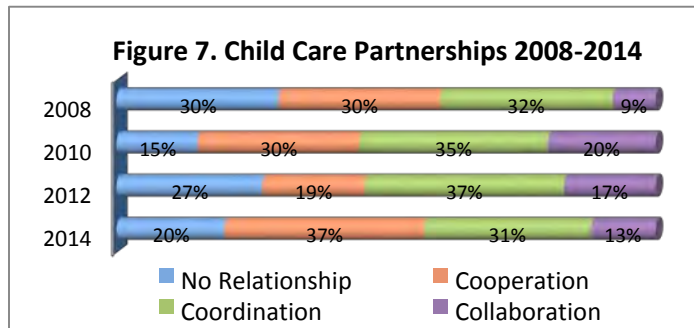
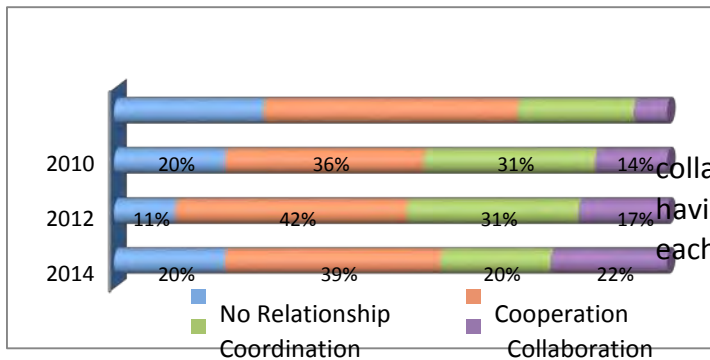


Figure 8. Welfare/Child Welfare Partnerships 2008-2014

Year	No Relationship	Cooperation	Coordination	Collaboration
2008	27%	46%	21%	6%

families showed one consistent pattern of change from year to year. The

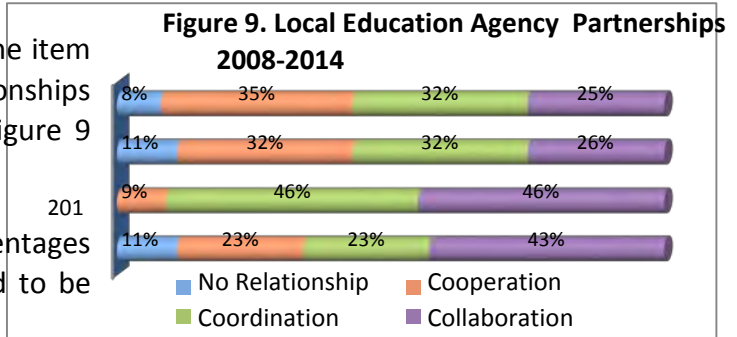
⁷ The subcategory of Early Childhood Systems was not included in the first years of the needs assessment.



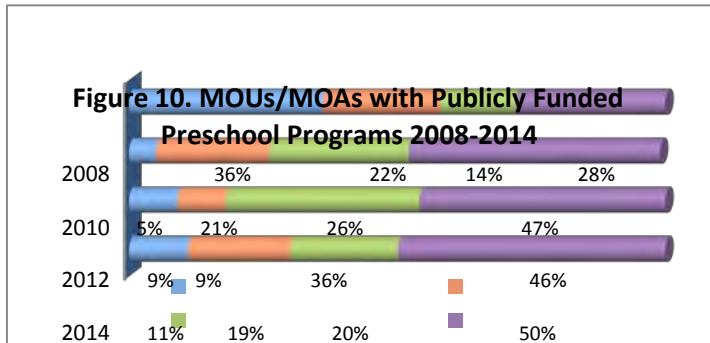
collaborative. 2014 percentages of grantees having collaborative relationships increased each year (from 6% in 2008 to 22% in 2014). See Figure 8.

Each year the grantees responded to one item in which they characterized their relationships with LEAs in their 2008 service area. Figure 9 shows a dramatic

increase in 2012 and 2014 in the percentages of partnerships that are 2012 considered to be collaborative. 2014



Similarly, the partnership agreements that grantees held with publicly funded preschool programs were increasingly reported as collaborative each year. The number of grantees identifying no relationships decreased dramatically after the first needs assessment in 2008. See Figure 10.



Over all four years, the responding grantees reported partnerships with various professional development 2008 organizations and institutions. See

Figure 11. In 2010, 2012, and 2014, 20-25% considered these relationships 2012 to be

These comparisons point to some success as Missouri grantees have focused on the Office of Head Start priority areas. In general, partnerships across organizations have grown and become more collaborative to address various complex issues faced by Head Start grantees and the families served.

Implications for the MHSSCO

The Importance of Collaboration and the Role of the MHSSCO. According to the Head Start Law, HSSCOs exist “to facilitate collaboration among Head Start agencies...and entities that carry out

activities designed to benefit low income children from birth to school entry, and their families.” They provide a structure and a process for the Office of Head Start to work with State agencies and local entities to leverage common interests around young children and their families to formulate, implement, and improve state and local policy and practice. The MHSSCO must have the ability to assess the nature of collaboration, its influence on program outcomes, and its impact on collaborative partnerships. This information equips the MHSSCO to foster collaboration among Head Start agencies and State and local entities, as charged by the Office of Head Start in the Regional Office. To this end, the MHSSCO fills such indirect roles as convener of groups for discussion and planning, facilitator of grantees’ access to organizations needed by families of enrolled children, and participant in systemic State early childhood initiatives.

Refinement of the Five-Year MHSSCO Strategic Plan. The comprehensive 2012 MHSSCO Needs Assessment, supplemented by the highly descriptive qualitative data collected in 2013 and the abbreviated survey data collected in 2014, will assist the MHSSCO in refining the fifth year of the Five-Year MHSSCO Strategic Plan and the continuation grant application to align with the federal focus areas, as identified by the Office of Head Start. Adjustments to the identified Office of Head Start priorities, Training and Technical Assistance priorities, and Missouri Head Start Association priorities will similarly inform the MHSSCO Strategic Plan and the strategies utilized by the MHSSCO in its work with policy makers and Missouri grantees.

Recommendations

Information Exchange and Investment in Missouri’s Early Childhood Comprehensive System. The MHSSCO needs assessment findings provide current pertinent information about the partnerships in which Head Start and Early Head Start programs are engaged and some of the issues they encounter. It is recommended that the MHSSCO inform the CBEC of the needs assessment findings and assist the CBEC in communicating the relevant information to the appropriate Work Groups. Work Groups leverage the expertise of the CBEC board members, state agency staff, local providers, and other interested parties to inform policy decisions and promote actions to implement Missouri’s Early Childhood Strategic Plan. Similarly, communicating the needs assessment results to the ECCS Steering Committee and its local infrastructure contributes to State and local awareness of Head Start/Early Head Start perspectives and successful partnerships.

Beyond the exchange of information, the investment of the MHSSCO in the decision-making processes that emerge from the information exchange is vital to the representation of Head Start and Early Head Start. In its role as an active partner in the CBEC and the ECCS efforts, it is also recommended that the MHSSCO foster mutually beneficial linkages and two-way communication between Head Start/Early Head Start programs and these policy-making groups.

Coordinated Efforts with the Missouri Head Start Association and the Head Start Training and Technical Assistance System. It is recommended that the MHSSCO explore the implications of

the needs assessment results with several organizations that assist Head Start/Early Head Start grantees in addressing Office of Head Start priorities. Ongoing coordination of the responsibilities of the MHSA, the Head Start Training and Technical Assistance System,⁸ and the MHSSCO and its contracting State agency, the Missouri Department of Social Services, will enhance the support that these organizations offer grantees by maximizing resources, determining the appropriate supportive roles of each organization, and aligning federal and state oversight.

Implementation of Strategies to Improve Early Childhood Policy and Practice and to Support Grantees. It is recommended that the MHSSCO shape its short-term and long-term strategies to support individual grantees and to improve state and local policies and practices in these three major areas:

- Enhancing Head Start partnerships with child care organizations and the early childhood system;
- Enhancing the transitions of children and families in Head Start through partnerships and alignment with LEAs and publicly funded preschool programs; and
- Strengthening Head Start partnerships with various organizations that provide professional development.

The Fact Sheets prepared for individual Head Start grantees will assist the MHSSCO and each responding grantee in assessing the scope of their needs and challenges related to each priority area. The comparisons of individual grantees' responses to the statewide findings will also help the MHSSCO determine appropriate guidance for grantees to build collaboration around the priority areas. Facilitated discussions among grantees about both their thriving partnerships and their challenging partnerships would likely contribute to exchange of helpful strategies across programs.

Future Data Collection and Data Analysis. The data collection approach employed this year served an important purpose by accessing the perspectives of stakeholders from the majority of Head Start/Early Head Start grantees and delegate agencies. The mixed methods for collecting needs assessment information provide a solid platform for determining strengths and challenges of grantees and prioritizing the MHSSCO's strategies to support them. It did not, however, engage all grantees or cover all priority areas. Based on these issues, it is recommended that the MHSSCO use the unabridged instrument provided by the national HSSCO workgroup in the upcoming year.

⁸ The Head Start Training and Technical Assistance system is comprised of three components: National Centers; State, Migrant and Seasonal Head Start (MSHS), and American Indian/Alaskan Native (AI/AN) Centers; and direct funding to grantees.

Resources

Improving Head Start for School Readiness Act of 2007.

Head Start State Collaboration Offices Framework (national HSSCO workgroup, October 2011).

Needs Assessment/OHS 2011 Priorities Crosswalk (national HSSCO workgroup, August 2011).

Head Start & Early Head Start State Collaboration Needs Assessment Survey (DRAFT template from the national HSSCO workgroup, October 2011).

2012-2013 Program Information Report (PIR) data, which all Head Start programs are required to complete annually.

References

Fuger, K. L. (2010). *Missouri Head Start-State Collaboration Office: Key findings from the F.Y. 2010 needs assessment survey*. Kansas City, MO: University of Missouri-Kansas City Institute for Human Development.

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Appendices

Appendix A: Missouri Head Start-State Collaboration Office Letter to Head Start/Early Head Start Programs

Appendix B: Missouri Head Start-State Collaboration Office 2014
Needs Assessment Survey

Appendix C: Missouri Head Start-State Collaboration Office Fact Sheet:
Fiscal Year 2014 Needs Assessment Findings

Appendix A: Missouri Head Start-State Collaboration Office

Letter to Head Start/Early Head Start Programs



Missouri Head Start-State
Collaboration Office

University of Missouri

1400 Rock Quarry Road
Columbia, MO 65211-3280
PHONE (573) 884-3080
FAX (573) 884-0598

June 18, 2014

The Missouri Head Start State Collaboration Office (MHSSCO) will be conducting an update of the needs assessment of Missouri Early Head Start (EHS)/ Head Start (HS) programs. Dr. Kathryn Fuger, University of Missouri- Kansas City Institute for Human Development, will be conducting this activity.

As a reminder, the Improving Head Start for School Readiness Act requires the Head Start State Collaboration Offices (HSSCO) to conduct needs assessment of EHS/HS grantees with respect to collaboration, coordination, and alignment of curricula and assessments used in Head Start programs with the Head Start 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 and other specified activities. Head Start State Collaboration Offices must annually update the needs assessment and strategic plan and make the results of the needs assessment available to the general public. The purpose of gathering this information is to identify your needs in the specified areas so as to continuously inform the goals and activities of the strategic plan implemented by the MHSSCO. This is an abbreviated survey addressing specific areas of focus within the Head Start priority areas. It is available online to be completed electronically. Please remember:

- Respond based on the past 12 months within your service area based on the majority of your counties rather than individual counties.
- The nature of the survey may require reflection and input within specific areas. Therefore, I encourage you to incorporate perspectives of such individuals as agency leadership, management team members, delegate agency representatives (if applicable), and others with information related to these topics.
- Every response counts. It represents not only your needs for support in collaborative endeavors but also indirectly represents the needs of the children and families you serve. Please take the time to complete the survey.

Please open this link to complete and submit the survey:

https://www.surveymonkey.com/s/2014_MHSSCO_Survey

If you encounter difficulties with the link, please call Kathryn L. Fuger at (816) 235-5351. Please submit your response by **July 1, 2014**, so we may include your needs assessment in our strategic planning.

Thank you in advance for completing this survey. We appreciate your continued time, thoughts, and interest in the MHSSCO's projects, the collaborative partnerships, and projects that are planned and implemented among the Head Start T/TA system, the Missouri Head Start Association, and the MHSSCO grounded in the results of this assessment.

Respectfully,
Stacey Wright, MHSSCO Director

Leading the Way in Building a Coordinated Early Childhood System
AN EQUAL OPPORTUNITY/ADA INSTITUTION

Appendix B: Missouri Head Start-State Collaboration Office

2014 Needs Assessment Survey

MO Head Start-State Collaboration Office 2014 Needs Assessment

Introduction

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 (HS) and Early Head Start (EHS) grantees and delegate agencies in the State with respect to collaboration, coordination, and alignment of curricula and assessments used in Head Start programs with the Head Start 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 HS/EHS grantees and delegates in meeting the requirements of the Head Start Act for coordination, collaboration, and transition to elementary school and alignment with K-12 education. The HSSCOs must also annually update the needs assessment and strategic plan and make the results of the needs assessment available to the general public within the State.

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

These are the Federal priority areas for examining collaboration:

1. Health Services;
2. Services for Children Experiencing Homelessness;
3. Welfare/Child Welfare;
4. Child Care;
5. Family Literacy;
6. Services for Children with Disabilities;
7. Community Services;
8. Education (School Readiness, Head Start – Pre-K Partnership Development);
9. School Transitions and Alignment with K-12;
10. Professional Development; and
11. Early Childhood Systems Development.

The assessment for the 2014-15 MHSSCO grant year will primarily focus on these priority areas:

1. Child Care, Early Childhood Systems, and Welfare/Child Welfare;
2. School Transitions and K-12 Alignment; and
3. Professional Development.

The survey asks you to rate the extent of your involvement with various service providers/organizations related to the content area. The following 4-point Likert scale and definitions are used to reflect your progress in relationship-building over the past 12 months:

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

DEFINITIONS:

- 1 - NO WORKING RELATIONSHIP: You have little or no contact with each other. Examples: You do not make or receive referrals, work together on projects or activities, or share information.
- 2 - COOPERATION: You exchange information. Examples: You relay information about upcoming community training, other local events and initiatives, or staffing needs. This includes making and receiving referrals, even when you serve the same families.
- 3 - COORDINATION: You work together on projects or activities. Examples: Parents from the **service provider's agency are invited to your parent education night; or the service provider offers health screenings for the children at your site.**
- 4 - COLLABORATION: You share resources and/or have formal, written agreements. Examples: Cofunded **staff or building costs; joint grant funding for a new initiative; or an MOU on transition.**

The survey includes one final open-ended question to document or expand upon the primary concerns.

The survey findings will be aggregated from all responding HS/EHS and delegate agencies in Missouri and summarized in a report. Once finalized, the report will be forwarded to the Office of Head Start and Region VII Office of Head Start. Results will also be made available to you and the general public.

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

MHSSCO Needs Assessment Survey Participants

3. Services (choose one best answer): Head Start Early Head Start Both

4. Contact Information:

Name of Agency:

Address:

Address 2:

City/Town:

State:

ZIP:

Phone Number:

5. Contact Grantee or

Information for Respondent from the Delegate Agency:

Name:

Title:

Address:

Address 2:

City/Town:

State:

ZIP:

Email Address:

Phone Number:

Using the definitions in the Introduction, please rate the extent of your involvement with each of the following service providers/organizations over the past 12 months. Choose one response for each item in Question 6.

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

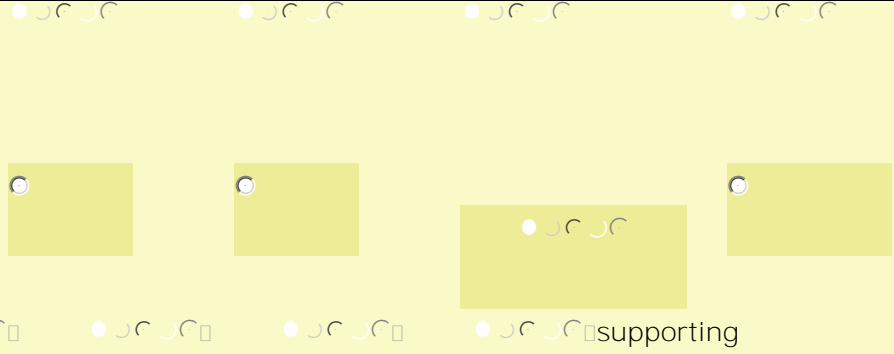
6. Child Care and Early Childhood System

	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/agreements)
Child care licensing through the Missouri Department of Health and Senior Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child Care and Development Fund (CCDF) through the Missouri Department of Social Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child Care Aware of Missouri®	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local child care programs to support access to full-day, full-year services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State or regional policy/planning committees that address child care issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Higher education programs/services/resources related to child care (e.g., lab schools, student interns, cross-training)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAC (State Advisory Council, State Early Learning Council)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State efforts to unify early childhood data systems (e.g., child/family/program assessment data)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local Temporary Assistance (TA) Services through the Missouri Department of Social Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment, training, and labor services agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Economic and Community Development Councils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Child protective services
through the Missouri
Department of Social
Services Children's Division

State Children's Trust
agency

Services and networks
foster and adoptive families



School Transitions and K-12 Alignment

7. How many Local Education Agencies (LEAs) are in your agency's service delivery area?

Number of LEAs

8. Count the number of LEAs that fit each definition of the extent of your agency's involvement with them (see Introduction).

Note: Choose one definition for each LEA that best describes your involvement with that LEA. When you add the numbers for each definition, this should equal the total number of LEAs in your service delivery area.

Number of LEAs having
No Working
Relationship (having
little/no contact) with
your Head Start

Number of LEAs having
Cooperation
(exchanging
information/referrals)
with your Head Start

Number of LEAs having
Coordination (working
together) with your Head Start

Number of LEAs having
Collaboration (sharing
resources/agreements) with your Head Start

School Transitions and K-12 Alignment (Continued)

9. How many Memoranda of Understanding (MOUs) or Agreement (MOAs) do you have with appropriate local entities responsible for managing publicly-funded preschool programs in your agency's service delivery area, which include plans to coordinate activities, as described in 642(e) (5)(A)(i)(ii) (I-X), and a review of each of the activities?

Number of
MOUs/MOAs

10. Count the number of MOUs/MOAs from Question 9 that fit each definition (see Introduction) regarding the extent of your involvement with them.

Note: Choose one definition for each MOU/MOA that best describes your involvement with that agency. When you add the numbers for each definition, this should equal the total number of MOUs/MOAs in your service delivery area.

Number of MOUs/MOAs in
which you have No
Working Relationship
(little/no contact)

Number of MOUs/MOAs in
which you have Cooperation (exchange info/referrals)

Number of MOUs/MOAs in
which you have Coordination (work together)

Number of MOUs/MOAs in
which you have Collaboration (share resources/agreements)

School Transitions and K-12 Alignment (Continued)

11. Do you have pre-k programs within your service area (e.g., Title 1 or Missouri Preschool Project)?

Yes

No

12. Using the definitions in the Introduction, please rate the extent of your involvement with each of the following pre-k programs in your service delivery area over the past 12 months. Choose one response for each item in Question 12.

Note: If you have different relationships with different programs within a category, check the option that best describes your relationship with most of them.

	No Working Relationship (little/no contact)	Cooperation (exchange resources/agreements area)	Coordination (work info/referrals)	Collaboration (share together)	None in our service delivery area
Title I programs	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Missouri Preschool Project programs	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Parents as Teachers	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Special Education	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Other pre-k programs	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Professional Development

Using the definitions on the Introduction page, please rate the extent of your involvement with each of the following service providers/organizations over the past 12 months. Check one rating for each item in Question 13.

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



13. Professional Development

	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/agreements)
Institutions of Higher Education (4-year)	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
Institutions of Higher Education (less than 4-year) (e.g. community colleges)	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
On-Line courses/programs	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
Child Care Resource & Referral Network	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
Head Start State Training and Technical Assistance (T & TA) Network	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
Other training and networks (regional, state)	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
Service providers/organizations offering relevant training and technical assistance crosstraining opportunities	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>

Professional Development (Continued)

Using the definitions on the Introduction page, please rate the extent of your involvement with each of the following Head Start National Centers over the past 12 months. Check one rating for each item in Question 14.

14. National Centers

	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/agreements)
Cultural and Linguistic Responsiveness	●○○○○	●○○○○	●○○○○	●○○○○
Parent, Family, and Community Engagement	●○○○○	●○○○○	●○○○○	●○○○○
Quality Teaching and Learning	●○○○○	●○○○○	●○○○○	●○○○○
Early Head Start National Resource Center	●○○○○	●○○○○	●○○○○	●○○○○
Program Management and Fiscal Operations	●○○○○	●○○○○	●○○○○	●○○○○
Center on Health	●○○○○□	○○○○●□	●○○○○□	●○○○○

Other Issues

15. Please describe any other critical needs you may have with respect to collaboration, coordination, and alignment of services within areas of homelessness, children with disabilities, health services, family literacy, community services, and military families.

Thank you for your thoughtful reflection and submission of this survey. We hope to use these findings to better assist you in your efforts.



Appendix C:

Missouri Head Start-State Collaboration Office Fact Sheet: Fiscal Year 2014 Needs Assessment Findings⁹

By Kathryn L. Fuger, Ph.D.
UMKC Institute for Human Development
September 2014

Findings

The Head Start Act of 2007 specified a needs assessment process to be completed by the Head Start-State Collaboration Office in each state. In response, the Missouri Head Start-State Collaboration Office (MHSSCO) distributed a needs assessment survey to all Missouri Head Start and Early Head Start grantees and delegates in June and July 2014. The survey focused on these three areas in which Head Start is attempting to build strong relationships with others to benefit the children and families served:

- Child Care and Early Childhood Systems, •
School Transitions and Alignment with
K-12, and
- Professional Development.

Figure A-1 presents the compiled results from representatives of 16 Missouri grantees who completed the survey.¹⁰ Within each area, the average percentages of grantee responses in each of these four categories are displayed: *no working relationship*, *cooperation*, *coordination*, and *collaboration*.^{11, 12}

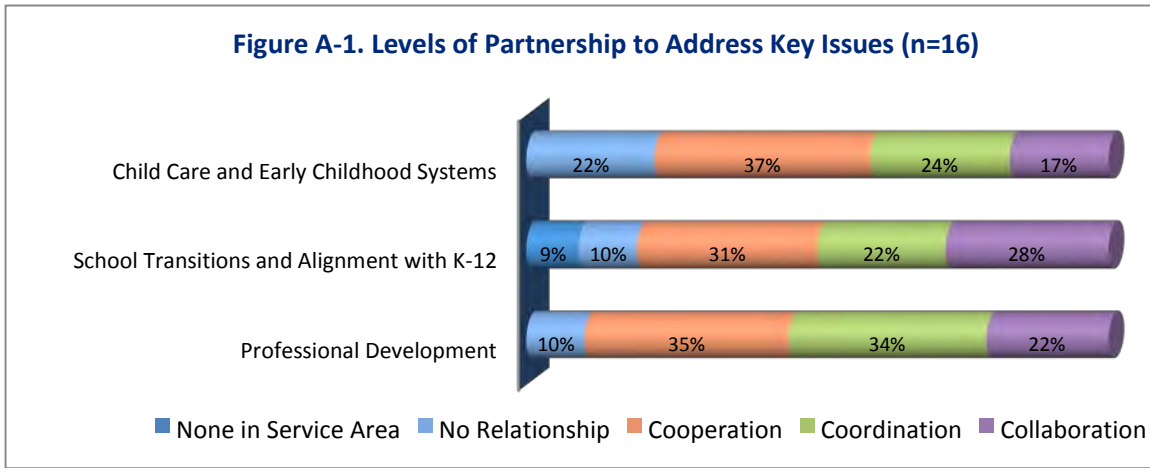
⁹ Points of view or opinions expressed in this report do not necessarily represent official positions of the Missouri Head Start-State Collaboration Office or the University of Missouri-Kansas City.

¹⁰ No adjustments were made for the number of children served by each grantee or for the number of counties in each grantee's service delivery area. Responses of delegate representatives were averaged to provide one response per grantee.

¹¹ Results are shown in percentages; due to rounding, the percentages may not total 100%.

¹² The Professional Development category includes all of the Head Start National Centers collectively as one of the seven professional development entities.

Figure A-1. Levels of Partnership to Address Key Issues (n=16)



The grantees reported 455 Local Education Agencies (LEAs) serving children in the service delivery areas of their Head Start/Early Head Start programs. The number of LEAs in a grantee’s service delivery area ranged from 1 to 63, with an average of 28 LEAs. Collectively, they reported having no working relationships with 49 LEAs (11%), cooperative relationships with 104 LEAs (23%), coordinated relationships with 106 LEAs (23%), and collaborative relationships with 196 LEAs (43%).

Respondents also indicated the number of Memoranda of Understanding/Agreement (MOUs/MOAs) their grantee held with other agencies that manage publicly-funded preschool programs in their area. The 15 responding grantees documented MOUs/MOAs with a total of 279 entities. The number of entities having MOUs/MOAs with grantees ranged from 1 to 58 per grantee, with an average of 19 entities per grantee. When aggregated across the 15 responding grantees, they had no active working relationship with 33 of the 279 entities with MOUs/MOAs (11%), cooperative relationships with 54 entities (19%), coordinated relationships with 55 entities (20%), and collaborative relationships with 139 entities (50%).

Some individuals described other critical needs with respect to collaboration, coordination, and alignment of services in these areas: homelessness, health services, family literacy, community services, and military families. Figure A-2 summarizes their responses, categorized by priority areas.

Figure A-2. Critical Needs for Collaboration in Other Priority Areas

- Increased availability of safe, affordable housing and stronger relationships with the LEA homelessness liaison to address **Homelessness**;
- Increased resources for children facing trauma, more MO HealthNet medical and dental providers, and solutions to MO HealthNet coverage and enrollment issues that prevent compliance with Head Start health requirements, in order to improve **Health Services**;
- Increased support to effectively serve families with a primary language other than English and increased literacy services to enhance **Family Literacy**;
- Availability of transportation services for nights, weekends, and distant locations as one aspect of improving **Community Services**; and
- Better alignment of child care and Head Start standards to allow access to Early Head Start, thereby improving services to **Military Families**; and
- These other issues that involve **multiple priority areas** of the Office of Head Start:
 - The need for alignment of family engagement and school readiness outcomes, including a valid and reliable tool for measuring family engagement and families' progress on their goals;
 - The importance of collaboration and coordinated planning to modify child care subsidy eligibility requirements for Head Start/Early Head Start families to support the continuity of services and better outcomes for children and families.
 - The increased incidence of incarcerated parents with drug involvement; ▪ The challenge of making agreements with other organizations operational; and ▪ The need for an MOU/MOA with Child Welfare.

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Discussion

It is recommended that the MHSSCO engage in these activities, based on the needs assessment findings:

- Inform the Coordinating Board for Early Childhood, its Work Groups, the Early Childhood Comprehensive System Steering Committee, and its local infrastructure of relevant findings from this needs assessment and invest in their decision-making processes.
- Continue to coordinate its efforts with the Missouri Head Start Association and the Head Start Training and Technical Assistance system.
- Shape its strategies to support individual grantees and to improve state and local policy and practice to emphasize these three topics highlighted in the FY 2014 Needs Assessment:
 - Partnerships with child care organizations and the early childhood system;
 - Transition of children and families through partnerships and alignment with LEAs and publicly funded preschool programs; and
 - Partnerships with various organizations that provide professional development.
- Conduct a comprehensive needs assessment in FY 2015, utilizing the unabridged template developed by the national HSSCO workgroup, to inform strategic planning in Missouri.

Resources

Improving Head Start for School Readiness Act of 2007.

Head Start State Collaboration Offices Framework (national HSSCO workgroup, October 2011).

Needs Assessment/OHS 2011 Priorities Crosswalk (national HSSCO workgroup, August 2011).

Head Start & Early Head Start State Collaboration Needs Assessment Survey (DRAFT template from the national HSSCO workgroup, October 2011).

2012-2013 Program Information Report (PIR) data, which all Head Start programs are required to complete annually.

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