

Alabama



2008 – 2009
Needs
Assessment

Survey Results

Alabama Head
Start State
Collaboration
Office

October 2009

*Alabama Department of
Children's Affairs*

*135 South Union Street, Suite 242
Montgomery, Alabama 36130*

*Providing high quality comprehensive services for
Children and Families*

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Alabama Head Start State Collaboration Office: 2008-2009 Needs Assessment Survey Results

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EXECUTIVE SUMMARY

Head Start is a grass-roots, community-based early care and education program that is federally funded to provide comprehensive services to children and families through partnerships and collaborations. *The Alabama Head Start Needs Assessment (AHSNA)* was conducted to determine the degree of ease or difficulty encountered by Head Start programs forging relationships with partnering agencies. This was accomplished through the completion of survey instruments by thirty-one Head Start programs that included Head Start, Early Head Start, and Migrant and Seasonal Head Start. O’Neal & Associates was contracted to analyze the data and synthesize the findings into a report for use by the Alabama Head Start State Collaboration Office to be shared with its partners.

The research was conducted utilizing a survey instrument containing 148 Likert-type items and 21 open-ended questions which were completed by Head Start and Migrant and Seasonal Head Start program staff through the use of Survey Monkey, an electronic survey platform. Both the Likert-type items and the open-ended questions were based on gathering information related to the ten (10) priority areas which include; Health Care, Services for Children Experiencing Homelessness, Family/Child Assistance, Child Care, Family Literacy Services, Children with Disabilities and their Families, Community Services, Partnerships with Local Education Agencies, Head Start Transition and Alignment with K-12, and Professional Development. This document reports the level of relationship-building and the level of difficulty experienced by Head Start programs in their collaboration efforts. The use of the term relationship-building in the executive summary refers to the levels of cooperation, coordination or collaboration with service providers. The key findings from the different sections comprising this report are presented below.

- Grantees indicated they were at the level of “Coordination” in their relationship-building efforts with other health care services providers. However, grantees indicated the highest score for relationship-building in local agencies providing mental health prevention and treatment. Head Start programs indicated the lowest relationship-building score in working with home visiting providers.
- Asked specifically about providing services to children experiencing homelessness, most respondents reported their lowest level of relationship-building in the area of working with the local McKinney-Vento liaison, and similarly low level of relationship-building in working with Title I Directors. Grantees reported the highest score for relationship-building with local agencies serving families experiencing homelessness.

- An overwhelming majority of grantees indicated the highest level of relationship-building in working with TANF agencies, and child welfare agencies, while the lowest level of relationship-building was among Children’s Trust agencies.
- When asked about their relationships with child care agencies, respondents reported the highest level of relationship-building with child care resource and referral agencies. Conversely, the level of relationship-building was lowest in the area of state and regional/planning committees that address child care issues.
- Regarding family literacy services, grantees indicated the highest level of relationship-building with public/private sources that provide book donations or funding for books, while the level of relationship-building was lowest in the area of working with Even Start.
- Most grantees indicated the highest level of relationship-building with Part C providers at the level of collaboration, with the lowest level of relationship-building in the area of university/community college programs and services related to children with disabilities.
- In the area of community services, respondents reported the highest level of relationship-building with providers of child abuse prevention/treatment services, and the lowest level of relationship-building was with other agencies in the area of law enforcement.
- When asked specifically about their partnerships with local education agencies, grantees indicated (41.9%) a relationship-building level of collaboration which suggests good progress toward the goal of forging a collaborative relationship.
- In the area of Head Start transition and alignment with K-12, grantees indicated a level of relationship-building of collaboration. This score indicated a very high perception of partnership development between Head Start and K-12 programs.
- In the area of professional development, grantees reported the highest level of relationship-building with institutions of higher education that were community colleges or vocational and trade schools. The lowest level of relationship-building was related to online courses/programs where 25.8% of grantees indicated a level of no working relationship with service providers.

Recommendations

1. Collaborate with T/TA providers to offer professional development opportunities and technical assistance to Head Start programs on strategies to increase access to health and prevention services including oral health services. Activities could include assisting parents with advocating and seeking alternative insurance,

strategies to increase the rate of follow-up care by parents, partnering with local oral health professionals, and assisting families with identifying transportation options in order to attend appointments.

2. Inform T/TA providers of the need for T/A to Head Start programs on working with the local McKinney-Vento Liaison to create a local effort to serve the needs of children and families in their local communities with Head Start as the lead agency.
3. Collaborate with T/TA providers to offer technical support to Head Start grantees on the topic of services to children experiencing homelessness. Activities could include defining homelessness, revising the recruitment plan to proactively serve children experiencing homelessness, developing partnership opportunities with local homeless coalitions, and grant writing opportunities to address the homeless population in their local areas.
4. Involve Head Start programs in the development of the Children's Advisory Councils and other committees as a strategy to create more opportunities for Head Start to be involved in statewide committees.
5. Provide T/A to Head Start programs on strategies for effective partnerships with child care programs. Activities could include identifying early care and education quality initiatives that provide financial support of partnerships, strategies to provide full-day/full-year services and weekend care, and identifying partners for before and after school care.
6. Continue to seek out opportunities to increase literacy opportunities to families including children and families who are English Language Learners (ELL).
7. Inform T/TA providers of the need for training and technical assistance to Head Start programs on the topic of challenging behavior. This could also include understanding when challenging behavior is a disability.
8. Engage the 619 Coordinator in working with Head Start programs to increase partnership agreements with Local Education Agencies to enhance transition efforts, decrease wait time to receive screening results, and participation in Individualized Education Plan (IEP) meetings.
9. Increase the exploration and establishment of partnerships with institutions of higher education to provide on-site courses that meet the mandates of reauthorization for Head Start teachers and managers, online courses, and the integration of Head Start specific topics into course curricula as evidenced by course syllabi.

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

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SECTION 1 – INTRODUCTION

PURPOSE OF REPORT

As a result of the 2007 Reauthorization of the Head Start Act, the National Office of Head Start directed each Head Start State Collaboration Office Director to conduct a comprehensive needs assessment of Head Start Programs. The needs assessment is focused on areas of coordination of services, alignment of services, and alignment of curricula and assessments utilized in Head Start programs in tandem with the *Child Outcomes Framework*, and *State Early Learning Standards*, as appropriate.

Further, this report was used to provide direction for the development and implementation of a required strategic plan that will guide the Alabama Head Start State Collaboration Office (HSSCO) to support Head Start grantees in meeting requirements of the Head Start Act. Specifically, Head Start grantees must develop strategies to ensure coordination, collaboration, transition services, and alignment with Local Education Agencies (LEAs) for k-12 education and other agencies. Additionally, the results of this report informed the Alabama Head Start Collaboration Office of the status of collaboration in the national priority areas.

HOW THE REPORT IS ORGANIZED

The report is organized into the following sections:

1. Introduction to purpose and organization of report.
2. Description of the needs assessment process, which includes planning, methods and procedures, sampling and survey administration procedures, instrumentation, and data analysis and interpretation strategies.
3. Overview of Head Start Programs in Alabama.
4. Survey results based on the national priority areas : health care; homelessness; family/child assistance; child care; family literacy; children with disabilities and their families; community services (partnerships with LEAs, and transition and alignment with k-12); and professional development.
5. Trends and implications identified in this study.
6. Recommendations
7. Future considerations for the Alabama Head Start State Collaboration Office.
8. Resources and references.

SECTION 2 – METHODOLOGY

PROJECT PLANNING

Under the aegis of the Alabama Department of Children’s Affairs (DCA), the Head Start State Collaboration Office (HSSCO) initiated its quest to complete a Head Start Needs Assessment (HSNA) by planning a process to comply with the requirements of the Head Start Act (amended December 2007). The 2008-2009 *Alabama Head Start Needs Assessment* was facilitated through an agreement with O’Neal & Associates. Upon execution of a contract, the Principal met with the HSSCO director and staff to identify the deliverables and a scope of work for this project.

METHODS AND PROCEDURES

A survey method was chosen as the primary means for data collection through a web-based online survey platform. The online survey instrument resulted from input provided by a corps of Head Start State Collaboration Office (HSSCO) directors representing various states. The director of Alabama’s HSSCO presented an overview of the instrument along with its purpose to the Alabama Head Start Director’s Association to ensure buy-in and to achieve 100% participation and return rate. (See the instrumentation section for a more detailed description of the online survey). Data collection began January 8, 2009 and ended January 30, 2009. A detailed description of the sampling and survey administration procedures follows in the next section.

SAMPLING AND SURVEY ADMINISTRATION PROCEDURES

The purpose of the *Alabama HSNA* was to identify the trends of practice and needs of the Head Start grantees in the state of Alabama. There are 31 Head Start/Early Head Start grantees in Alabama, of which the directors were the focus of this study. Utilizing an existing database, the Alabama HSSCO director sent each Head Start and Early Head Start director an email invitation that included instructions for completion, purpose of the survey, and a hyperlink to the online survey tool.

The online survey presented challenges for some grantees because this was the first experience participating in a study using this approach. However, the HSSCO director offered assistance as needed which resulted in a 100% participation rate. The administration of the survey was completed within the planned timeframe and required no extensions.

INTRUMENTATION

The eight national priority areas established by the Office of Head Start served as the anchor for the needs assessment instrument developed through the synergistic energy of the HSSCOs. As stated previously, the instrument was designed to comply with the requirements of the December 2007 Reauthorization of the Head Start Act. The survey consisted of questions designed to assess the needs of grantees in the areas of coordination, collaboration, alignment of services, and alignment of curricula and assessments utilized in Head Start programs.

The HSSCO loaded the online version of the instrument onto the internet using Survey Monkey. The survey instrument was designed to gather contact information as well as respond to questions related to the ten identified areas of interest to the HSSCO. The instrument contained two types of items (4-point Likert-type, close-ended questions, and open-ended questions) for participant response to collect data. The *Alabama HSNA* survey contained 148 Likert-type items and 21 open-ended questions. The survey design facilitated assessment of the identified priority areas according to two factors: relationship and difficulty. Thus, each area contained two subscales and two open-ended questions for information that would elaborate on ratings provided in the subscales. The scale values of the Likert-type items were determined as follows:

1. Scale assessing relationship: 1 = No Working Relationship, 2 = Cooperation, 3 = Coordination, and 4 = Collaboration;
2. Scale measuring difficulty: 1 = Not at all Difficult, 2 = Somewhat Difficult, 3 = Difficult, 4 = Extremely Difficult.

The quantitative study is a type of research which is aimed at showing validity, soundness, and significance (Lincoln & Guda, 1985). The researcher attempted to ensure validity of the instrument by ensuring that questions were not ambiguous, but clear and concise so that respondents could understand each question in its entirety. Instructions for completing the survey were also concise and clear as a strategy to ensure validity. The instrument received a Cronbach's Alpha Coefficient of .8636. Table 1 shows the reliability of each subscale of the instrument. Based on Nunnally (1978), a Cronbach's Alpha of 0.7 is an acceptable reliability coefficient. Further examination of reliabilities in Table 1 revealed that only four subscales (Family/Child Assistance, relationship and difficulty, and Child Care, relationship and difficulty) had reliability coefficients below 0.7, but all four were equal to or above 0.63. Accordingly, the *Alabama HSNA* instrument is considered to be a reliable instrument.

Table 1. Reliability of the Alabama HSNA and its Subscales

Area	Subscale	Items	Cronbach's alpha
I. Health Care	Relationship (HlthCrR)	13	.800
	Difficulty (HlthCrD)	11	.584
II. Services For Children Experiencing Homelessness	Relationship (ScehR)	4	.769
	Difficulty (ScehD)	7	.840
III. Family/Child Assistance	Relationship (FaCdAsR)	6	.841
	Difficulty (FaCdAsD)	7	.793
IV. Child Care	Relationship (ChildCrR)	5	.694
	Difficulty (ChldCrD)	5	.572
V. Family Literacy Services	Relationship (FamLitSrR)	14	.854
	Difficulty (FamLitSrD)	5	.584
VI. Children with Disabilities and Their Families	Relationship (CwDisFmR)	9	.834
	Difficulty (CwDiaFmD)	6	.912
VII. Community Services	Relationship (ComSerR)	6	.849
	Difficulty (ComSerD)	7	.671
VIII. A. Partnerships with Local Education Agencies	Relationship (PwLEAsR)	2	.574
	Difficulty (PwLEAsD)	10	.872
VIII. B. Head Start Transition and Alignment With K-12	Relationship (HSTAk12R)	1	NA
	Difficulty (HSTAk12D)	16	.959
IX. Professional Development	Relationship (PDR)	7	.843
	Difficulty (PDD)	7	.780
Alabama HSNA		148	.864

DATA ANALYSIS AND INTERPRETATION STRATEGIES

Two different purposes were the focus of analysis for this project. One analysis was targeted on individual grantee results, and the other analysis was directed at the cumulative statewide results. Since this is the first *HSNA* of this type to be conducted in Alabama, it is not feasible (since no data were available) to compare each grantee's current performance to their previous status, nor to compare current cumulative statewide results to previous years.

To assess needs in each priority area, a composite variable (i.e., a total score for each subscale of the identified area) was calculated for each priority area for both relationship and difficulty scales. To provide better understanding of the value of the composite scores relative to response categories in the instrument, a mathematical transformation of the total scores of each subscale to each of the response categories was made. Results are presented in Table 2.

It is important to remember the context in which the *HSNA* results will be interpreted. To truly understand the results from the *HSNA*, one must consider all data for each priority area (e.g., quantitative data from relationship and difficulty scales and responses to open-ended questions), and then ground the findings in the context of the work of Head Start at the local, state, and national levels.

Table 2. Description of Head Start Needs Assessment Composite Variables

Area	Subscale	Variable Name	# of Items	Score Range	No Working Relationship/ Not at All Difficult	Cooperation/ Somewhat Difficult	Coordination/ Difficult	Collaboration/ Extremely Difficult
I. Health Care	Relationship	HlthCrR	13	13.00-52.00	13.00-19.00	19.01-32.00	32.01-45.00	45.01-52.00
	Difficulty	HlthCrD	11	11.00-44.00	11.00-16.00	16.01-27.00	27.01-38.00	38.01-44.00
II. Services for Children Experiencing Homelessness	Relationship	ScehR	4	4.00-16.00	4.00-6.00	6.01-10.00	10.01-14.00	14.01-16.00
	Difficulty	ScehD	7	7.00-28.00	7.00-10.00	10.01-17.00	17.01-24.00	24.01-28.00
III. Family/Child Assistance	Relationship	FaClAsR	6	6.00-24.00	6.00-9.00	9.01-15.00	15.01-21.00	21.01-24.00
	Difficulty	FaClAsD	7	7.00-28.00	7.00-10.00	10.01-17.00	17.01-24.00	24.01-28.00
IV. Child Care	Relationship	ChildCrR	5	5.00-20.00	5.00-7.00	7.01-12.00	12.01-17.00	17.01-20.00
	Difficulty	ChildCrD	5	5.00-20.00	5.00-7.00	7.01-12.00	12.01-17.00	17.01-20.00
V. Family Literacy Services	Relationship	FaLitSeR	14	14.00-56.00	14.00-21.00	21.01-35.00	35.01-43.00	43.01-56.00
	Difficulty	FaLitSeD	5	5.00-20.00	5.00-7.00	7.01-12.00	12.01-17.00	17.01-20.00
VI. Children with Disabilities and their Families	Relationship	CwDFaR	9	9.00-36.00	9.00-13.00	13.01-22.00	22.01-31.00	31.01-36.00
	Difficulty	CwDFaD	6	6.00-24.00	6.00-9.00	9.01-15.00	15.01-21.00	21.01-24.00

Table 2. Description of Head Start Needs Assessment Composite Variables (Continued)

Area	Subscale	Variable Name	# of Items	Score Range	No Working Relationship/ Not at All Difficult	Cooperation/ Somewhat Difficult	Coordination/ Difficult	Collaboration/ Extremely Difficult
VII. Community Services	Relationship	ComServR	6	6.00-24.00	6.00-9.00	9.01-15.00	15.01-21.00	21.01-24.00
	Difficulty	ComServD	7	7.00-28.00	7.00-10.00	10.01-17.00	17.01-24.00	24.01-28.00
VIII. A. Partnerships with Local Education Agencies	Relationship	PwLEAR	2	2.00-8.00	2.00-3.00	3.01-8.00	8.01-10.00	10.01-12.00
	Difficulty	PwLEAD	10	10.00-40.00	10.00-15.00	15.01-25.00	25.01-35.00	35.01-40.00
VIII. B. Head Start Transition And Alignment	Difficulty	HSTAk12D	16	16.00-64.00	16.00-24.00	24.01-40.00	40.01-56.00	56.01-64.00
IX. Professional Development	Relationship	PDR	7	7.00-28.00	7.00-10.00	10.01-17.00	17.01-24.00	24.01-28.00
	Difficulty	PDD	7	7.00-28.00	7.00-10.00	10.01-17.00	17.01-24.00	24.01-28.00

To better understand areas to strengthen grantee practices toward the goal of collaboration in the specified priority areas, descriptive statistics (frequency, and mean) were calculated for the Likert-type items, and thematic analysis was conducted on the open-ended questions. To determine and understand areas in which grantees did not experience difficulty, items with lower mean values of difficulty were identified for each subscale.

Each single (Likert-type) item of the instrument as well as each priority area (using composite scores) was examined through the use of analysis. Discrepancy analysis between the relationship and difficulty subscale in each priority area was also examined. Finally, responses from open-ended questions, if any, were available to elaborate on rated responses in each priority area. The results were expected to assist each individual grantee's understanding of gaps and needs in the priority areas and to utilize presented data for future plans and strategies to strengthen their services to children and families.

Strengths, limitations, and issues of Alabama's Head Start, Early Head Start, and Migrant and Seasonal Head Start (HS/EHS/MSHS) programs were identified through descriptive analyses. Identified discrepancies in priority areas indicate potential needs for improvement or changes to practice. The results were utilized to determine statewide needs for strengthening the practice of Alabama's HS/EHS/MSHS grantees.

SECTION 3 – OVERVIEW OF HEAD START PROGRAMS IN ALABAMA

PROFILE OF ALABAMA HEAD START PROGRAMS

In response to the requirements of the December 2007 Reauthorization of the Head Start Act, this section provides an overview of Head Start programs in Alabama. More specifically, this section discusses and provides in graph form, a visual of the funded enrollment by program options; by age group, ethnicity, and program type. According to the 2008 Program Information Report (PIR), in fiscal year 2008 there were 31 Head Start grantees and no delegate agencies in Alabama providing services to nearly 16,000 Head Start (HS) and Early Head Start (EHS) children and families. Head Start is a state-wide program and is offered to children and families in all 67 counties. The East Coast Migrant Head Start Program (ECMHSP) grantee offers Migrant/Seasonal Head Start/Early Head Start to 142 children in Alabama. During program year 2008, Alabama Head Start programs received over \$107 million dollars.

In keeping with Head Start’s rich historical roots in Alabama, programs offer a comprehensive array of child development services for children birth to school-age, pregnant women and families. In Table 3 below, a view is provided of the various program options available in Alabama Head Start.

Table 3. Alabama Head Start Funded Enrollment by Program Option

Program Option	f
Full Day/Full Year Enrollment	13,704
Part Day Enrollment	1,362
Full Day, four days per week	0
Part Day, four days per week	0
Home-Based	248
Combination	0
Family Child Care	240
Local Options	0
Total Head Start and Early Head Start enrollment in 2008	15,554

f = Frequency

Source: Office of Head Start, 2007-2008 Head Start Program Information Report (PIR)

The ages of children served by Alabama’s HS/EHS/MSHS programs range from infant to five years or older based on child and family need. Table 4 below shows the age distribution of all children who were served by the program in 2008.

Table 4. Alabama Head Start Programs by Age Group

Age Group	F
Under 1 year old	265
1 Year old	217
2 years old	364
3 years old	6,701
4 years old	10,142
5 years or older	183

f = Frequency

Source: Office of Head Start, 2007-2008 Head Start Program Information Report (PIR)

Alabama’s HS/EHS/MSHS programs represent a tapestry of ethnicities and races. They reflect the population of the state as a whole. Table 5 displays the ethnicity and race distribution for all children who were served by Alabama HS/EHS/MSHS program in 2008.

Table 5. Alabama Head Start Programs by Ethnicity

Ethnicity/Race	F
Hispanic or Latino Origin	1,167
American Indian or Alaska Native	78
Asian	69
Black or African American	13,290
Native Hawaiian or other Pacific Islander	69
White	3,359
Bi-Racial or Multi-Racial	475
Unspecified and other	16,823

f = Frequency

Source: Office of Head Start, 2007-2008 Head Start Program Information Report (PIR)

Head Start programs in Alabama serve children and families in a variety of configurations. These program designs are based upon local community assessments that identify the current needs of children and families in Alabama. Table 6 displays the program types that were present and available in 2008.

Table 6. Types of Head Start Programs in Alabama

Program Type	f
Total number of Head Start providers in Alabama	31
Grantees	31
Delegate agencies	0
Grantees with both Head Start and Early Head Start	10
Grantees with Early Head Start only	1
Community Action Agency Providers (CAA)	16
Single/Multi-Purpose Non-CAA Providers	8
School Districts/Education Service Centers	5
University Lab School	1
Migrant/Seasonal Head Start Provider	1

f = Frequency

Source: Office of Head Start, 2007-2008 Head Start Program Information Report (PIR)

Alabama HS/EHS/MSHS programs are committed to meeting the requirements for qualified staff and ongoing professional development. Programs in Alabama met the 2007 mandate for teachers as shown in Figure 1 below.

Figure 1.
Head Start Program Information Report for the 2007-2008 Program Year
 Profile Report – Alabama State Summary

Head Start/Early Head Start Programs
 November 11, 2008

Region 04

31 Reports on File

Child Development Staff Information

	<i>Teachers</i>	<i>Assistant Teachers</i>	<i>Home Visitors</i>	<i>Family Child Care Providers</i>	<i>Child Development Supervisors</i>	<i>Home-Based Supervisors</i>
Total Number of staff by Category	920	872	21	31	104	4
Staff Credentials						
<i>Associate Degree, ECE/Related</i>	<i>512</i>	<i>112</i>	<i>3</i>	<i>10</i>	<i>40</i>	<i>1</i>
<i>Enrolled in Baccalaureate Program</i>	<i>92</i>	<i>18</i>	<i>0</i>	<i>2</i>	<i>9</i>	<i>0</i>
<i>A Baccalaureate Degree, ECE Related</i>	<i>137</i>	<i>33</i>	<i>14</i>	<i>0</i>	<i>27</i>	<i>3</i>
<i>A Graduate Degree, ECE Related</i>	<i>19</i>	<i>1</i>	<i>2</i>	<i>0</i>	<i>9</i>	<i>0</i>
<i>A CDA credential or State Equivalent</i>	<i>195</i>	<i>303</i>	<i>1</i>	<i>13</i>	<i>16</i>	<i>0</i>
Staff without Degrees						
<i>CDA/Equivalent, but enrolled in an ECE/Related degree program</i>	<i>51</i>	<i>43</i>	<i>0</i>	<i>13</i>	<i>3</i>	<i>0</i>
<i>Without a CDA/Equivalent, but enrolled in an ECE/Related degree program</i>	<i>4</i>	<i>68</i>	<i>0</i>	<i>0</i>	<i>2</i>	<i>0</i>
<i>Without a CDA/Equivalent, but in any type of CDA equivalent training</i>	<i>22</i>	<i>131</i>	<i>0</i>	<i>8</i>	<i>2</i>	<i>0</i>

Data as of 11/26/2008

Enrollment in Alabama’s HS/EHS/MSHS Start programs consists of many individuals with many languages. Results of the Office of Head Start’s 2007-2008 Head Start Program Information Report (PIR), indicates the languages listed below are the primary home languages spoken by families served in Alabama Head Start programs. Languages are listed below from highest to lowest proportionality:

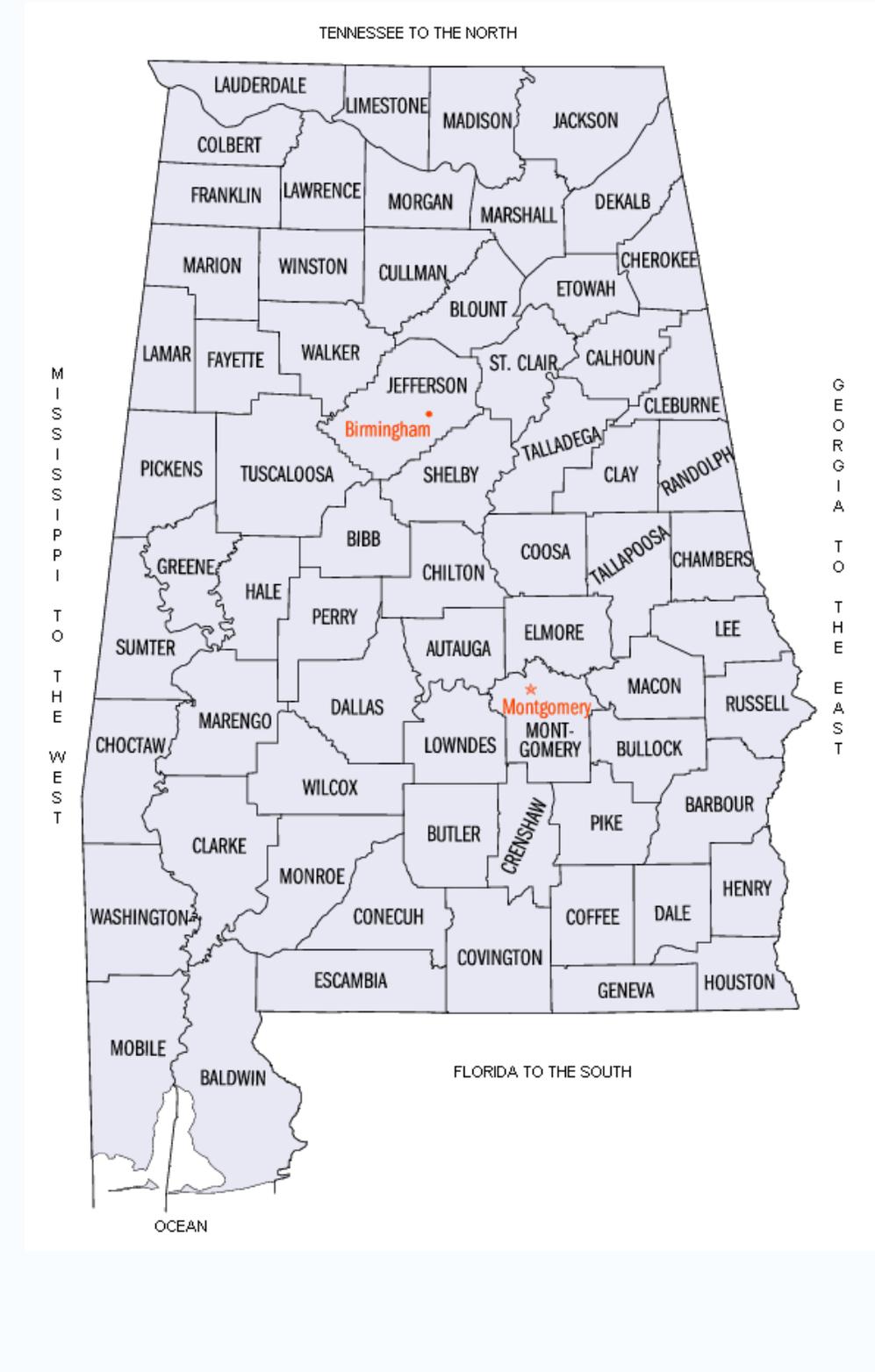
- English
- Spanish
- Native Central American, South American and Mexican Languages
- East Asian
- African Languages
- Middle Eastern and South Asian Languages
- European and Slavic Languages
- Unspecified

According to the Office of Head Start’s 2007-2008 Head Start Program Information Report (PIR), 3,240 (20%) of children served by Head Start were from two-parent families, while 13,444 (80%) of children came from single-parent families.

The service area for Alabama Head Start is the entire state, which consists of 67 counties. Figure 2 below shows a map of Alabama’s counties (source: <http://www.censusfinder.com/mapal.htm>).



Figure 2. Map of Alabama by County



SECTION 4 – RESULTS

Quantitative research relies upon statistical tests which minimize error and bias (Gay, Mills, and Airasian, 2006). Due to the empirical nature of quantitative research, it is generalizable and replicable (Creswell, 2006). However, this study utilized both quantitative and qualitative research; therefore the quantitative relationship results are presented first, followed by the results of the difficulty subscale which were more qualitative. Following are the results based on the national priorities.

I. HEALTH CARE

A. *Quantitative Results*

Relationships

Table 7 shows the results of grantees' responses on the Health Care relationship subscale generated through the use of descriptive statistics. Also, please refer to Figure 4 for a graphical representation of these data. The total score for the subscale (i.e., the sum of the means) was 36.5, which corresponds to a rating of "Coordination" (see Table 2 for variable classifications), with 80% of respondents at the level of "Coordination" in their relationships with other Health Care services providers. However, four of twelve areas had mean scores less than 3.0, meaning they were not quite at the level of "Coordination" on the four-point scale.

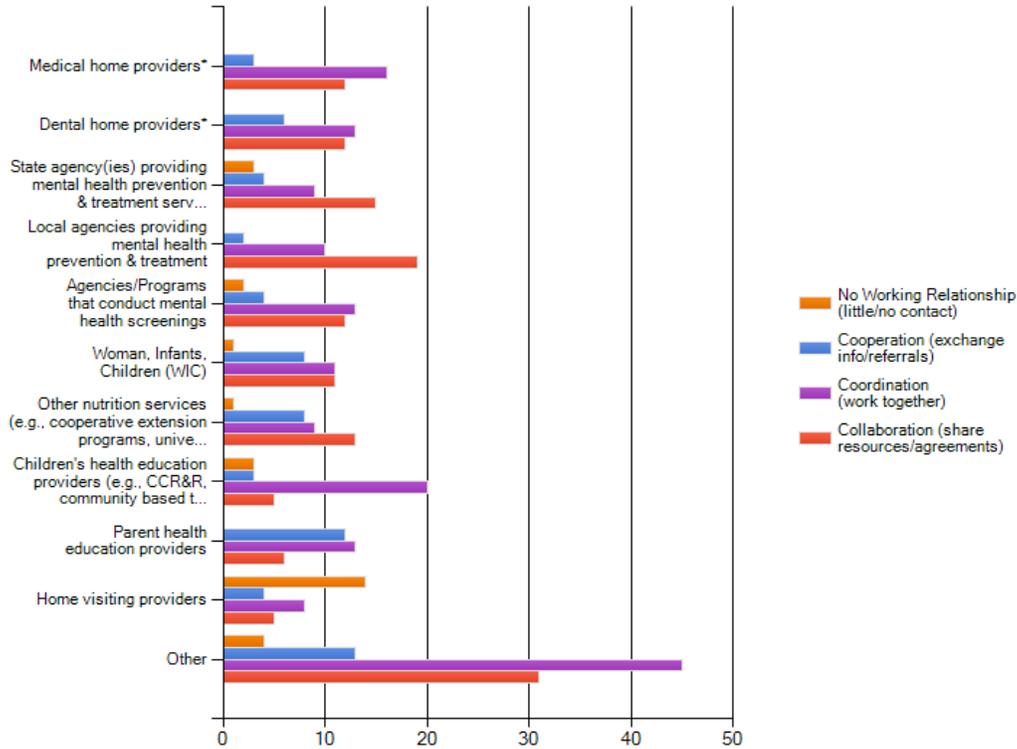
The area with the highest mean score for relationship-building was local agencies providing mental health prevention and treatment (mean=3.55). Home visiting providers was the area with lowest mean score for relationship-building (mean=2.13). It is important to note that programs and services related to children's physical fitness and obesity prevention (mean=3.03) were at the high end of relationship-building, with about one-half (54.8%) of grantees reporting "Coordination" for the area.

Table 7: Grantees' Responses Statewide to Relationship in Health Care

Item	Ratings				Mean (SD)
	No Working Relationship (1) f (%)	Cooperation (2) f (%)	Coordination (3) f (%)	Collaboration (4) f (%)	
A. Medical home providers*	0 (0.0)	3 (9.7)	16 (51.6)	12 (38.7)	3.29 (.643)
B. Dental home providers*	0 (0.0)	6 (19.4)	13 (41.9)	12 (38.7)	3.19 (.749)
C. State agency(ies) providing mental health prevention & treatment services	3 (9.7)	4 (12.9)	9 (29.0)	15 (48.4)	3.16 (1.003)
D. Local agencies providing mental health prevention & treatment	0 (0.0)	2 (6.5)	10 (32.3)	19 (61.3)	3.55 (.624)
E. Agencies/programs that conduct mental health screenings	2 (6.5)	4 (12.9)	13 (41.9)	12 (38.7)	3.13 (.884)
F. Women, Infants, Children (WIC)	1 (3.2)	8 (25.8)	11 (35.5)	11 (35.5)	3.03 (.875)
G. Other nutrition services (e.g., cooperative extension programs, university projects on nutrition, etc.)	1 (3.2)	8 (25.8)	9 (29.0)	13 (41.9)	3.10 (.907)
H. Children's health education providers (e.g., CCR&R, community-based training)	3 (9.7)	3 (9.7)	20 (64.5)	5 (16.1)	2.87 (.806)
I. Parent health education providers	0 (0.0)	12 (38.7)	13 (41.9)	6 (19.4)	2.86 (.749)
J. Home visiting providers	14 (45.2)	4 (12.9)	8 (25.8)	5 (16.1)	2.13 (1.175)
K. Community Health Centers	3 (9.7)	5 (16.1)	13 (41.9)	10 (32.3)	2.97 (.948)
L. Public Health Services	0 (0.0)	3 (9.7)	15 (48.4)	13 (41.9)	3.32 (.652)
M. Programs/Services related to children's physical fitness and obesity prevention	1 (3.2)	5 (16.1)	17 (54.8)	8 (25.8)	3.03 (.752)
Total Score (Variable Name = HlthCrR)					36.5

f = frequency, N = 31

Figure 3. Grantees’ Responses Statewide to Relationship in Health Care



Level of Difficulty

Table 8 presents results regarding the Health Care difficulty subscale. Also, please refer to Figure 4 for a graphical representation of these data. The total score for the subscale (i.e., the sum of the means) was 14.09, which corresponds to a rating of “Not At All Difficult” (See Table 2 for variable classifications). However, eleven of eleven Health Care areas (A, B, C, D, E, F., G, H, I., J, K) show mean scores less than 2.0, which suggests that relationships with all those service providers were less difficult to forge.

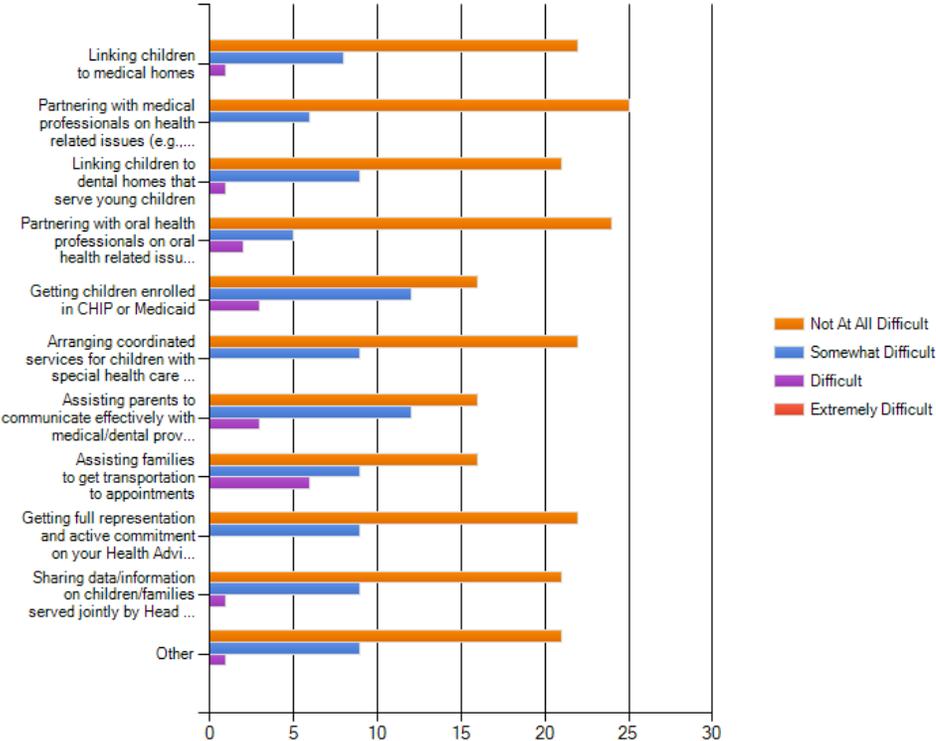
Grantees experienced the least difficulty in relationships related to partnering with medical professionals on health related issues (mean=1.19) where 80.6% of grantees reported that relationships with providers were “Not at All Difficult.” There were no large contrasts between the responses from the grantees in this area. However, this contracts to the area of assisting families to get transportation to appointments (mean=1.96) where 19% of grantees reported that relationships with providers were “Difficult.”

Table 8. Grantees’ Responses Statewide to Difficulty in Health Care

Item	Ratings				Mean (SD)
	Not at All Difficulty (1) f (%)	Somewhat Difficulty (2) f (%)	Difficulty (3) f (%)	Extremely Difficulty (4) f (%)	
A. Linking children to medical homes	22 (71.0)	8 (25.8)	1 (3.2)	0 (0.0)	1.32 (.541)
B. Partnering with medical professionals on health related issues (e.g., screening, safety, hygiene, etc.)	25 (80.6)	6 (19.4)	0 (0.0)	0 (0.0)	1.19 (.401)
C. Linking children to dental homes that serve young children	21 (67.7)	9 (29.0)	1 (3.2)	0 (0.0)	1.35 (.550)
D. Partnering with oral health professionals on oral health related issues (e.g., hygiene, education, etc.)	24 (77.4)	5 (16.1)	2 (6.5)	0 (0.0)	1.29 (.588)
E. Getting children enrolled in CHIP or Medicaid	16 (51.6)	12 (38.7)	3 (9.7)	0 (0.0)	1.58 (.672)
F. Arranging coordinated services for children with special health care needs	22 (71.0)	9 (29.0)	0 (0.0)	0 (0.0)	1.29 (.461)
G. Assisting parents to communicate effectively with medical/dental providers	16 (51.6)	12 (38.7)	3 (9.7)	0 (0.0)	1.58 (.672)
H. Assisting families to get transportation to appointments	16 (51.6)	9 (29.0)	6 (19.4)	0 (0.0)	1.67 (.791)
I. Getting full representation and active commitment on your Health Advisory Committee	22 (71.0)	9 (29.0)	0 (0.0)	0 (0.0)	1.29 (.461)
J. Sharing data/information on children/families served jointly by Head Start and other agencies re: health care (e.g., lead screening, nutrition reports, home visit reports, etc.)	21 (67.7)	9 (29.0)	1 (3.2)	0 (0.0)	1.35 (.550)
K. Exchanging information on roles and resources with medical, dental and other providers/organizations regarding health care	21 (67.7)	9 (29.0)	1 (3.2)	0 (0.0)	1.35 (.550)
Total Score (variable Name = HlthCrD)					14.09

f = frequency, N = 31

Figure 4. Grantees' Responses Statewide to Difficulty in Health Care



B. Qualitative Results

Responses to the two open-ended questions in the Health Care priority area were analyzed through thematic analysis. The most important themes are presented here.

Question: What, if any, other issues do you have regarding health care for the children and families in your program? Please describe.

- Lack of follow-up to health care services by parents (9)
- Long distances families must travel to receive health care services (5)
- Lack of dental services for pregnant women (2)
- Lack of health insurance by families (2)
- Acquiring hemoglobin and lead screenings when not a part of EPSDT (2)

Question: In your effort to address the health care needs of the children and families in your program, what is working well? Which of these efforts do you think might be helpful to other programs?

- Good coordination of services with service providers, “Small Smiles”, Focus First”, Medicaid, and CHIP (7)
- Providing parent health training through written and verbal communication methods (6)
- Strong Health Services Advisory Committees that include pediatric and dental providers (2)
- Providing a mobile health clinic (2)

II. SERVICES FOR CHILDREN EXPERIENCING HOMELESSNESS

A. Quantitative Results

Relationships

The results of the Services for children Experiencing Homelessness relationship subscale are shown in Table 9. Also, please refer to Figure 5 for a graphical representation of these data. The total score for the subscale was 8.63, which corresponds to a rating of “Cooperation” (see Table 2 for variable classifications). Nearly 30% of grantees were at higher levels of relationship-building (i.e., “Coordination” or “Collaboration”) in this priority area.

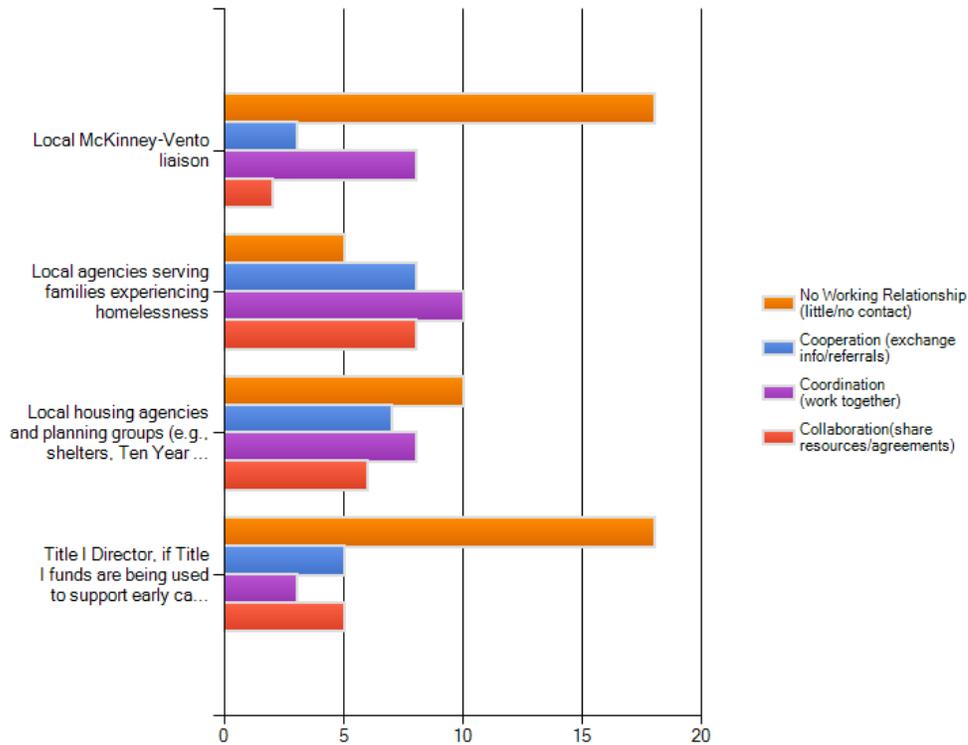
Relationships functioned at the lowest levels both in the areas of Local McKinney –Vento Liaison (mean=1.80) and Title I Director (mean=1.84). The level of relationship was highest with local agencies serving families experiencing homelessness (mean=2.67), only 25% of grantees were at the level of “Collaboration” (4.0), for the area, and only 19% of grantees were at the level of “Collaboration” for the next highest area – local housing agencies and planning groups. This suggests that Services for Children Experiencing Homelessness is a priority area that may need strengthening in the future.

Table 9. Grantees’ Responses Statewide to Relationship in Services for Children Experiencing Homelessness

Item	Ratings				Mean (SD)
	No Working Relationship (1) f (%)	Cooperation (2) f (%)	Coordination (3) f (%)	Collaboration (4) f (%)	
A. Local McKinney-Vento liaison	18 (58.1)	3 (9.7)	8 (25.8)	2 (6.5)	1.80 (1.046)
B. Local agencies serving families experiencing homelessness	5 (16.1)	8 (25.8)	10 (32.3)	8 (25.8)	2.67 (1.045)
C. Local housing agencies and planning groups (e.g., shelters, Ten Year Plan to End Homelessness Committees)	10 (32.3)	7 (22.6)	8 (25.8)	6 (19.4)	2.32 (1.136)
D. Title I Director, if Title I funds are being used to support early care and education programs for children experiencing homelessness	18 (58.1)	5 (16.1)	3 (9.7)	5 (16.1)	1.84 (1.157)
Total Score (Variable Name = ScehR)					8.63

f = frequency; N = 31

Figure 5. Grantees’ Responses Statewide to Relationship in Services for Children Experiencing Homelessness



Level of Difficulty

Table 10 presents results regarding the difficulty experienced in providing Services for Children Experiencing Homelessness. Also, please refer to Figure 6 for a graphical representation of these data. The total score for the subscale was 11.72, which corresponds to a rating of “Somewhat Difficult” for the overall area (see Table 2 for variable classifications). However, five of seven areas for children experiencing homelessness show mean scores less than 2.0, which suggest that relationships with those service providers were less difficult to develop.

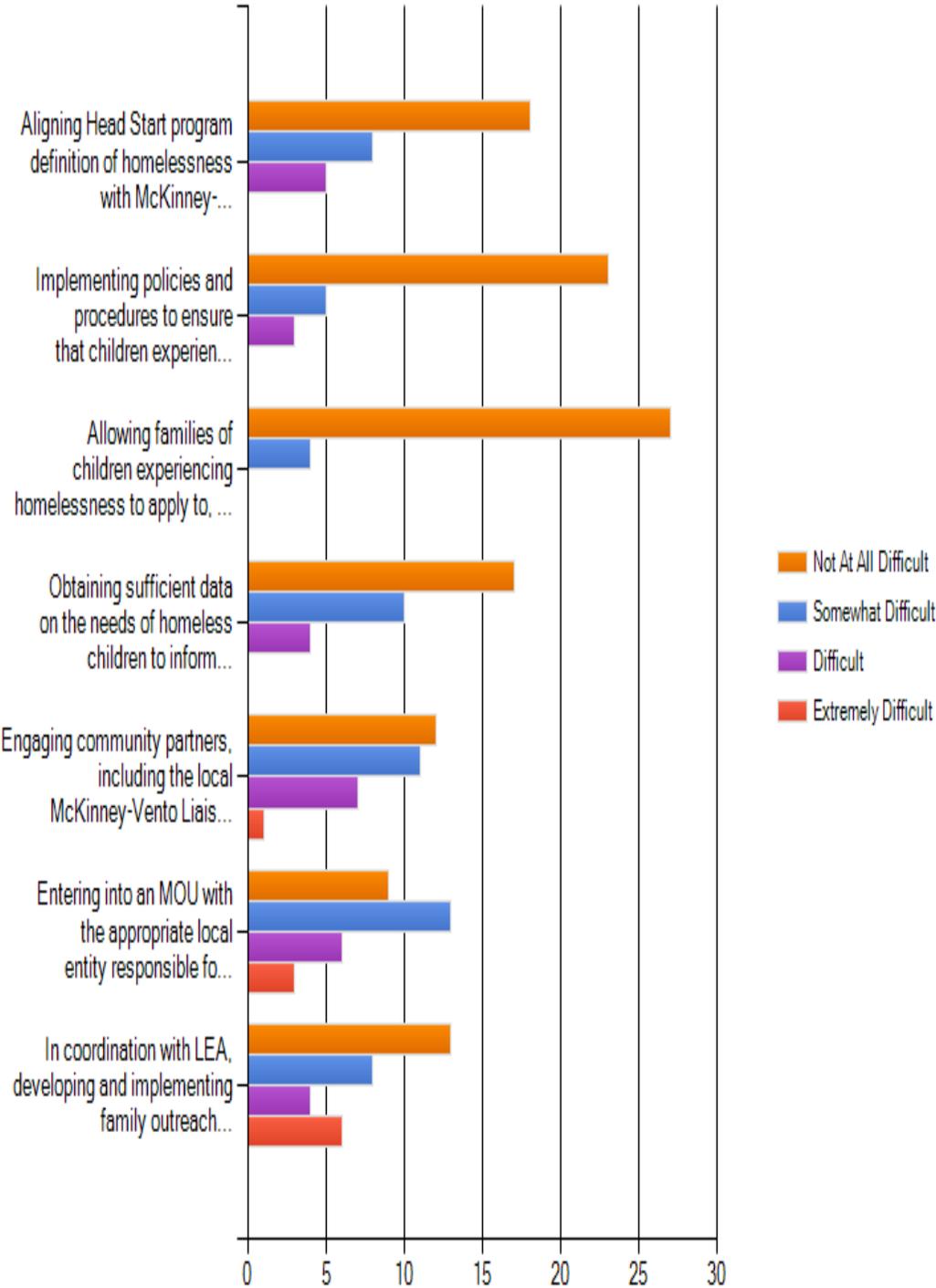
Most difficulty was experienced in entering into an MOU with the appropriate local entity responsible for managing publicly funded preschool that includes a plan to coordinate selection priorities for eligible children, including children experiencing homelessness (mean=2.09) as well as in coordination with LEA, developing and implementing family outreach and support efforts under McKinney-Vento and transition planning for children experiencing homelessness (mean 2.09). This suggests difficulty in entering into formalized agreements with LEAs.

Table 10. Grantees’ Responses Statewide to Difficulty in Services for Children Experiencing Homelessness

Item	Ratings				Mean (SD)
	Not at All Difficulty (1) f (%)	Somewhat Difficult (2) f (%)	Difficult (3) f (%)	Extremely Difficult (4) f (%)	
A. Aligning Head Start program definition of homelessness with McKinney-Vento Homeless Assistance Act	18 (58.1)	8 (25.8)	5 (16.1)	0 (0.0)	1.58 (.764)
B. Implementing policies and procedures to ensure that children experiencing homelessness are identified and prioritized for enrollment	23 (74.2)	5 (16.1)	3 (9.7)	0 (0.0)	1.35 (.660)
C. Allowing families of children experiencing homelessness to apply to, enroll in and attend Head Start while required documents are obtained within a reasonable amount of time	27 (87.1)	4 (12.9)	0 (0.0)	0 (0.0)	1.13 (.341)
D. Obtaining sufficient data on the needs of homeless children to inform the program’s annual community assessment	17 (54.8)	10 (32.3)	4 (12.9)	0 (0.0)	1.58 (.719)
E. Engaging community partners, including the local McKinney-Vento Liaison, in conducting staff cross training and planning activities	12 (38.7)	11 (35.5)	7 (22.6)	1 (3.2)	1.90 (.870)
F. Entering into an MOU with the appropriate local entity responsible for managing publicly-funded preschool that includes a plan to coordinate selection priorities for eligible children experiencing homelessness	9 (29.0)	13 (41.9)	6 (19.4)	3 (9.7)	2.09 (.943)
G. In coordination with LEA, developing and implementing family outreach and support efforts under McKinney-Vento and transition planning for children experiencing homelessness	13 (41.9)	8 (25.8)	4 (12.9)	6 (19.4)	2.09 (1.164)
Total Score (Variable Name = ScehD)					11.72

f = Frequency; N = 31

Figure 6. Grantees' Responses Statewide to Difficulty in Services for Children Experiencing Homelessness



B. Qualitative Results

Homeless children are now categorically eligible for Head Start. Comments were requested in order to learn more about the grantees' understanding of this priority area of services. Following is the list of themes most frequently mentioned by respondents.

Question: What, if any, other issues do you have regarding services for children and families in your program experiencing homelessness? Please describe.

Most important issues reported were:

- Lack of shelters for children and families (5)
- Difficulty defining homelessness (2)
- Long wait list with housing authority (4)
- Shortage of financial assistance to provide utility deposits, etc. (4)
- Migrant families only need short-term 5 month housing – landlords only want to enter into a 1 year lease (1)

Question: In your efforts to address the housing needs of the children and families in your program who are without homes, what is working well? Which of these efforts do you think might be helpful to other programs?

- Good collaboration with housing authority as long as families have no history with drugs or crime (8)
- Forging relationships with other agencies by attending meetings, and providing literature in Spanish (4)
- Entering into interagency agreements with Community Services Block Grant (4)
- Giving points in the selection criteria for homelessness (2)

III. Family/Child Assistance

A. Quantitative Results

Relationship

Table 11 presents results regarding grantees’ relationships with other agencies in providing Family/Child Assistance. Also, please refer to Figure 7 for graphical representation of these data. The total score for the subscale was 17.54, which corresponds to a rating of “Coordination” (see Table 2 for variable classifications).

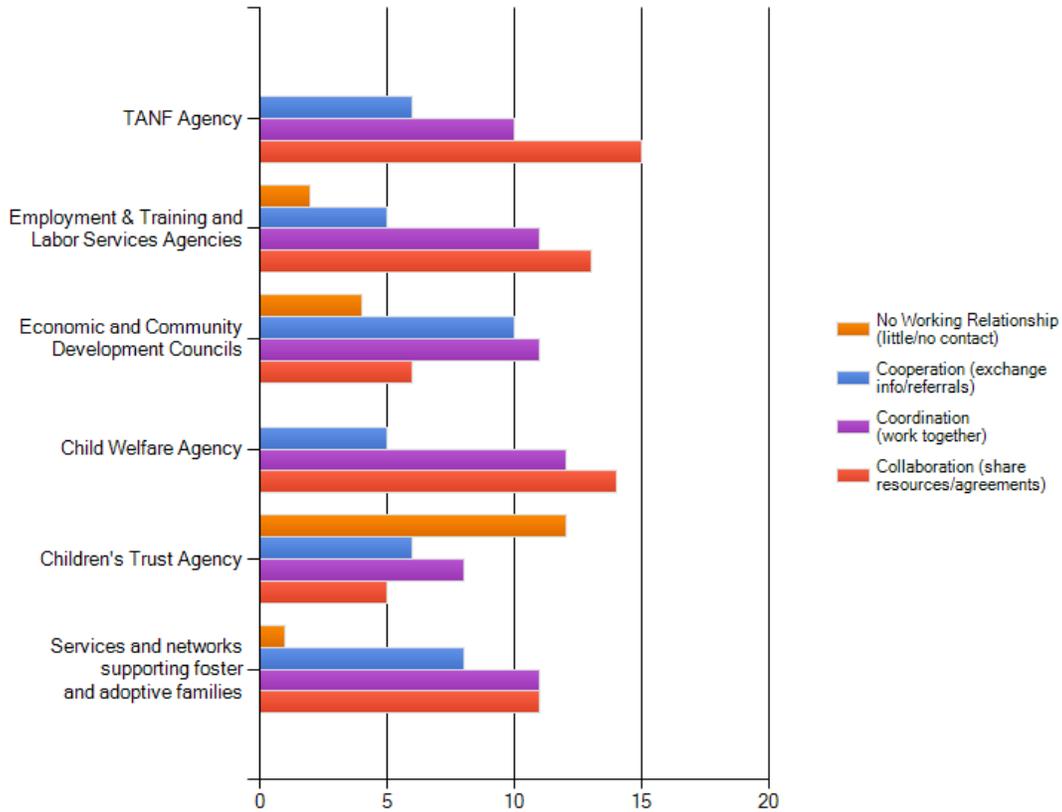
Considering the five items in the priority area, TANF agencies (mean=3.29), and child welfare agencies (mean=3.29) had the highest level of relationship-building, with nearly half of the grantees (48.4%) at the level of collaboration. Children’s trust agencies had the lowest level of relationship-building (mean=2.19) among the five areas, and therefore, may be an area for strengthening.

Table 11. Grantees’ Responses Statewide to Relationship in Family/Child Assistance

Item	Ratings				Mean (SD)
	No Working Relationship (1) f (%)	Cooperation (2) f (%)	Coordination (3) f (%)	Collaboration (4) f (%)	
A. TANF Agency	0 (0.0)	6 (19.4)	10 (32.3)	15 (48.4)	3.29 (.782)
B. Employment & Training and Labor Services Agencies	2 (6.5)	5 (16.1)	11 (35.5)	13 (41.9)	3.13 (.921)
C. Economic and Community Development Councils	4 (12.9)	10 (32.3)	11 (35.5)	6 (19.4)	2.61 (.954)
D. Child Welfare Agency	0 (0.0)	5 (16.1)	12 (38.7)	14 (45.2)	3.29 (.739)
E. Children’s Trust Agency	12 (38.7)	6 (19.4)	8 (25.8)	5 (16.1)	2.19 (1.137)
F. Services and networks supporting foster and adoptive families	1 (3.2)	8 (25.8)	11 (35.5)	11 (35.5)	3.03 (.875)
Total Score (Variable Name = FaCIAsR)					17.54

f = Frequency; N = 31

Figure 7. Grantees’ Responses to Relationship in Family/Child Assistance



Level of Difficulty

Table 12 presents results regarding the difficulty experienced in providing Family/Child Assistance. Also, please refer to Figure 8 for a graphical representation of these data. The total score for the subscale was 9.95, which corresponds to a rating of “Somewhat Difficult” for the overall area (see Table 2 for variable classifications).

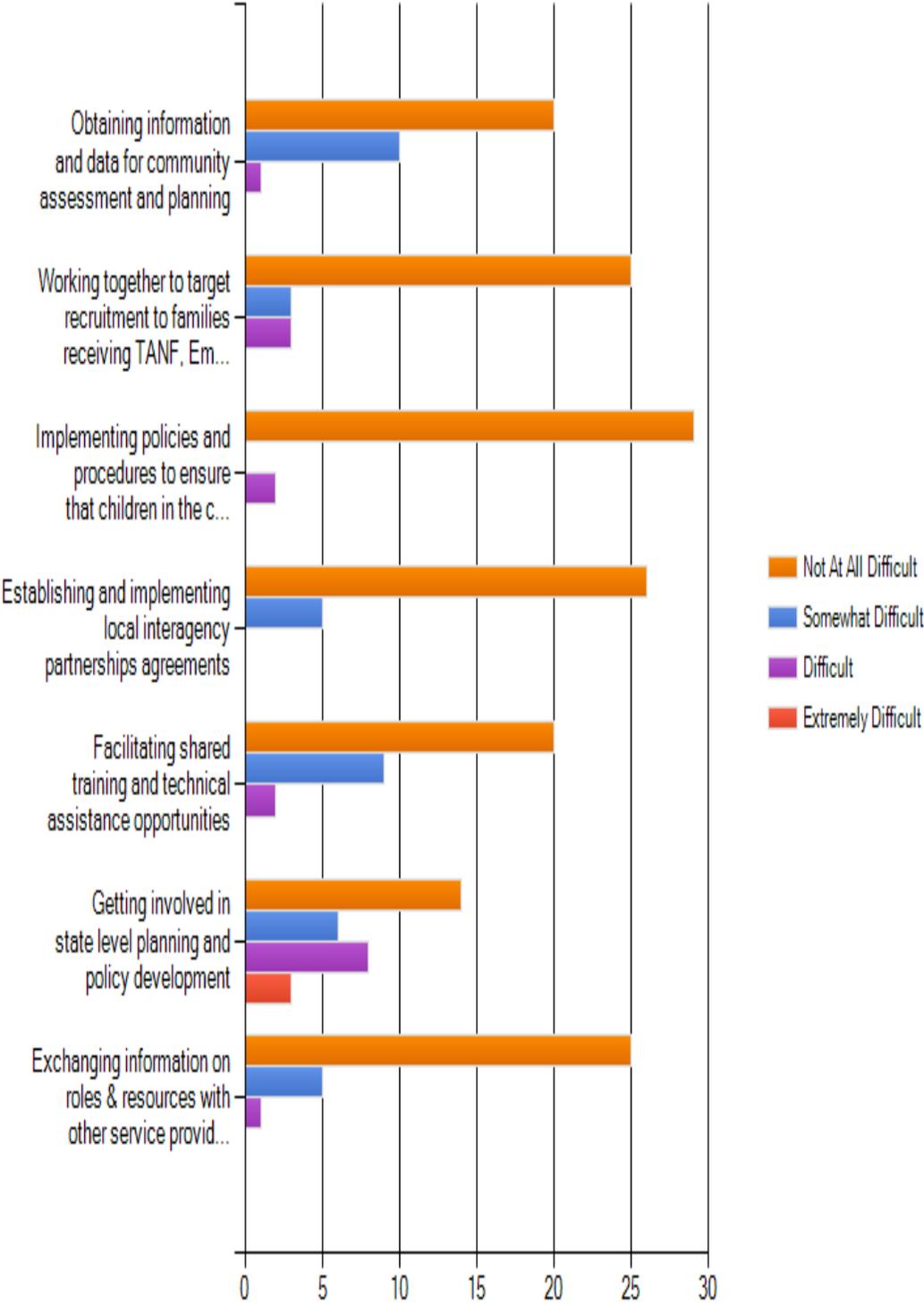
Implementing policies and procedures to ensure that children in the child welfare system are prioritized for enrollment was the area rated least difficult (mean=1.12). In fact, 93.5% of grantees reported that this area was “Not at All Difficult.” Most difficult among the Family/Child Assistance area was getting involved in state level planning and policy development (mean=2.00) with more than 9% of grantees reporting relationships to be “Extremely Difficult.”

Table 12. Grantees' Responses Statewide to Difficulty in Family/Child Assistance

Item	Ratings				Mean (SD)
	Not at All Difficult (1) f (%)	Somewhat Difficult (2) f (%)	Difficult (3) f (%)	Extremely Difficult (4) f (%)	
A. Obtaining information and data for community assessment and planning	20 (64.5)	10 (32.3)	1 (3.2)	0 (0.0)	1.38 (.558)
B. Working together to target recruitment to families receiving TANF, Employment & Training, and related support services	25 (80.6)	3 (9.7)	3 (9.7)	0 (0.0)	1.29 (.642)
C. Implementing policies and procedures to ensure that children in the child welfare system are prioritized for enrollment	29 (93.5)	0 (0.0)	2 (6.5)	0 (0.0)	1.12 (.499)
D. Establishing and implementing local interagency partnerships agreements	26 (83.9)	5 (16.1)	0 (0.0)	0 (0.0)	1.16 (.373)
E. Facilitating shared training and technical assistance opportunities	20 (64.5)	9 (29.0)	2 (6.5)	0 (0.0)	1.41 (.620)
F. Getting involved in state level planning and policy development	14 (45.2)	6 (19.4)	8 (25.8)	3 (9.7)	2.00 (1.064)
G. Exchanging information on roles & resources with other service providers regarding family/child assistance services	25 (80.6)	5 (16.1)	1 (3.2)	0 (0.0)	1.23 (.497)
Total Score (Variable Name = FaCIAsD)					9.59

f = Frequency; N = 31

Figure 8. Grantees’ Responses Statewide to Difficulty in Family/Child Assistance



B. Qualitative Results

As in the previous section, issues regarding collaboration with other services providers and what has worked for the grantees in the provision of services in Family/Child Assistance were investigated. Important themes are shown below.

Question: What, if any, other issues do you have regarding the family child assistance needs of the children and families in your program? Please describe.

A variety of issues were identified by the respondents. Of most relevance appear to be the following:

- Lack of adequate transportation resources (3)
- Difficulty acquiring information from parents needed for services (3)
- Affordable housing (2)

Question: In your efforts to address the family/child assistance needs of the children and families in your program, what is working well? Which of these efforts do you think might be helpful to other programs?

- Collaborations with the Department of Human Resources (5)
- Partnerships that include representatives from other agencies serving on board or policy council (3)
- Good relationships with LEAs (2)
- Hiring of more bi-lingual staff at the local community health center (2)
- Serving on the children's policy councils (2)
- Good representation of agencies serving on the social services advisory committee (2)
- Conducting parent needs/interest surveys (2)

IV. Child Care

A. Quantitative Results

Relationship

The results regarding the grantees’ relationships with other agencies in Child Care are presented in Table 13. Also, please refer to Figure 9 for a graphical representation of these data. The total score for the subscale was 13.69, which corresponds to a rating of “Coordination” for the overall area (see Table 2 for variable classifications). More than half of grantee respondents (51.6%) were at the level of “Coordination” in their relationship-building efforts, leaving one-third of respondents on the lower end of the relationship-building scale (i.e., “Cooperation” and “No Working Relationship”).

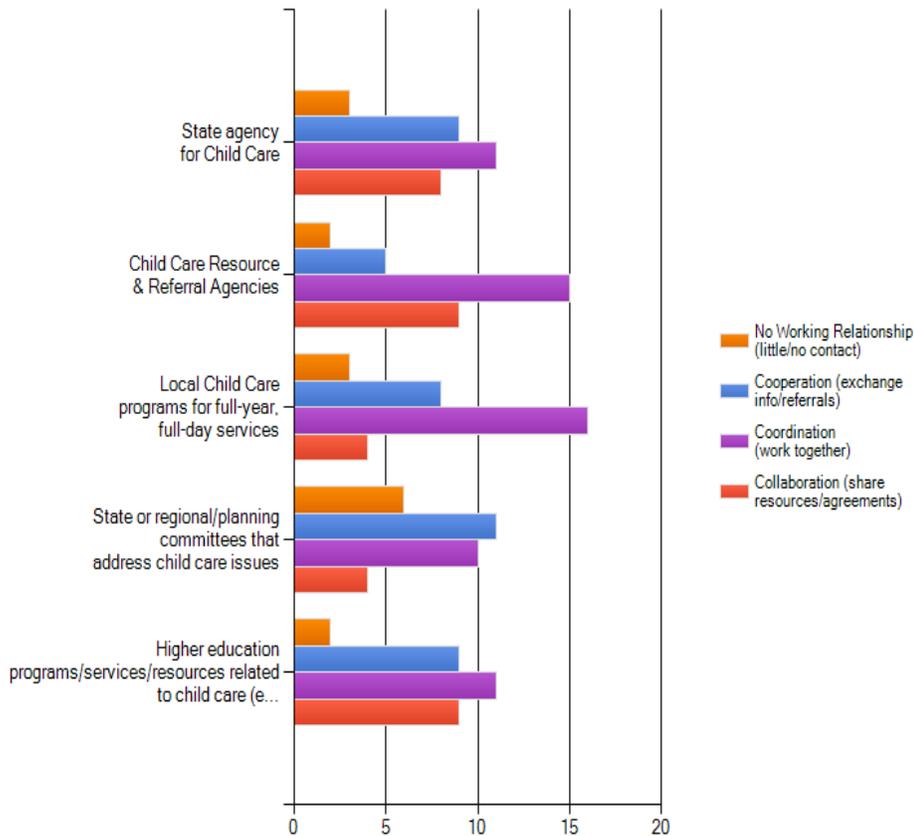
Among the Child Care areas, relationship-building was highest with child care resource and referral agencies (mean=3.00), with 12.9% at the level of collaboration. Relationship-building was lowest in the area of state or regional/planning committees that address child care issues (mean=2.38), with more than 19.4% of grantees having no working relationship with this type of provider.

Table 13. Grantees’ Responses Statewide to Relationship in Child Care

Item	Ratings				Mean (SD)
	No Working Relationship (1) f (%)	Cooperation (2) f (%)	Coordination (3) f (%)	Collaboration (4) f (%)	
A. State agency for Child Care	3 (9.7)	9 (29.0)	11 (35.5)	8 (25.8)	2.77 (.956)
B. Child Care Resource & Referral Agencies	2 (6.5)	5 (16.1)	15 (51.6)	4 (12.9)	3.00 (.856)
C. Local Child Care programs full-year, full-day services	3 (9.7)	8 (25.8)	16 (51.6)	4 (12.9)	2.67 (.832)
D. State or regional/planning committees that address child care issues	6 (19.4)	11 (35.5)	10 (32.3)	4 (12.9)	2.38 (.954)
E. Higher education programs/services/resources related to child care (e.g., lab schools, student interns, cross training)	2 (6.5)	9 (29.0)	11 (35.5)	9 (29.0)	2.87 (.921)
Total Score (Variable Name = ChildCrR)					13.69

f = Frequency; N = 31

Figure 9. Grantees’ Responses Statewide to Relationship in Child Care



Level of Difficulty

Table 14 presents results regarding the difficulty experienced in partnering with other service providers to provide Child Care. Also, please refer to Figure 10 for a graphical representation of these data. The total score (7.30) for the subscale corresponds to an average rating of “Somewhat Difficult” for the overall area (see Table 2 for variable classifications).

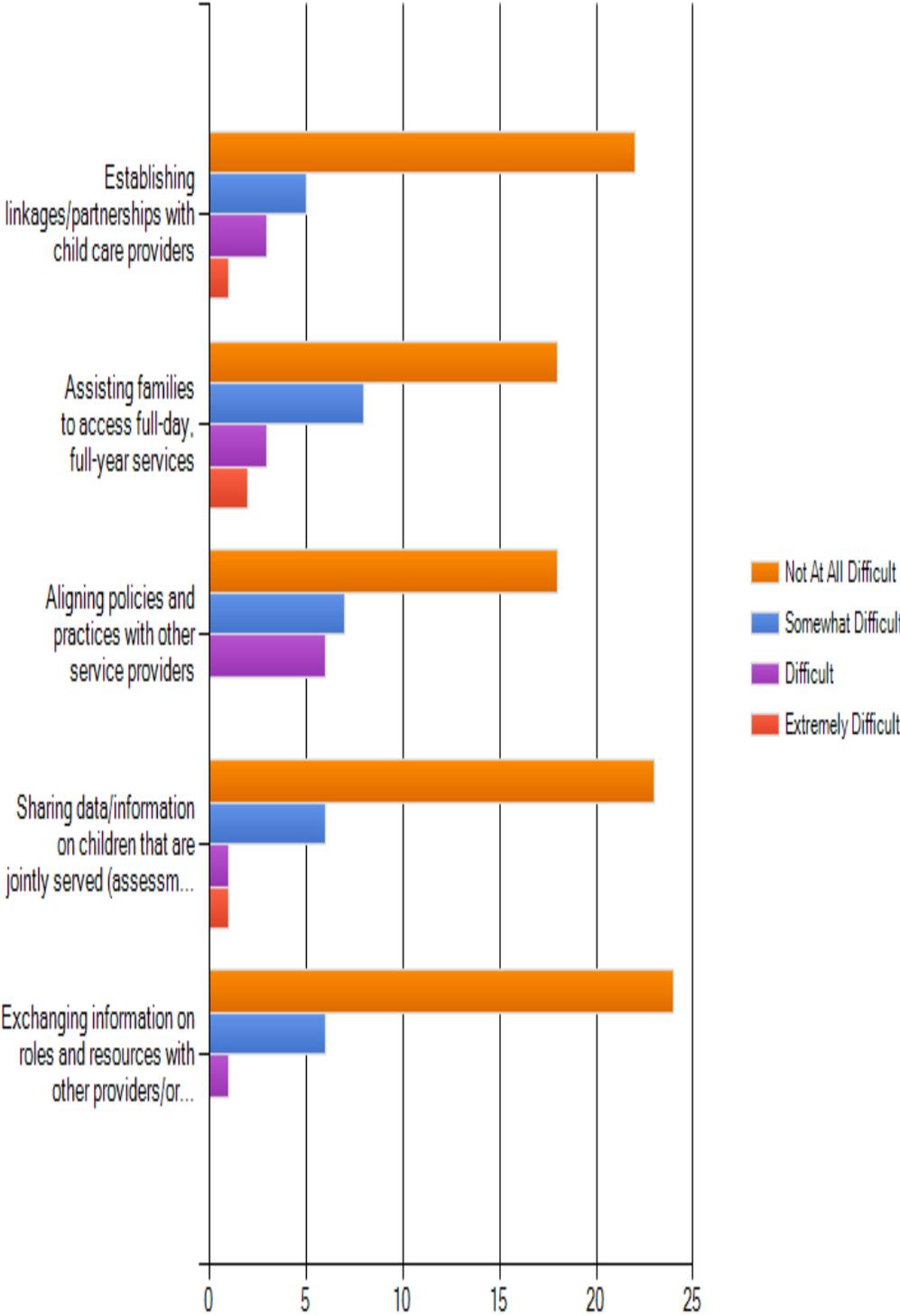
Among particular areas, grantees experienced the least difficulty in relationships related to exchanging information on roles and resources with other providers/organizations regarding child care and community needs assessment (mean=1.25) where 77.4% of grantees reported that relationships with providers were “Not at All Difficult.” Aligning policies and practices with other service providers (mean=1.61) was the area in which the greatest difficulty was experienced, with one-fifth of grantees (19.4) reporting this to be “Difficult.”

Table 14. Grantees' Responses Statewide to Difficulty in Child Care

Item	Ratings				Mean (SD)
	Not at All Difficult (1) f (%)	Somewhat Difficult (2) f (%)	Difficult (3) f (%)	Extremely Difficult (4) f (%)	
A. Establishing linkages/partnerships with child care providers	22 (71.0)	5 (16.1)	3 (9.7)	1 (3.2)	1.45 (.809)
B. Assisting families to access full-day, full-year services	18 (51.1)	8 (25.8)	3 (9.7)	2 (6.5)	1.64 (.914)
C. Aligning policies and practices with other service providers	18 (58.1)	7 (22.6)	6 (19.4)	0 (0.0)	1.61 (.803)
D. Sharing data/information on roles and resources with other providers/organizations regarding child care and community needs assessment	23 (74.2)	6 (19.4)	1 (3.2)	1 (3.2)	1.35 (.709)
E. Exchanging information on roles and resources with other providers/organizations regarding child care and community needs assessment	24 (77.4)	6 (19.4)	1 (3.2)	0 (0.0)	1.25 (.514)
Total Score (Variable Name = ChildCrD)					7.30

f = Frequency; N = 31

Figure 10. Grantees' Responses Statewide to Difficulty in Child Care



B. Qualitative Results

Key results of thematic analysis of issues and what worked well pertaining to the Child Care priority area are presented below. Again, it should be noted that all participating grantees answered the two questions.

Questions: What, if any, other issues do you have regarding access to child care services and resources? Please describe.

The most critical issues that resulted from the grantees' responses were the following:

- Long waiting lists and not enough child care subsidy (6)
- Need more information and better collaboration with local and state-funded child care agencies (3)
- Inability to effectively partner with child care due to competition for the same children (3)
- Inadequate supply of Pre-k and after school care (2)
- Families need full-day/full-year services (2)
- Migrant families need weekend and evening care (1)

Question: In your efforts to address the child care needs of the children and families in your program, what is working well? Which of these efforts do you think might be helpful to other programs?

Based on responses, the following themes represent what was working well in the grantees' child care efforts:

- Collaborations with child care agencies (4)
- Providing an extended care program with extended hours (4)
- Serving on children's advisory council (2)
- Serving on day care director's association (2)
- Good communication with child care agencies (2)
- Providing transportation for before and after school programs (2)

V. Family Literacy Services

A. Quantitative Results

Relationship

Results regarding grantees' relationships with other services providers in Family Literacy Services are shown in Table 15. Also, please refer to Figure 11 for a graphical representation of these data. The total score for the subscale was 38.18, which corresponds to a rating of "Coordination" for the overall area (refer to Table 2 for variable classifications).

Relationship-building was highest with public/private sources that provide book donations or funding for books (mean=3.51). Relationship-building was lowest in the area of Even Start (mean=1.51), with nearly 13% of grantees reporting no working relationship with this service provider.

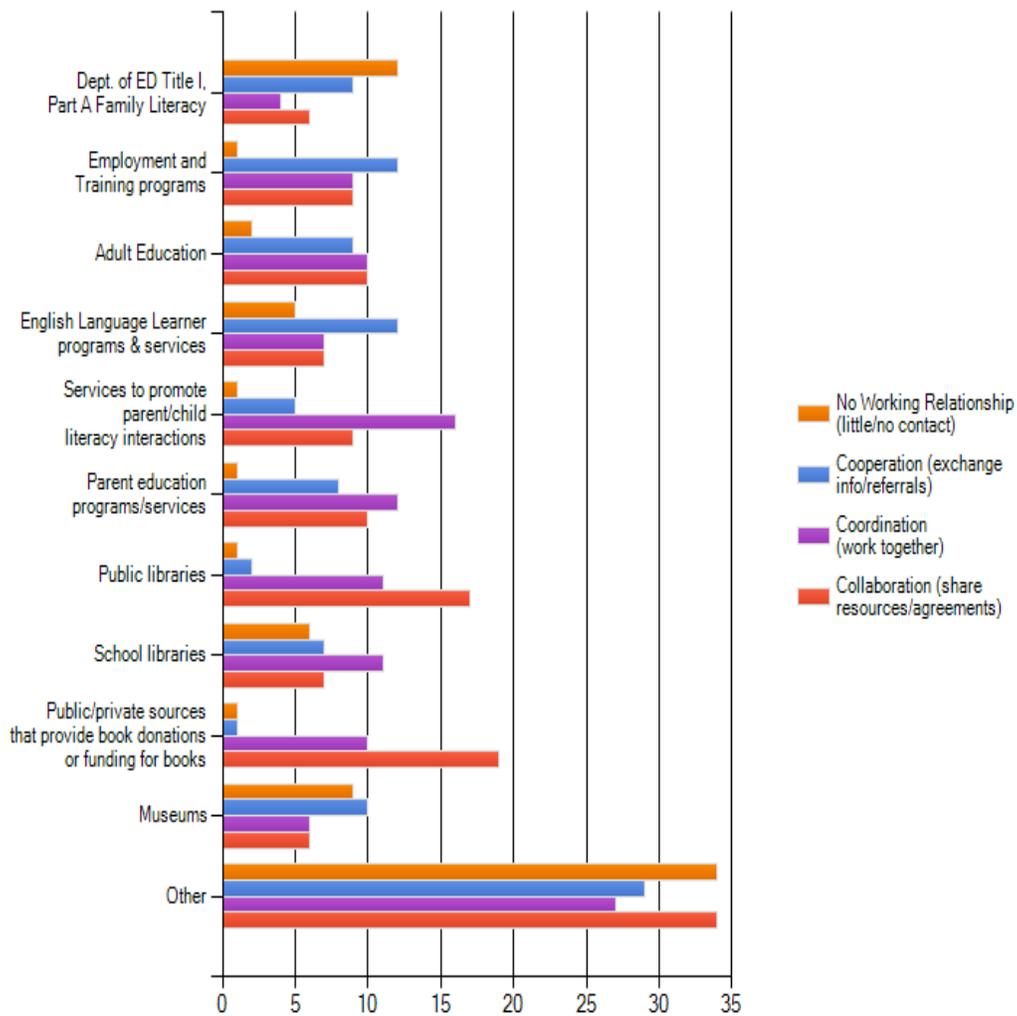
Table 15 shows that nine of fourteen areas (items A, B, C, D, H, J, L, M, and N) had means lower than 3.0, meaning that relationships with Family Literacy service providers related to those nine areas were not yet at the level of "Coordination." These findings suggest that relationship-building with the identified Family Literacy Service providers could be an important area for strengthening.

Table 15. Grantees' Responses Statewide to Relationship in Family Literacy Services

Item	Ratings				Mean (SD)
	No Working Relationship (1) f (%)	Cooperation (2) f (%)	Coordination (3) f (%)	Collaboration (4) f (%)	
A. Dept. of Ed. Title I, Part A Family Literacy	12 (38.7)	9 (29.0)	4 (12.9)	6 (19.4)	2.12 (1.147)
B. Employment and Training programs	1 (3.2)	12 (38.7)	9 (29.0)	9 (29.0)	2.83 (.898)
C. Adult Education	2 (6.5)	9 (29.0)	10 (32.3)	10 (32.3)	2.90 (.943)
D. English Language Learner programs & services	5 (16.1)	12 (38.7)	7 (22.6)	7 (22.6)	2.51 (1.028)
E. Services to promote parent/child literacy interactions	1 (3.2)	5 (16.1)	16 (51.6)	9 (29.0)	3.06 (.771)
F. Parent education programs/services	1 (3.2)	8 (25.8)	12 (38.7)	10 (32.3)	3.00 (.856)
G. Public libraries	1 (3.2)	2 (6.5)	11 (35.5)	17 (54.8)	3.41 (.764)
H. School libraries	6 (19.4)	7 (22.6)	11 (35.5)	7 (22.6)	2.61 (1.054)
I. Public/private sources that provide book donations or funding for books	1 (3.2)	1 (3.2)	10 (32.3)	19 (61.3)	3.51 (.724)
J. Museums	9 (29.0)	10 (32.3)	6 (19.4)	6 (19.4)	2.29 (1.101)
K. Reading Readiness programs	3 (9.7)	5 (16.1)	10 (32.3)	13 (41.9)	3.06 (.997)
L. Higher education programs/services/resources related to family literacy (e.g., grant projects, student interns, cross training, etc.)	6 (19.4)	5 (16.1)	8 (25.8)	12 (38.7)	2.83 (1.157)
M. Providers of services for children and families who are English language learners (ELL)	4 (12.9)	13 (41.9)	7 (22.6)	7 (22.6)	2.54 (.994)
N. Even Start	4 (12.9)	6 (19.4)	2 (6.5)	2 (6.5)	1.51 (.889)
Total Score (Variable Name = FaLitSeR)					38.18

f = Frequency; N = 31

Figure 11. Grantees’ Responses Statewide to Relationship in Family Literacy Services



Level of Difficulty

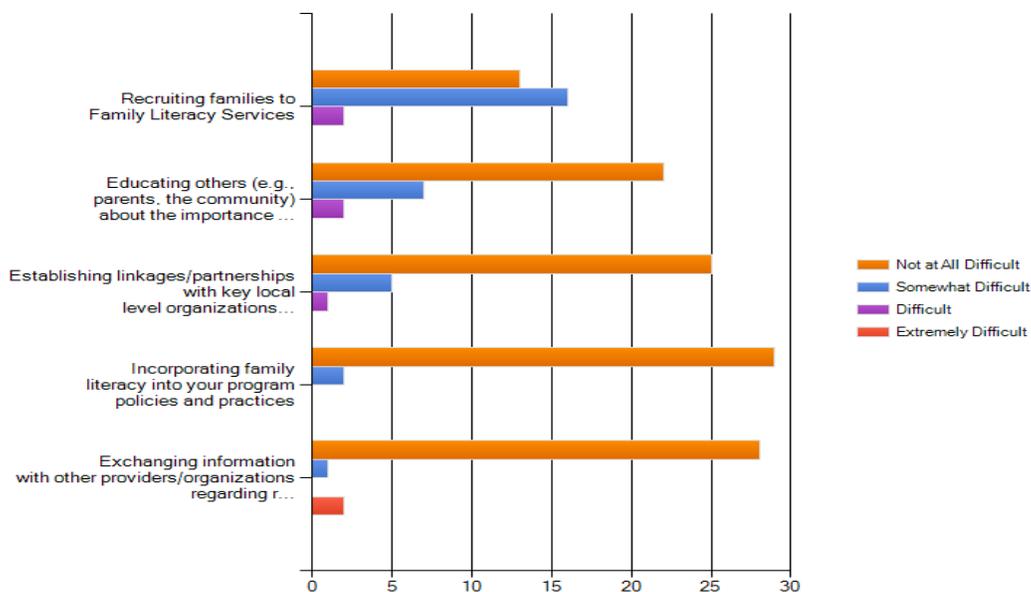
Table 16 presents results regarding the difficulty experienced in collaborating with other services providers to provide Family Literacy Services. Also, please refer to Figure 12 for a graphical representation of these data. The total score for the subscale was 6.49, which corresponds to a rating of “Not at All Difficult” for the overall area (refer to Table 2 for variable classifications). It should be noted that over 90% of the respondents had no difficulty in collaborating with other agencies. Among particular areas, grantees experienced the least difficulty in recruiting families to family literacy services (mean=1.64), with 41.9% of grantees in the “Not at All Difficult” category.

Table 16. Grantees’ Responses Statewide to Difficulty in Family Literacy Services

Item	Ratings				Mean (SD)
	Not at All Difficult (1) f (%)	Somewhat Difficult (2) f (%)	Difficult (3) f (%)	Extremely Difficult (4) f (%)	
A. Recruiting families to Family Literacy Services	13 (41.9)	16 (51.6)	2 (6.5)	0 (0.0)	1.64 (.608)
B. Educating others (e.g., parents, the community) about the importance of family literacy	22 (71.0)	7 (22.6)	2 (6.5)	0 (0.0)	1.35 (.608)
C. Establishing linkages/partnerships with key local level organizations/programs (other than libraries)	25 (80.6)	5 (16.1)	1 (3.2)	0 (0.0)	1.22 (.497)
D. Incorporating family literacy into your program policies and practices	29 (93.5)	2 (6.5)	0 (0.0)	0 (0.0)	1.06 (.249)
E. Exchanging information with other providers/organizations regarding roles and resources related to family literacy	28 (90.3)	1 (3.2)	0 (0.0)	0 (0.0)	1.22 (.762)
Total Score (Variable Name = FamLitSeD)					6.49

f = Frequency; N = 31

Figure 12. Grantees’ Responses Statewide to Difficulty in Family Literacy Services



B. Qualitative Results

Issues that the grantees encountered and efforts that addressed needs and could be beneficial for other programs regarding the Family Literacy Services area were reported in responses to the open-ended questions. Following are the lists of the most critical themes derived from the responses.

Question: What, if any, other issues do you have regarding family literacy services and resources? Please describe.

The issues of greatest concern regarding Family Literacy Services from the respondents' perspectives were the following:

- Low high school completion rate among parents (3)
- Lost funding for Even Start in the county (2)
- Low parental participation rate (2)
- Migrant families don't enroll in school due to long work hours (1)

Question: In your efforts to address the literacy needs of the families in your program, what is working well? Which of these efforts do you think might be helpful to other programs?

Key efforts in providing better services in Family Literacy Services are shown below:

- Excellent collaborations with several local organizations (Kiwanis Club, Junior League, Reading is Fundamental, Reading Every Day, DAD'S Reading Project, United Way, HIPPY, Adult Education, Career Center) (3)
- Providing mini parenting workshops (2)
- Staff volunteering as coaches (2)
- Lending libraries at centers (2)
- Parent/child activities at home (2)
- Cluster trainings among several centers (2)

VI. Children with Disabilities and Their Families

A. Quantitative Results

Relationship

Table 17 shows results regarding participating grantees' relationships with other agencies in providing Services for Children with Disabilities and their Families. Also, please refer to Figure 12 for a graphical representation of these data. The total score for the subscale was 26.59, which corresponds to a rating of "Cooperation" for the overall area (refer to Table 2 for variable classifications).

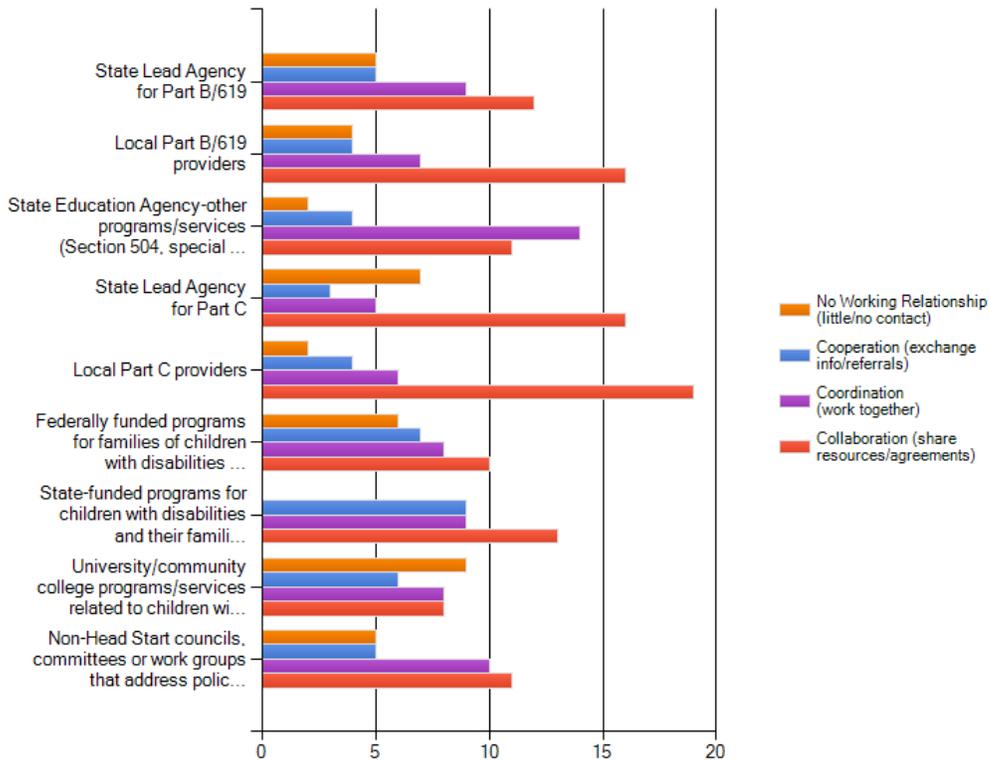
Notably, relationship-building was highest with local Part C providers (mean = 3.35), with a large proportion (61.3%) of grantees at the level of "Collaboration." Relationship-building was lowest in the area of the university/community college programs and services related to children with disabilities (mean = 2.48), with almost 30% of grantees reporting "No Working Relationship" for the area. This finding suggests that efforts for strengthening collaborations between higher education institutions and the Head Start grantees may be warranted to improve services for children with special needs and their families.

Table 17. Grantees' Responses Statewide to Relationship in Children with Disabilities and Their Families

Item	Ratings				Mean (SD)
	No Working Relationship (1) f (%)	Cooperation (2) f (%)	Coordination (3) f (%)	Collaboration (4) f (%)	
A. State Lead Agency for Part B/619	5 (16.1)	5 (16.1)	9 (29.0)	12 (38.7)	2.90 (1.106)
B. Local Part B/619 providers	4 (12.9)	4 (12.9)	7 (22.6)	16 (51.6)	3.12 (1.087)
C. State Education Agency-other programs/services (Section 504, special projects re: children with disabilities, etc.)	2 (6.5)	4 (12.9)	14 (45.2)	11 (35.5)	3.09 (.870)
D. State Lead Agency for Part C	7 (22.6)	3 (9.7)	5 (16.1)	16 (51.6)	2.96 (1.251)
E. Local Part C providers	2 (6.5)	4 (12.9)	6 (19.4)	19 (61.3)	3.35 (.950)
F. Federally funded programs for families of children with disabilities (e.g., Parent Training & Information Center, Family Voices, Maternal and Child Health, Protection & Advocacy, Special Medical Services, etc.)	6 (19.4)	7 (22.6)	8 (25.8)	10 (32.3)	2.70 (1.131)
G. State-funded programs for children with disabilities and their families (e.g., developmental services, etc.)	0 (0.0)	9 (29.0)	9 (29.0)	13 (41.9)	3.12 (.846)
H. University/community college programs/services related to children with disabilities (e.g., University Centers for Excellence on Disability/others)	9 (29.0)	6 (19.4)	8 (25.8)	13 (41.9)	2.48 (1.179)
I. Non-Head Start Councils, committees or work groups that address policy/program issues regarding children with disabilities (e.g., State/Local Interagency Coordinating Council, preschool special education work/advisory group)	5 (16.1)	5 (16.1)	10 (32.3)	11 (35.5)	2.87 (1.087)
Total Score (Variable Name = CwDFaR)					26.59

f = Frequency; N = 31

Figure 13. Grantees’ Responses Statewide to Relationship in Children with Disabilities and Their Families



Level of Difficulty

Table 18 presents results regarding the level of difficulty experienced in collaborating to support Children with Disabilities and Their Families. Also, please refer to Figure 14 for a graphical representation of these data. The total score for the subscale was 8.32, which corresponds to a rating of “Not at All Difficult” for the overall priority area (refer to Table 2 for variable classifications). This priority area is the only one that falls into this lowest level of difficulty, with no area in the subscale having a mean of 2.0 or greater. These results may reflect the ongoing efforts of Head Start to address needs of Children with Disabilities and Their Families.

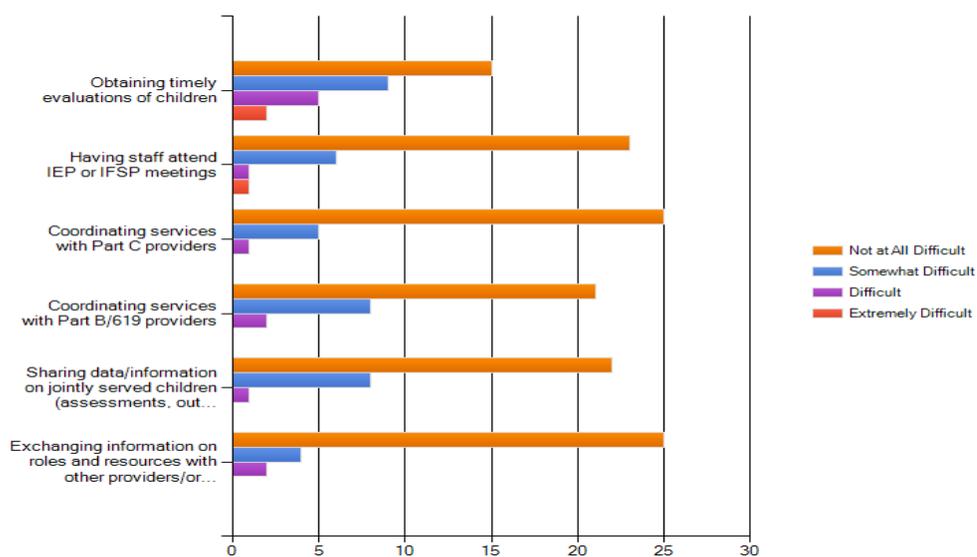
Grantees experienced the least difficulty in coordinating services with Part C providers (mean = 1.22). Similarly, little difficulty was experienced in exchanging information on roles and resources with other providers regarding services for children with disabilities (mean = 1.25). Most difficult in this priority area was obtaining timely evaluations of children (mean = 1.80).

Table 18. Grantees' Responses Statewide to Difficulty in Children with Disabilities and Their Families

Item	Ratings				Mean (SD)
	Not at All Difficult (1) f (%)	Somewhat Difficult (2) f (%)	Difficult (3) f (%)	Extremely Difficult (4) f (%)	
A. Obtaining timely evaluations of children	15 (48.4)	9 (29.0)	5 (16.1)	2 (6.5)	1.80 (.945)
B. Having staff attend IEP or IFSP meetings	23 (74.2)	6 (19.4)	1 (3.2)	1 (3.2)	1.35 (.709)
C. Coordinating services with Part C providers	25 (80.6)	5 (16.1)	1 (3.2)	0 (0.0)	1.22 (.497)
D. Coordinating services with Part B/619 providers	21 (67.7)	8 (25.8)	2 (6.5)	0 (0.0)	1.38 (.615)
E. Sharing data/information on jointly served children (assessments, outcomes, etc.)	22 (71.0)	8 (25.8)	1 (3.2)	0 (0.0)	1.32 (.540)
F. Exchanging information on roles and resources with other providers/organizations regarding services for children with disabilities and their families	25 (80.6)	4 (12.9)	2 (6.5)	0 (0.0)	1.25 (.575)
Total Score (Variable Name = CwDFaD)					8.32

f = Frequency; N = 31

Figure 14. Grantees' Responses Statewide to Difficulty in Children with Disabilities and Their Families



B. Qualitative Results

For the children with Disabilities and their Families priority area, open-ended questions were asked about issues faced and successes that could be shared with other programs. Key themes from the analysis of the open-ended questions are provided below.

Question: What, if any, other issues do you have regarding services for children with disabilities and their families? Please describe.

The issues of greatest concern related to services for Children with Disabilities and Their Families were the following:

- Insufficient staff to address the needs of children with challenging behaviors (4)
- Long delays receiving screening results from Local Education Agency's (3)
- Shortage of speech language pathologists in rural areas (2)
- Unable to establish agreements with Local Education Agencies with the assistance of the 619 Coordinator (2)
- Stronger relationships with Part C is needed for better transitions (2)
- Low parental participation in Individualized Education Plan (IEP) meetings (2)

Question: In your efforts to address needs of children with disabilities and their families in your program, what is working well? Which of these efforts do you think might be helpful to other programs?

- Great relationships or collaboration with agencies (e.g., Part C, LEAs) (6)
- Providing staff to assist/transport children and families to appointments (4)
- Mobilize multidisciplinary evaluation teams to expedite services to children and families (3)
- Tracking and frequent monitoring of therapist's works well (2)
- Having an LEA as the grantee facilitates services to children (2)

VII. COMMUNITY SERVICES

A. Quantitative Results

Relationship

Results of the respondents' relationships with other agencies in Community Services are shown in Table 19. Also, please refer to Figure 14 for a graphical representation of these data. The total score for the subscale was 18.75, which corresponds to a rating of "Coordination" for the overall priority area (refer to Table 2 for variable classifications). However, examination of the tables shows that responses to all questions in the Community Services priority area were not quite to the level of "Collaboration," since mean scores were less than 4.0.

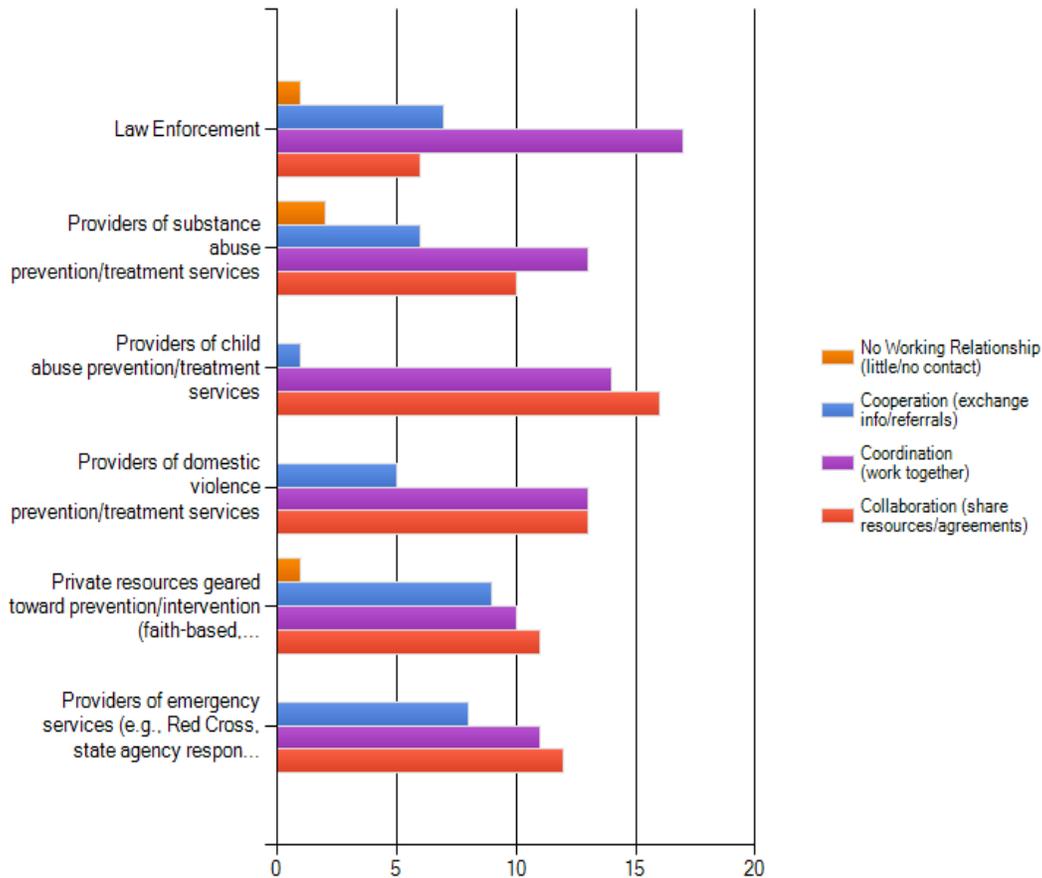
Among the six identified areas, grantees reported the highest level of relationship-building with providers of child abuse prevention/treatment services (mean = 3.48). The fact that no grantee reported the lowest level of collaboration, "No Working Relationship," suggests that collaborative relationships are being forged. On the lower end was collaboration with other agencies in the area of law enforcement (mean = 2.90), with almost one-fourth of grantees 22.6% at the level of "Cooperation."

Table 19. Grantees' Responses Statewide to Relationship in Community Services

Item	Ratings				Mean (SD)
	No Working Relationship (1) f (%)	Cooperation (2) f (%)	Coordination (3) f (%)	Collaboration (4) f (%)	
A. Law Enforcement	1 (3.2)	7 (22.6)	17 (54.8)	6 (19.4)	2.90 (.746)
B. Providers of substance abuse prevention/treatment services	2 (6.5)	6 (19.4)	13 (41.9)	10 (32.3)	3.00 (.894)
C. Providers of child abuse prevention/treatment services	0 (0.0)	1 (3.2)	14 (45.2)	16 (51.6)	3.48 (.569)
D. Providers of domestic violence prevention/treatment services	0 (0.0)	5 (16.1)	13 (41.9)	13 (41.9)	3.25 (.728)
E. Private resources geared toward prevention/intervention (faith-based, business, foundations; shelters, etc.)	1 (3.2)	9 (29.0)	10 (32.3)	11 (35.5)	3.00 (.894)
F. Providers of emergency services (e.g., Red Cross, State agency responsible for large-scale emergency plans)	0 (0.0)	8 (25.8)	11 (35.5)	12 (38.7)	3.12 (.805)
Total Score (Variable Name = ComServR)					18.75

f = Frequency; N = 31

Figure 15. Grantees’ Responses Statewide to Relationship in Community Services



Level of Difficulty

Table 20 presents results regarding the level of difficulty experienced in collaborating on Community Services. Also, please refer to Figure 15 for a graphical representation of these data. The total score for the subscale was 8.71, which corresponds to a rating of “Not at All Difficult” for the overall priority area (refer to Table 2 for variable classifications). Even though the average rating for the overall priority area was at the “Not at All Difficult” level, it is interesting to note that means for all of the individual areas were less than 2.0 or “Somewhat Difficult on the four-point rating scale. This may indicate that difficulty in collaborating with other service providers in the community is not a serious concern among all of the priority areas.

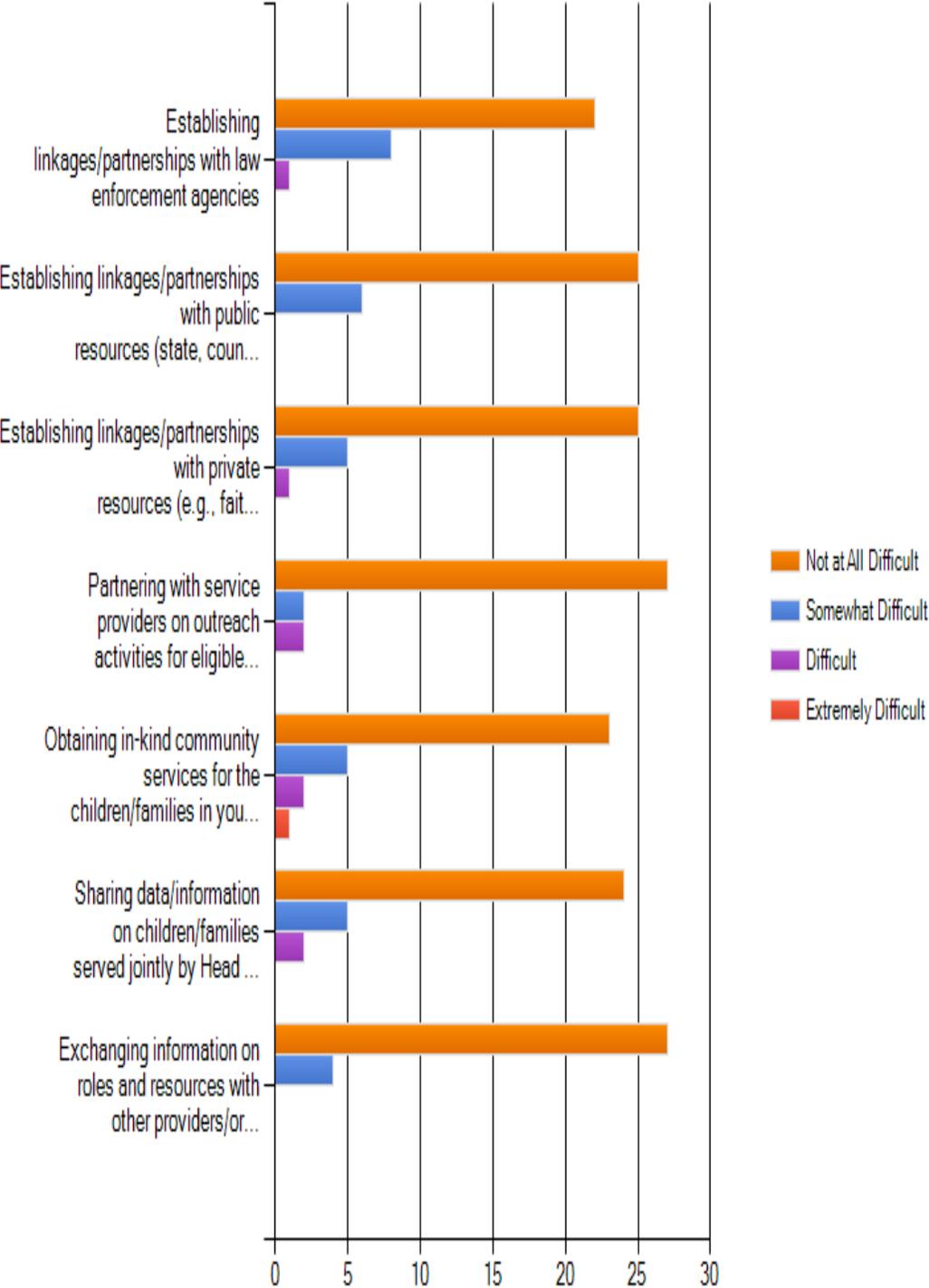
Among particular areas of Community Services, most difficult was obtaining in-kind community services for the programs’ children and families (mean = 1.38). Least difficult was exchanging information on roles and resources with other providers and organizations regarding community services (mean = 1.12).

Table 20. Grantees' Responses Statewide to Difficulty in Community Services

Item	Ratings				Mean (SD)
	Not at All Difficult (1) f (%)	Somewhat Difficult (2) f (%)	Difficult (3) f (%)	Extremely Difficult (4) f (%)	
A. Establishing linkages/partnerships with law enforcement agencies	22 (71.0)	8 (25.8)	1 (3.2)	0 (0.0)	1.32 (.540)
B. Establishing linkages/partnerships with public resources (state, county, city, etc.) regarding prevention/treatment services	25 (80.6)	6 (19.4)	0 (0.0)	0 (0.0)	1.19 (.401)
C. Establishing linkages/partnerships with private resources (e.g., faith-based, business, foundations) regarding prevention/treatment services	25 (80.6)	5 (16.1)	1 (3.2)	0 (0.0)	1.22 (.497)
D. Partnering with service providers on outreach activities for eligible families	27 (87.1)	2 (6.5)	2 (6.5)	0 (0.0)	1.19 (.542)
E. Obtaining in-kind community services for the children/families in your program	23 (74.2)	5 (16.1)	2 (6.5)	1 (3.2)	1.38 (.760)
F. Sharing data/information on children/families served jointly by Head Start and other agencies re: prevention/treatment services	24 (77.4)	5 (16.1)	2 (6.5)	0 (0.0)	1.29 (.588)
G. Exchanging information on roles and resources with other providers/organizations regarding community services	27 (87.1)	4 (12.9)	0 (0.0)	0 (0.0)	1.12 (.340)
Total Score (Variable Name = ComServD)					8.71

f = Frequency; N = 31

Figure 16. Grantees' Responses Statewide to Difficulty in Community Services



B. Qualitative Results

Open-ended questions for the Community Services priority area focused on issues of concern and efforts that were working well. Key results of the thematic analysis are provided below.

Question: What, if any, other issues do you have regarding community services for the families in your program? Please describe.

Among issues identified by those who responded, these were the issues of greatest concern:

- Lack of emergency medical care (4)
- Limited funding for community resources (3)
- Lack of bi-lingual staff available in agencies (2)

Question: In your efforts to address the community services needs of the families in your program, what is working well? Which of these efforts do you think might be helpful to other programs?

Grantees indicated the following positive efforts regarding Community Services:

- Excellent community-based partnerships (8)
- Providing referrals and resource guides to families (4)
- Coordination of training and outreach services (3)
- Providing translation for families (2)

VIII. A. PARTNERSHIPS WITH LOCAL EDUCATION AGENCIES

A. Quantitative Results

Relationship

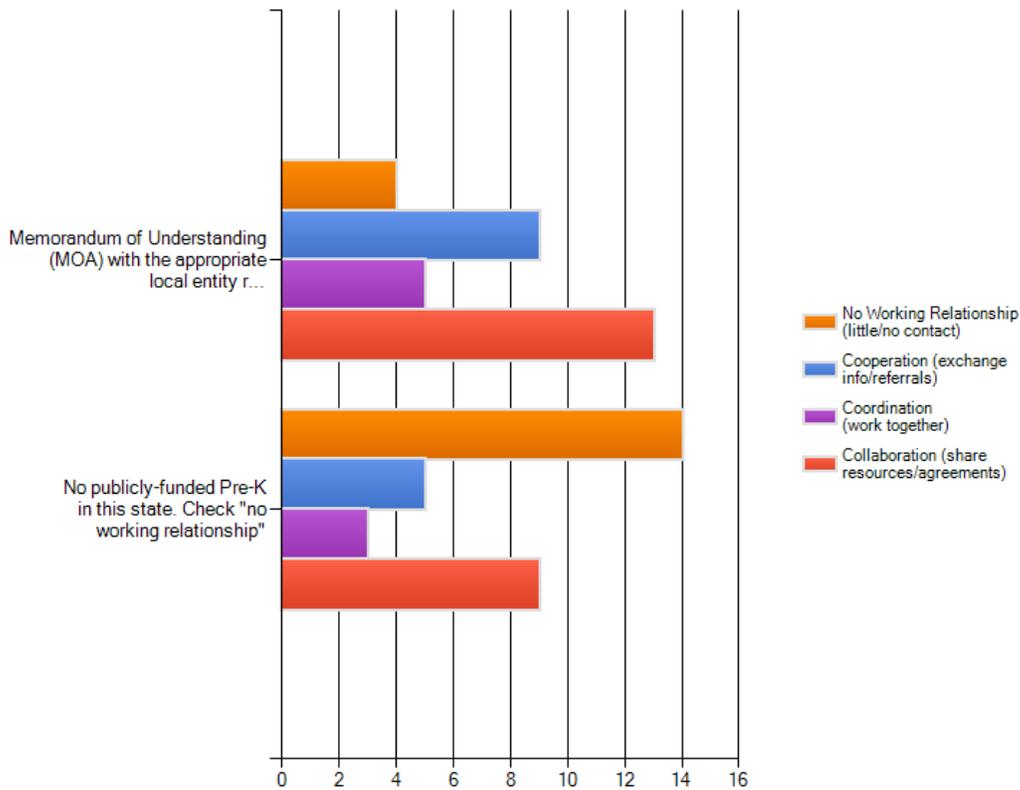
In contrast to other priority areas that identified many areas for evaluating the grantees' relationships with other agencies, only two items were used to assess partnerships with local education agencies (see Table 21). Also, please refer to Figure 17 for a graphical representation of these data. The total score for the subscale was 5.09, which corresponds to a rating of "Cooperation" for the overall priority area (refer to Table 2 for variable classifications). While some grantees could strengthen their relationships in this area, 41.9% of grantees responded that they were at the level of "Collaboration," which suggests good progress toward the desired goal of collaborative relationships.

Table 21. Grantees' Responses Statewide to Relationship in Partnerships with Local Education Agencies

Item	Ratings				Mean (SD)
	No Working Relationship (1) f (%)	Cooperation (2) f (%)	Coordination (3) f (%)	Collaboration (4) f (%)	
A. Memorandum of Understanding (MOU) with the appropriate local entity responsible for managing publicly funded preschool programs in the service area of your agency which includes plans to coordinate activities, as described in 642(e)(5)(A)(i)(ii)(I-X), and a review of each of the activities	4 (12.9)	9 (29.0)	5 (16.1)	13 (41.9)	2.87 (1.117)
B. No publicly-funded Pre-K in this state. Check "no working relationship"	14 (45.2)	5 (16.1)	3 (9.7)	9 (29.0)	2.22 (1.309)
Total Score (Variable Name = PwLEAR)					5.09

f = Frequency; N = 31

Figure 17. Grantees’ Responses Statewide to Relationship in Partnerships with Local Education Agencies



Level of Difficulty

Table 22 presents results regarding the level of difficulty experienced in the Partnerships with Local Education Agencies (LEAs) priority area. Also, please refer to Figure 18 for a graphical presentation of these data. The total score for the subscale was 12.99, which corresponds to a rating of “Not at All Difficult” for the overall priority area (refer to Table 2 for variable classifications). Even though the average rating for the overall priority area was at the “Not at All Difficult” level, it is interesting to note that mean scores for all of the individual areas were less than 2.0, or “Somewhat Difficult” on the four-point rating scale. This may indicate that difficulty in collaborating with LEAs is an area to resolve difficulties in particular partnership areas.

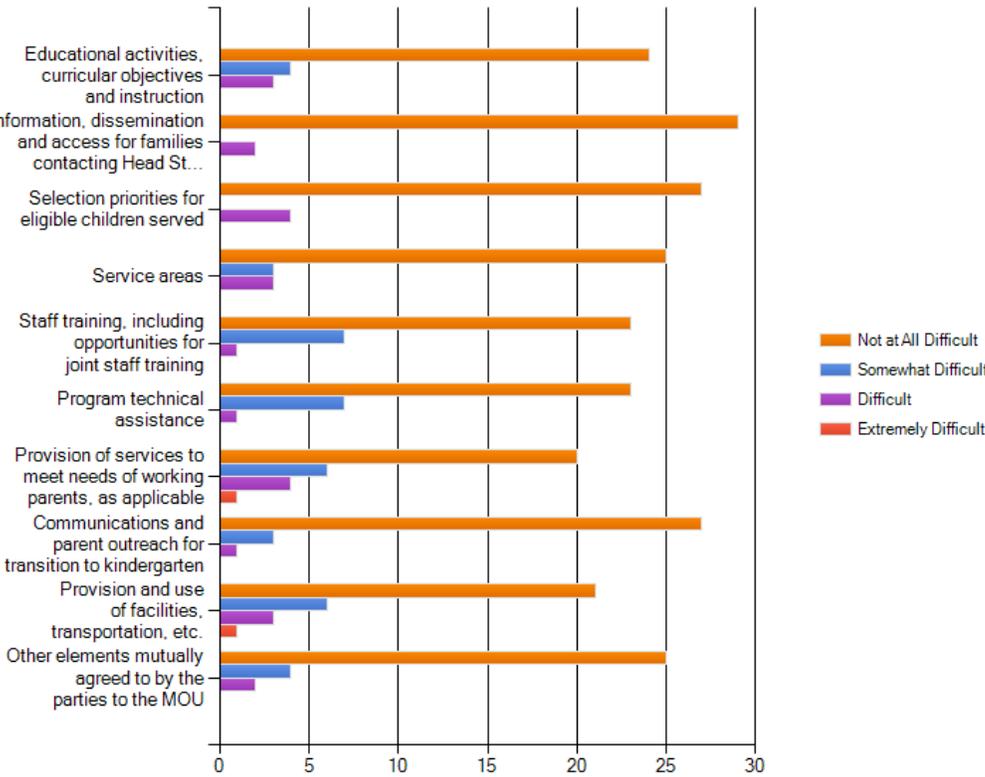
Grantees experienced the least difficulty regarding service area, information, dissemination and access for families contacting Head Start or other preschool program (mean = 1.12), with the majority of grantees (93.5%) reporting this as “Not at All Difficult.” Most difficult in this priority area was provision of services to meet needs of working parents (mean=1.54). Approximately 16% of grantees were at the higher end of the difficulty scale (“Difficult” or “Extremely Difficult”).

Table 22. Grantees' Responses Statewide to Difficulty in Partnerships with Local

Item	Ratings				Mean (SD)
	Not at All Difficult (1) f (%)	Somewhat Difficult (2) f (%)	Difficult (3) f (%)	Extremely Difficult (4) f (%)	
A. Educational activities, curricular objectives and instruction	24 (77.4)	4 (12.9)	3 (9.7)	0 (0.0)	1.32 (.652)
B. Information, dissemination and access for families contacting Head Start or other preschool program	29 (93.5)	0 (0.0)	2 (6.5)	0 (0.0)	1.12 (.499)
C. Selection priorities for eligible children served	27 (87.1)	0 (0.0)	4 (12.9)	0 (0.0)	1.25 (.681)
D. Service areas	25 (80.6)	3 (9.7)	3 (9.7)	0 (0.0)	1.29 (.642)
E. Staff training, including opportunities for joint staff training	23 (74.2)	7 (22.6)	1 (3.2)	0 (0.0)	1.29 (.528)
F. Program technical assistance	23 (74.2)	7 (22.6)	1 (3.2)	0 (0.0)	1.29 (.528)
G. Provision of services to meet needs of working parents, as applicable	20 (64.5)	6 (19.4)	4 (12.9)	1 (3.2)	1.54 (.850)
H. Communications and parent outreach for transition to kindergarten	27 (87.1)	3 (9.7)	1 (3.2)	0 (0.0)	1.16 (.454)
I. Provision and use of facilities, transportation, etc.	21 (67.7)	6 (19.4)	3 (9.7)	1 (3.2)	1.48 (.811)
J. Other elements mutually agreed to by the parties to the MOU	25 (80.6)	4 (12.9)	2 (6.5)	0 (0.0)	1.25 (.575)
Total Score (Variable Name = ComServD)					12.99

f = Frequency; N = 31

Figure 18. Grantees’ Responses Statewide to Difficulty in Partnerships with Local Education Agencies



B. Qualitative Results

Open-ended responses obtained from respondents were analyzed. Key themes regarding critical issues and efforts are listed below.

Question: What, if any, other issues do you have regarding education/Pre-K partnership development for the children and families in your program? Please describe.

The most critical issues of concern were:

- There is no local Pre-K program (4)
- Pre-K is young and there is a need for better articulation with Head Start (3)
- Head Start and Pre-K are competing to serve the same children (3)
- The development of a good comprehensive MOU (2)
- Proration hurts (2)
- Pre-K program closed during the Summer where migrant program is operational (1)

Question: In your efforts to address the education/Pre-K needs of the children and families in your program, what is working well? Which of these efforts do you think might be helpful to other programs?

Based on the respondents' views, these are things that are working well:

- Collaboration with the LEA (3)
- Offering training during flexible hours as needed by parents (2)
- Targeting literacy efforts toward local Pre-K providers (2)

VIII. B. HEAD START TRANSITION AND ALIGNMENT WITH K-12

A. Quantitative Results

Relationship

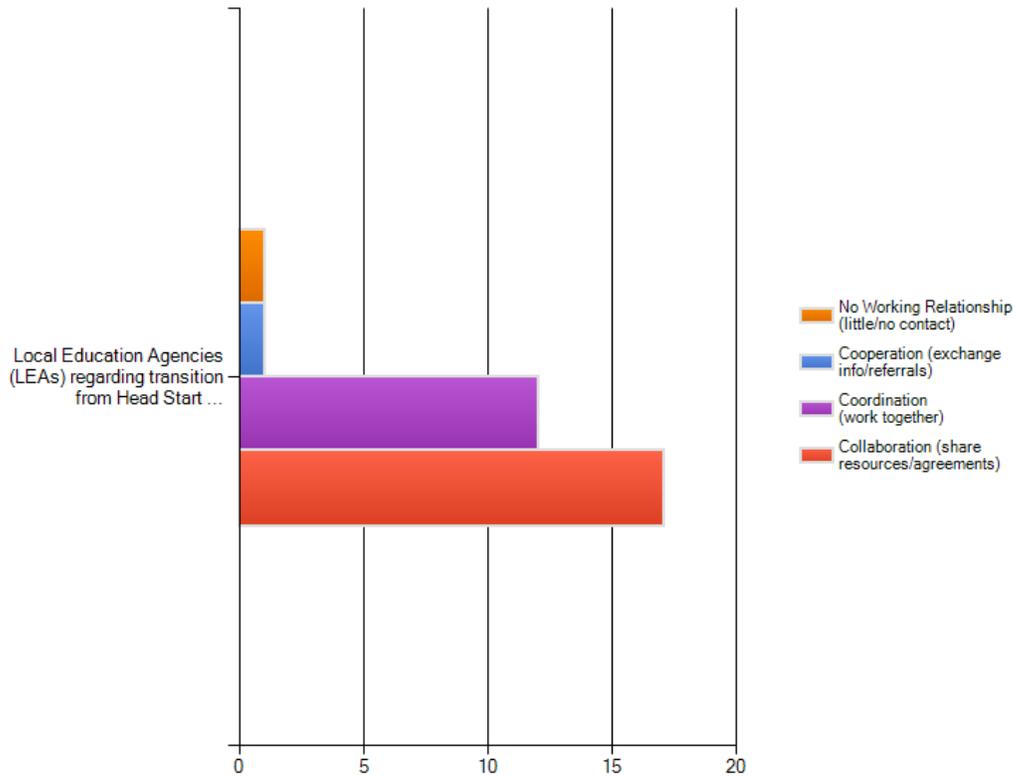
There was only one item assessing Head Start Transition and Alignment with K-12 in the survey (see Table 23). On average, the respondents' relationships with other agencies regarding Partnership with Local Education Agencies were at a level between "Coordination" and "Collaboration." With 54.8% of grantees reporting "Collaboration" as their level of relationship-building, it seems clear that grantees are making progress toward the desired statewide goal of "Collaboration." Perhaps grantees at lower levels of relationship-building can learn from the practices of their colleagues who have already achieved the level of "Collaboration" regarding transition and K-12 alignment issues.

Table 23. Grantees' Responses Statewide to Relationship in Head Start Transition and Alignment with K-12

Item	Ratings				Mean (SD)
	No Working Relationship (1) f (%)	Cooperation (2) f (%)	Coordination (3) f (%)	Collaboration (4) f (%)	
A. Local Education Agencies (LEAs) regarding transition from Head Start to kindergarten	1 (3.2)	1 (3.2)	12 (38.7)	17 (54.8)	3.45 (.722)

f = Frequency; N = 31

Figure 19. Grantees’ Responses Statewide to Relationship in Head Start Transition and Alignment with K-12



Level of Difficulty

Table 24 presents results regarding the difficulty experienced in working with other agencies related to the Head Start Transition and Alignment with K-12 priority area. Also, please refer to Figure 20 for a graphical representation of these data. The total score for the subscale was 21.53, which corresponds to a rating of “Not at All Difficult” for the overall area (refer to Table 2 for variable classifications).

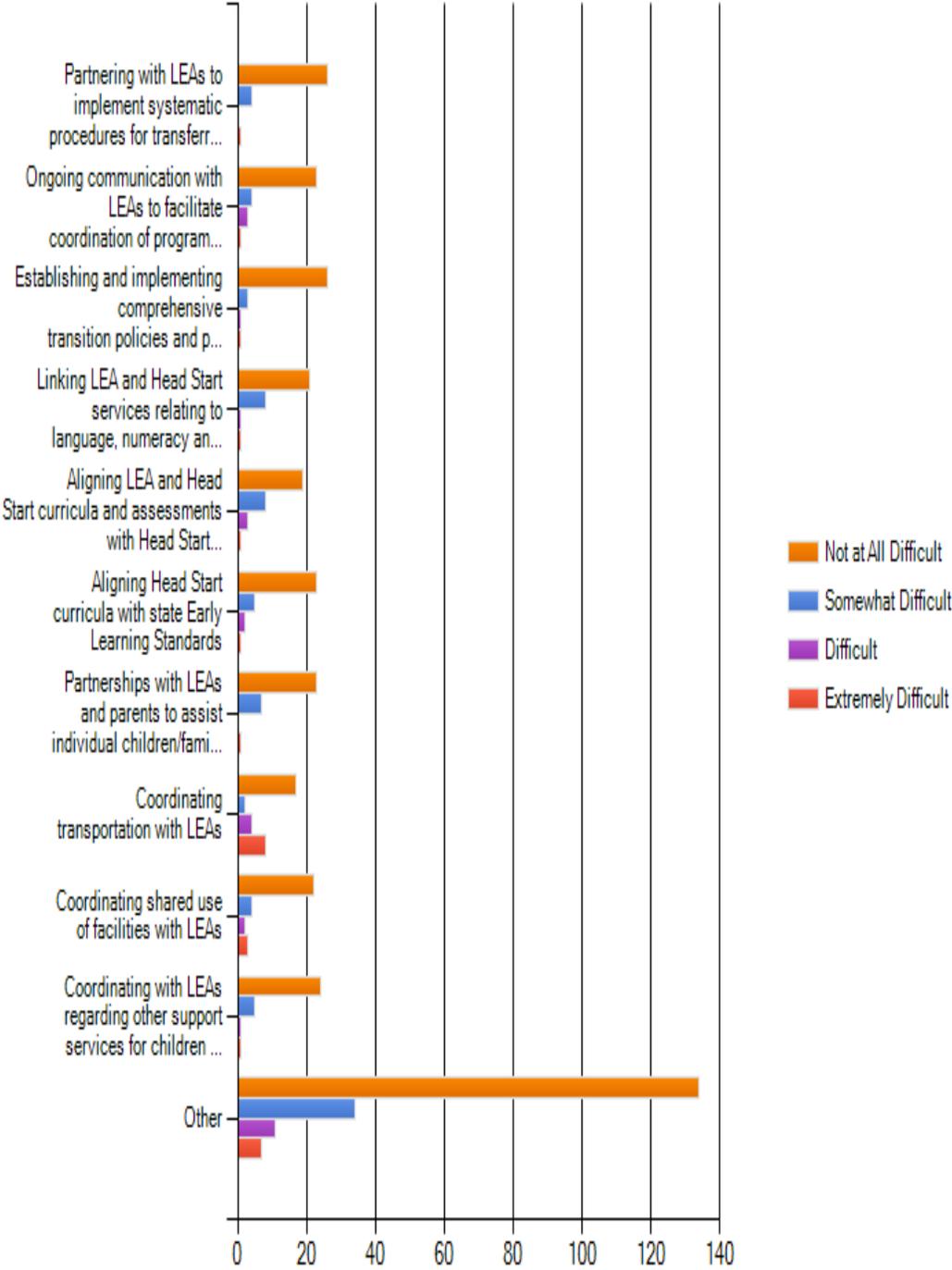
Least difficult was conducting joint outreach to parents and LEA to discuss needs of children entering kindergarten (mean=1.19), with 87.1% of grantees reporting this to be “Not at All Difficult.” Most difficult was coordinating transportation (mean=2.097), with 38.7% of grantees perceiving this collaboration as “Difficult” or “Extremely Difficult.”

Table 24. Grantees’ Responses Statewide to Difficulty in Head Start Transition and Alignment with K-12

Item	Ratings				Mean (SD)
	Not at All Difficult (1) f (%)	Somewhat Difficult (2) f (%)	Difficult (3) f (%)	Extremely Difficult (4) f (%)	
A. Partnering with LEAs to implement systematic procedures for transferring Head Start program records to school	26 (83.9)	4 (12.9)	0 (0.0)	1 (3.2)	1.22 (.616)
B. Ongoing communication with LEAs to facilitate coordination of programs (including teachers, social workers, McKinney-Vento liaisons, etc.)	23 (74.2)	4 (12.9)	3 (9.7)	1 (3.2)	1.41 (.807)
C. Establishing and implementing comprehensive transition policies and procedures with LEAs	26 (83.9)	3 (9.7)	1 (3.2)	1 (3.2)	1.25 (.681)
D. Linking LEA and Head Start services relating to language, numeracy and literacy	27 (67.6)	8 (25.8)	3 (9.7)	1 (3.2)	1.41 (.719)
E. Align LEA and Head Start curricula and assessments with Head Start Outcomes Framework	19 (61.3)	8 (25.8)	3 (9.7)	1 (3.2)	1.54 (.809)
F. Aligning LEA and Head Start curricula with state Early Learning Standards	23 (74.2)	5 (16.1)	2 (6.5)	1 (3.2)	1.38 (.760)
G. Partnerships with LEAs and parents to assist individual children/families to transition to school, including review of portfolio/records	23 (74.2)	7 (22.6)	0 (0.0)	1 (3.2)	1.32 (.652)
H. Coordinating transportation with LEAs	17 (54.8)	2 (6.5)	4 (12.9)	8 (25.8)	2.09 (1.325)
I. Coordinating shared use of facilities with LEAs	22 (71.0)	4 (12.4)	2 (6.5)	3 (9.7)	1.32 (.994)
J. Coordinating with LEAs regarding other support services for children and families	24 (77.7)	5 (16.1)	1 (3.2)	1 (3.2)	1.32 (.701)
K. Conducting joint outreach to parents and LEA to discuss needs of children entering kindergarten	27 (87.1)	3 (9.7)	0 (0.0)	1 (3.2)	1.19 (.601)
L. Establish policies and procedures that support children transition to school that includes engagement with LEA	25 (80.6)	4 (12.9)	1 (3.2)	1 (3.2)	1.29 (.692)
M. Helping parents of ELL children understand instructional and other information and services provided by the receiving school, including section 3302 ESEA	19 (61.3)	9 (29.0)	2 (6.5)	1 (3.2)	1.51 (.769)
N. Exchanging information with LEAs on roles, resources and regulations	25 (80.6)	4 (12.9)	1 (3.2)	1 (3.2)	1.29 (.692)
O. Align curricula and assessment practices with LEA	18 (58.1)	8 (25.8)	3 (9.7)	2 (6.5)	1.64 (.914)
P. Organizing and participating in joint training, including transition-related training for school staff and Head Start staff	20 (64.5)	6 (19.4)	4 (12.9)	1 (3.2)	1.54 (.850)
Total Score (Variable Name = (HSTAk12D))					21.53

f = Frequency; N = 31

Figure 20. Grantees’ Responses Statewide to Difficulty in Head Start Transition and Alignment with K-12



B. Qualitative Results

Open-ended questions for the Head Start Transition and Alignment with K-12 priority area focused on issues of concern and efforts that were working well. Key results of the thematic analysis are provided below.

Question: What, if any, other issues do you have regarding education/Head Start transition and alignment with K-12 for the children and families in your program? Please describe.

The issues of greatest concern regarding Head Start Transition and Alignment with K-12 were the following:

- Choose not to align curriculum – LEA curriculum not developmentally appropriate (2)
- Conducting more joint training between Head Start staff and LEA staff (2)
- Loss of Head Start funds resulted in loss of transportation (2)

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

- Good partnerships with local and county LEAs (6)
- Ensuring that activities are held jointly with kindergarten classes for transition (4)
- Transition training for parents and coordinate transition activities with LEA (2)
- Bi-lingual staff to assist parents with transition (2)

IX. PROFESSIONAL DEVELOPMENT

A. Quantitative Results

Relationship

Results regarding respondents' relationships with other agencies related to Professional Development are shown in Table 25. Also, please refer to Figure 21 for a graphical representation of these data. The total score for the subscale was 20.77, which corresponds to a rating of "Coordination" for the overall priority area (refer to Table 2). While most were at the level of "Coordination" or higher (i.e., "Collaboration") overall, one-fifth of grantees (16.1%) were not quite at that level in their relationships with other Professional Development providers.

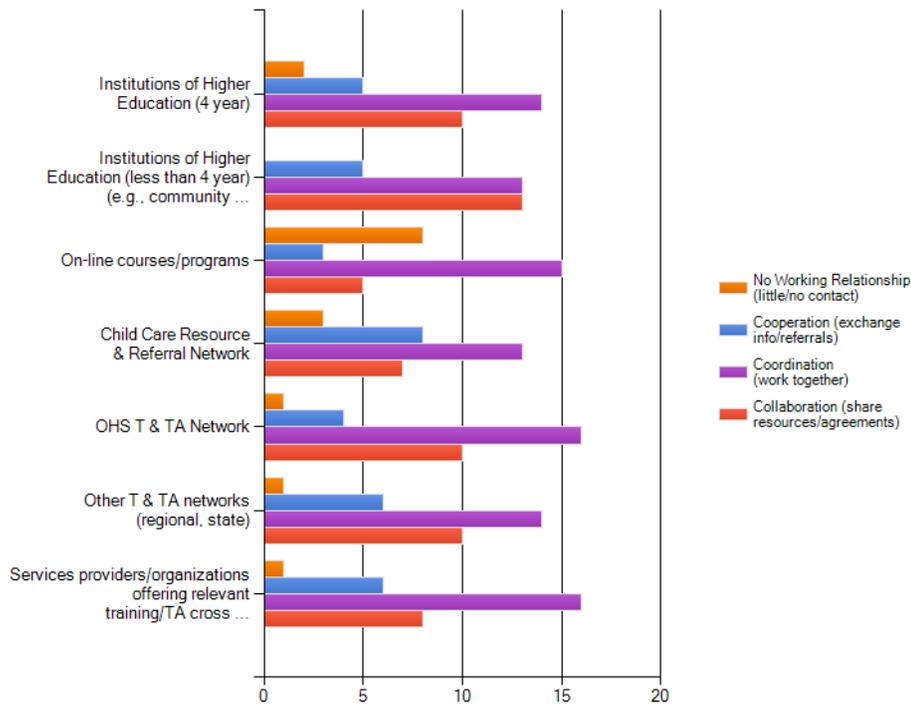
Examining the means in Table 25, four identified areas (A, B, E, and F) had a mean higher than 3.00 ("Coordination"). Grantees reported the highest level of relationship-building with institutions of higher education (3.25). Grantees reported the lowest level of relationship-building related to online courses/programs (2.54), with nearly one-fourth of grantees (25.8%) at the level of "No Working Relationship" with service providers.

Table 25. Grantees' Responses Statewide to Relationship in Professional Development

Item	Ratings				Mean (SD)
	No Working Relationship (1) f (%)	Cooperation (2) f (%)	Coordination (3) f (%)	Collaboration (4) f (%)	
A. Institutions of Higher Education (4 year)	2 (6.5)	5 (16.1)	14 (45.2)	10 (32.3)	3.03 (.874)
B. Institutions of Higher Education (less than 4 year) (e.g., community colleges)	0 (0.0)	5 (16.1)	13 (41.9)	13 (41.9)	3.25 (.728)
C. On-line courses/programs	8 (25.8)	3 (9.7)	15 (48.4)	5 (16.1)	2.54 (1.059)
D. Child Care Resource & Referral Network	3 (9.7)	8 (25.8)	13 (41.9)	7 (22.6)	2.77 (.920)
E. OHS T&TA Network	1 (3.2)	4 (12.9)	16 (51.3)	10 (32.3)	3.12 (.763)
F. Other T&TA networks (regional, state)	1 (3.0)	6 (19.4)	14 (45.2)	10 (32.3)	3.06 (.813)
G. Service providers/organizations offering relevant training/TA cross training opportunities	1 (3.2)	6 (19.4)	16 (51.6)	8 (25.8)	3.00 (.774)
Total Score (Variable Name = ComServR)					20.77

f = Frequency; N = 31

Figure 21. Grantees’ Responses Statewide to Relationship in Professional Development



Level of Difficulty

Table 26 presents results regarding the difficulty experienced in working with other agencies related to Professional Development. Also, please refer to Figure 22 for a graphical representation of these data. The total score for the subscale was 11.31, which corresponds to a rating of “Somewhat Difficult” for the overall area (refer to Table 2 for variable classifications). For the overall priority area, almost one-fourth (26%) of grantees were in agreement that collaboration was “Somewhat Difficult,” however, for 4% of respondents, a higher level of difficulty was noted for the priority area overall, and particular areas show that difficulties may need to be resolved.

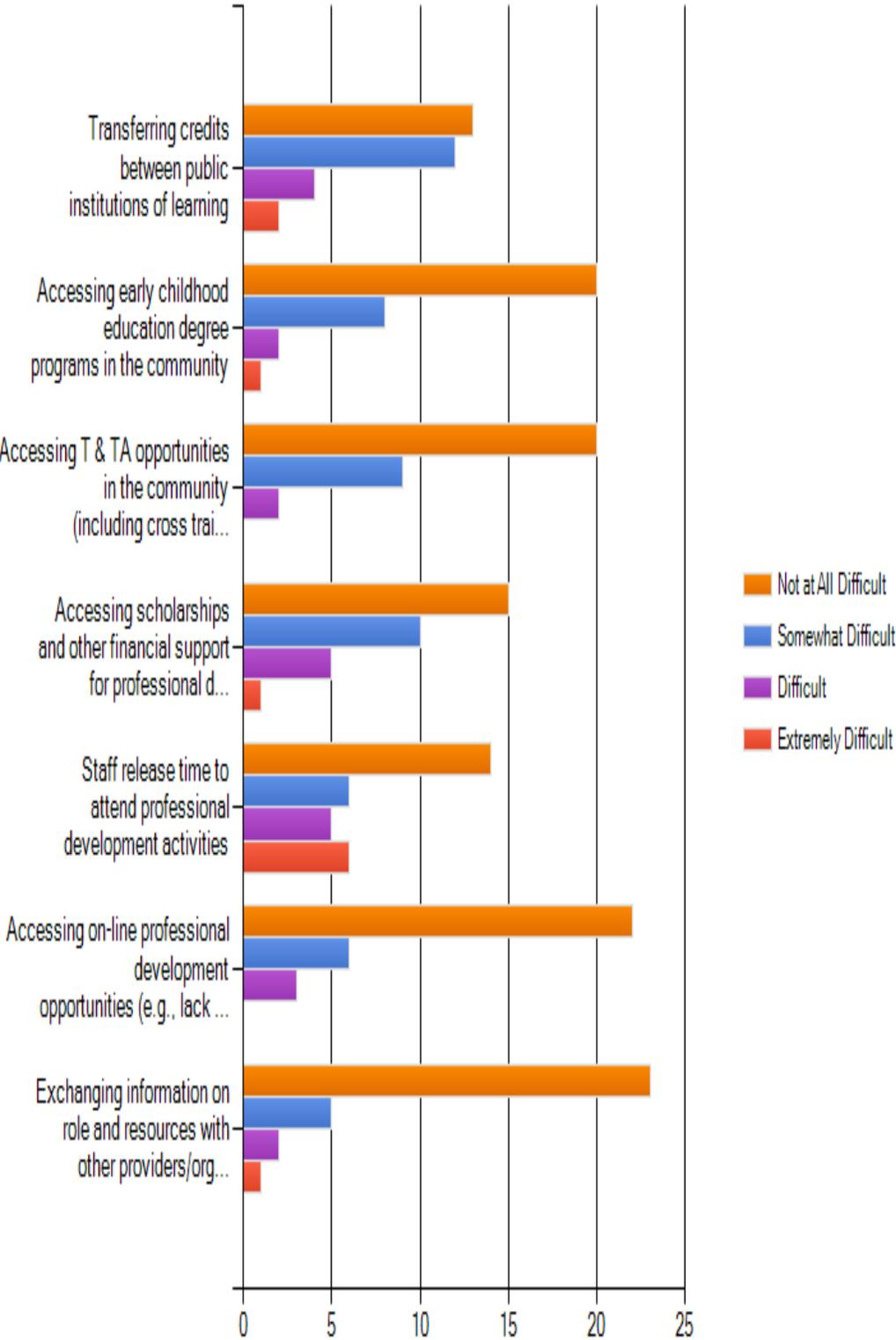
The least difficult area was accessing online professional development opportunities, and exchanging information on roles and resources with other providers/organizations regarding professional development (mean=1.38 for both). For both of these areas approximately one-fourth of grantees were at the higher end of the difficulty scale (“Difficult” or Extremely Difficult”).

Table 26. Grantees' Responses Statewide to Difficulty in Professional Development

Item	Ratings				Mean (SD)
	Not at All Difficult (1) f (%)	Somewhat Difficult (2) f (%)	Difficult (3) f (%)	Extremely Difficult (4) f (%)	
A. Transferring credits between public institutions of learning	13 (41.9)	12 (38.7)	4 (12.9)	2 (6.5)	1.83 (.898)
B. Accessing early childhood education degree programs in the community	20 (64.5)	8 (25.8)	2 (6.5)	1 (3.2)	1.48 (.769)
C. Accessing T&TA opportunities in the community (including cross training)	20 (64.5)	9 (29.0)	2 (6.5)	0 (0.0)	1.41 (.620)
D. Accessing scholarships and other financial support for professional development programs/activities	15 (48.4)	10 (32.3)	5 (16.1)	1 (3.2)	1.74 (.855)
E. Staff release time to attend professional development activities	14 (45.2)	6 (19.4)	5 (16.1)	1 (3.2)	2.09 (1.193)
F. Accessing on-line professional development opportunities (e.g., lack of equipment, internet connection, etc.)	22 (71.0)	6 (19.4)	3 (9.7)	0 (0.0)	1.38 (.667)
G. Exchanging information on role and resources with other providers/organizations regarding professional development	23 (74.2)	5 (16.1)	2 (6.5)	1 (3.2)	1.38 (.760)
Total Score (Variable Name = PDD)					11.31

f = Frequency; N = 31

Figure 22. Grantees’ Responses Statewide to Difficulty in Professional Development



B. Qualitative Results

The Professional Development priority area also included open-ended questions about issues and successes. Key results of the analysis of the open-ended questions are presented below.

Question: What, if any, other issues do you have regarding professional development activities and resources? Please describe.

A variety of issues were brought up by respondents, with the most critical noted below:

- Difficult to offer competitive salaries for highly qualified personnel (4)
- Poor articulation between two-year and four-year schools (3)
- Incongruent course titles taken in the 1970s and 1980s juxtaposed 2008 or 2009 (2)
- Lack of availability of online courses with Head Start focus (2)
- Lack of resources, time or substitutes to allow for participation in professional development (2)

Questions: In your efforts to address the professional development needs of your staff, what is working well? Which of these efforts do you think might be helpful to other programs?

Efforts that worked well or addressed the professional development needs are shown below:

- Good relationship with two-year and four-year colleges (4)
- Providing flex and release time for staff school attendance and making it a part of policies and procedures (2)
- Enrollment in online courses (2)
- Collaboration with OHS T/TA Network (2)
- Utilizing Project T.E.A.C.H. to support staff in paying for education and pay incentive (2)

SECTION 4 – TRENDS AND IMPLICATIONS

This section takes a reflective look at the responses to the questions for each priority area (i.e., quantitative data from the relationship and difficulty subscales and responses to open-ended question). It is important to remember the mission of Head Start and the intentionality that partnerships are forged which enable Head Start to provide comprehensive services.

In order to assess needs in each priority area, it was necessary to calculate composite variables of the relationship and difficulty subscales (total score of each subscale of the identified area). The results of state means and frequencies of the composite variables in each priority area are presented in Table 27. Figure 21 shows a graphical representation of the means of each relationship subscale. Similarly, Figure 22 displays means of difficulty subscales. Utilizing the means of each priority area as shown in the table and two figures, strengths of Alabama’s Head Start programs, as well as areas needing strengthening, are identified in trends detailed in this section. The results were useful for the following efforts: (1) to address identified needs with regard to coordination, collaboration, and alignment of services, and alignment of curricula and assessments used in Head Start programs with the *Head Start Child Outcomes Framework* and the *Alabama Early Learning Standards*; (2) inform the Alabama HSSCO’s planning to conduct its activities, time, resources, and priority setting to the identified coordination and collaboration efforts in need of strengthening; and (3) provide information for the future planning by Head Start/Early Head Start/Migrant and Seasonal Head Start grantees in Alabama.

Relationship

Trend. The most collaborative relationships between Head Start grantees and other service providers occurred within the Health Care area. Additionally, Family/Child Assistance, Child Care, Family Literacy Services, Community Services, Children with Disabilities, Partnerships with Local Education Agencies, Head Start Transition and Alignment, and Professional Development were areas that followed close behind. Therefore, these nine areas are seen as strengths of Alabama’s Head Start programs regarding their collaborative relationships. However, Partnerships with Local Education Agencies was not quite at the level of “Coordination,” efforts to strengthen Head Start programs’ relationship-building regarding this area was still an important area for future planning.

Implication. Continue to maintain collaborative relationships with Local Health Care Agencies to help provide mental health prevention and treatment, and identify and strengthen relationships with Local Education Agencies to promote the coordination of activities of publicly funded preschool programs.

Trends. Grantees had the least collaborative relationships with other agencies in the priority area of Services to Children Experiencing Homelessness. Overall, relationship-building had not reached the level of “Coordination,” with slightly less than one-fourth of the respondents having “No Working Relationship” with other service providers.

Implication. Establish more collaborative relationships with other service providers in the areas of Services to Children Experiencing Homelessness for better service delivery.

Trend. The level of relationship-building in the Child Care priority area was barely at the level of “Coordination.” Similarly, state agencies in Services to Children Experiencing Homelessness, Family Literacy Services, and Children with Disabilities and their Families were also on the low end of the relationship scale within their respective subscales related to collaboration with state agencies. This suggests that relationship-building with state agencies is an area to strengthen.

Implication. This finding may be explained by the emerging status of Child Advisory Councils in Alabama which are not yet fully developed. This new initiative is intended to pull all child care entities together as a collaborative effort working to benefit children.

Difficulty

Trend. Based on the mean scores of items within each priority area, grantees experienced the most difficulty in their relationships with other Professional Development service providers, with almost one-fourth of grantees at the “Somewhat Difficult” level. One other priority area of concern was Children with Disabilities and their Families. On average, the difficulty rating for this priority area was higher relative to the other priority areas.

Grantees experienced lower levels of difficulty overall when they collaborated with partners in these areas: Community Services, and Partnerships with Local Education Agencies, respectively. In fact, more than three-fourths of the respondents reported not having any difficulty in collaborating with other service providers related to Community Services.

Implication. Grantees appear to have difficulty accessing Head Start appropriate online courses for its employees in the quest for a comprehensive early care and education program in Alabama. Identify specific concerns related to Professional Development, Community Services, and Partnerships with Local Education Agencies.

Trend. Exchanging information on roles and resources with other providers and organizations was the area of least difficulty for Health Care, Family/Child Assistance, Child Care, Family Literacy Services, Children with Disabilities and Their Families, Community Services, Head Start Transition and Alignment with K-12, and Professional Development.

Implication. There is clear documentation that grantees indicated ease in sustaining a relationship for information sharing with partners. Perhaps this is indicative of the nature of day-to-day work necessary to provide comprehensive services to children and families. Additionally, this indicates that Head Start clearly understands its role and responsibility to leverage resources.

Trend. In the area of Head Start Transition and Alignment with K-12, it appeared that grantees experienced a higher level of difficulty in regard to coordinating transportation with LEAs. Nearly one-half of grantees found coordinating transportation with LEAs to be “Difficult” or “Extremely Difficult.” However, very few found it difficult to coordinate the use of other facilities with LEAs.

Implication. Several grantees indicated a loss of funding which has impacted their ability to provide transportation services for children and families. Perhaps it might be necessary to explore other community-based transportation resources to overcome this difficulty which will enable Head Start to carry out its mission.

Table 27. Grantees' Responses Statewide to the Specified Priority Areas

Area	Variable	Ratings				Mean (SD)
		No Working Relationship / Not at All Difficult (1) f (%)	Cooperation / Somewhat Difficult (2) f (%)	Coordination / Difficult (3) f (%)	Collaboration / Extremely Difficult (4) f (%)	
I. HEALTH CARE	Relationship (HlthCrR)	0 (0.0)	2 (6.5)	10 (32.3)	19 (61.3)	3.55 (.624)
	Difficulty (HlthCrD)	16 (51.6)	9 (29.0)	6 (19.4)	0 (0.0)	1.67 (.791)
II. SERVICES FOR CHILDREN EXPERIENCING HOMELESSNESS	Relationship (ScehR)	5 (16.1)	8 (25.8)	10 (32.3)	8 (25.8)	2.67 (1.045)
	Difficulty (ScehD)	13 (41.9)	8 (25.8)	4 (12.9)	6 (19.4)	2.09 (1.164)
III. FAMILY/CHILD ASSISTANCE	Relationship (FaCIAsR)	0 (0.0)	6 (19.4)	10 (32.3)	15 (48.4)	3.29 (.782)
	Difficulty (FaCIAsD)	14 (45.2)	6 (19.4)	8 (25.8)	3 (9.7)	2.00 (1.064)
IV. CHILD CARE	Relationship (ChildCrR)	2 (6.5)	5 (16.1)	15 (51.6)	4 (12.9)	3.00 (.856)
	Difficulty (ChildCrD)	18 (51.1)	8 (25.8)	3 (9.7)	2 (6.5)	1.64 (.914)
V. FAMILY LITERACY SERVICES	Relationship (FaLiSeR)	1 (3.2)	1 (3.2)	10 (32.3)	19 (61.3)	3.51 (.724)
	Difficulty (FaliSeD)	13 (41.9)	16 (51.6)	2 (6.5)	0 (0.0)	1.64 (.608)
VI. CHILDREN WITH DISABILITIES AND THEIR FAMILIES	Relationship (CwDFaR)	2 (6.5)	4 (12.9)	6 (16.1)	19 (61.3)	3.35 (.950)
	Difficulty (CwDFaD)	15 (48.4)	9 (29.0)	5 (16.1)	2 (6.5)	1.80 (.945)
VII. COMMUNITY SERVICES	Relationship (ComServR)	0 (0.0)	1 (3.2)	14 (45.2)	16 (51.6)	3.48 (.569)
	Difficulty (ComServD)	23 (74.2)	5 (16.1)	2 (6.5)	1 (3.2)	1.38 (.760)

f = Frequency; N = 31

Table 28. Grantees' Responses Statewide to the specified Priority Areas

		Ratings				
Area	Variable	No Working Relationship / Not at All Difficult (1) f (%)	Cooperation / Somewhat Difficult (2) f (%)	Coordination / Difficult (3) f (%)	Collaboration / Extremely Difficult (4) f (%)	Mean (SD)
VIII. A. PARTNERSHIPS WITH LOCAL EDUCATION AGENCIES	Relationship (PwLEAR)	4 (12.9)	9 (29.0)	5 (16.1)	13 (41.9)	2.87 (1.117)
	Difficulty (PwLEAD)	20 (64.5)	6 (19.4)	4 (12.9)	1 (3.2)	1.54 (.850)
VIII. B. HEAD START TRANSITION AND ALIGNMENT	Relationship (HSTAk12R)	1 (3.2)	1 (3.2)	12 (38.7)	17 (54.8)	3.45 (.722)
	Difficulty (HSTAk12D)	17 (54.8)	2 (6.5)	4 (12.9)	8 (25.8)	2.09 (1.325)
IX. PROFESIONAL DEVELOPMENT	Relationship (PDR)	0 (0.0)	5 (16.1)	13 (41.9)	13 (41.9)	3.25 (.728)
	Difficulty (PDD)	14 (45.2)	6 (19.4)	5 (16.1)	1 (3.2)	2.09 (1.193)

f = Frequency; N = 31

Identified Needs for Strengthening Collaboration: Results of the Analysis of the Discrepancy between Relationship and Difficulty

According to Witkin and Altschuld (1995), “a *need* is generally considered to be a discrepancy or gap between “what is,” or the present state of affairs in regard to the group and situation of interest, and “what should be,” or a desired state of affairs” (p.4). In other words, the needs assessment serves as the function of analyzing what elements of present program practices are working well but might need additional support for maintenance, or point to possibilities for adding new services or programs (Witkin & Altschuld, 1995). So, determining discrepancies, examining their nature and causes, and setting priorities for future action become critical aspects of needs assessment.

In the conduct of this research, the composite relationship score (refer to Table 2) is seen as the “what is” status of the Head Start program practice, whereas the perception of difficulty is considered the “what should be” situation. Identifying discrepancies or gaps in responses between the relationship and difficulty scales will be the basis for setting priorities in future planning. If no discrepancy between relationship and difficulty exists, it suggests that the grantees’ perception of practice toward collaboration and their current program operation is consistent. If there is a discrepancy between relationship and difficulty, the discrepancy could be interpreted in one of two ways. It could mean that grantees underestimated the level of difficulty present, making it appear easier than it really was. In this case, grantees may wish to re-examine their ratings on the difficulty scale to resolve the discrepancy. On the other hand, if a lower level of difficulty is felt to be accurate relative to a lower level of relationship-building, perhaps there is room to strengthen collaborative efforts to match the level of difficulty perceived. It is important to remember that responses to open-ended questions may inform relationship and difficulty responses and help to resolve the discrepancy.

From a theoretical perspective, in this needs assessment, no discrepancy or gap would be indicated in the following pairs of ratings:

- 1) “Collaboration” and “Not at All Difficult”
- 2) “Coordination” and “Somewhat Difficult”
- 3) “Cooperation” and “Difficult”
- 4) “No Working Relationship” and “Extremely Difficult.”

Conversely, relationship and difficulty ratings that do not fall into these pairings would be an indication of discrepancy or incongruence.

Table 28 shows the results of discrepancy analysis on the ten priority areas based on total score means and their associated ratings utilizing the method described above. Accordingly, eight of the ten priority areas can be identified as having discrepancies between relationship and difficulty in the grantees' practice of collaboration with other services providers: Health Care, Services to Experiencing Homelessness, Family/Child Assistance, Family Literacy Services, Children with Disabilities and Their Families, Community Services, Partnerships with Local Education Agencies, and Head Start Transition and Alignment with K-12.

In the Health Care priority area, the rating of the relationship subscale corresponded to the level of "Coordination," and the rating of the difficulty subscale corresponded to the level of "Not at All Difficult." However, while the ratings indicated a discrepancy, the cause may be different. This discrepancy could be occurring in the Health Care priority area due to an underestimated level of difficulty. It may be that the lack of medical resources and providers, lack of follow-up by parents, and a lack of dental services was more difficult than reported. Respondents might want to reflect on their efforts in this priority area to determine whether difficulty encountered was underestimated.

In the Services for Children Experiencing Homelessness priority area, the rating of the relationship subscale corresponded to the level of "Cooperation," and the rating for the difficulty subscale corresponded to the level of "Somewhat Difficult." Because these ratings are not consistent with the pairings described above, a gap or discrepancy was indicated. The discrepancy could be examined by open-ended responses (e.g., a low level of relationship-building is paired with a low level of difficulty due to limited resources in certain communities).

In the Family/Child Assistance priority area, the rating of the relationship subscale corresponded to the level of "Coordination," and the rating for the difficulty subscale corresponded to the level of "Not at All Difficult." Because these ratings are not consistent with the ratings described above, a gap or discrepancy is indicated. As above with the Services for Children Experiencing Homelessness, this discrepancy could be occurring in the Family/Child Assistance priority area due to grantee underestimation of the actual level of difficulty in establishing relationships with other service providers. If so, grantees may want to reflect on their efforts in this priority area and whether the level of difficulty reported accurately represents their efforts.

Similar to the priority area related to Family/Child Assistance, in the Family Literacy Services priority area, the rating of the relationship subscale corresponded to the level of "Coordination," and the rating for the difficulty subscale corresponded to the level of "Not at All Difficult." However, while the rating indicated a discrepancy, the reason may be different. What could have occurred in the Family Literacy Services priority area was that the real level of difficulty was underestimated in the rating. It might be that the loss of Even Start funding, low high school completion rate among parents, low parental participation rate, or the inability of migrant families to enroll in school due to long working hours was more difficult than reported. Grantees might wish to revisit their efforts in this priority area to determine whether difficulty encountered was underestimated.

In the priority area related to Children with Disabilities and Their Families, the rating of the relationship subscale corresponded to the level of “Coordination,” and the rating for the difficulty subscale corresponded to the level of “Not at All Difficult.” Because these ratings are not consistent with the pairings described above, a gap or discrepancy is indicated. As identified above with Family Literacy Services, what could have occurred in the Children with Disabilities and Their Families priority area was that the actual level of difficulty perceived in establishing relationships with other service providers was underestimated. If so, grantees might wish to reflect on their efforts in this priority area and determine if the level of difficulty reported accurately reflect their comprehensive efforts.

In the Community Services priority area, the rating of the relationship subscale corresponded to the level of “Coordination,” and the rating for the difficulty subscale corresponded to the level of “Not at All Difficult.” Because these ratings were not consistent with the pairings described above, a gap or discrepancy was indicated. The discrepancy could be explained by an underestimation of the actual level of difficulty perceived in establishing relationships with other service providers in this priority area. It might be helpful for grantees to reflect on their efforts in this priority area and determine whether the level of difficulty reported accurately reflects their responses.

In the priority area related to Partnership with Local Education Agencies, the rating of the relationship subscale corresponded to the level of “Coordination,” and the rating for the difficulty subscale corresponded to the level of “Not at All Difficult.” Because these ratings were not consistent with the pairings described above, a gap or discrepancy was indicated. As above with Community Services, what might have occurred in the Partnership with Local Education Agencies priority area was that the actual level of difficulty perceived in establishing relationships with service providers was underestimated. If so, grantees might wish to reflect on their responses in this priority area and determine whether the level of difficulty reported is congruent with their efforts.

In the Head Start Transition and Alignment with K-12 priority area, the rating of the relationship subscale corresponded to the level of “Coordination,” and the rating for the difficulty subscale corresponded to the level of “Not at All Difficult.” Because these ratings were not consistent with the pairings above, a gap or discrepancy was indicated. The discrepancy could be explained by the open-ended responses (e.g., a low level of relationship-building is paired with a low level of difficulty because there are no local Pre-K programs).

In the priority area related to Professional Development, the rating of the relationship subscale corresponded to the level of “Coordination,” and the rating for the difficulty scale corresponded to the level of “Somewhat Difficult.” Because these ratings were consistent with the pairings above, there was no gap or discrepancy indicated.

Table 28. Results of Discrepancy Analysis on Priority Areas

Area	Variable	Total Scores Mean	Rating	Discrepancy
I. HEALTH CARE	Relationship (HlthCrR)	36.5	Coordination	x
	Difficulty (HlthCrD)	14.09	Not at All Difficult	
II. SERVICES FOR CHILDREN EXPERIENCING HOMELESSNESS	Relationship (ScehR)	8.63	Cooperation	x
	Difficulty (ScehD)	11.72	Somewhat Difficult	
III. FAMILY/CHILD ASSISTANCE	Relationship (FaCIAsR)	17.54	Coordination	x
	Difficulty (FaCIAsD)	9.59	Not at All Difficult	
IV. CHILD CARE	Relationship (ChildCrR)	13.69	Coordination	
	Difficulty (ChildCrD)	7.30	Somewhat Difficult	
V. FAMILY LITERACY SERVICES	Relationship (FaLiSeR)	38.18	Coordination	x
	Difficulty (FaliSeD)	6.49	Not at All Difficult	
VI. CHILDREN WITH DISABILITIES AND THEIR FAMILIES	Relationship (CwDFaoR)	26.59	Coordination	x
	Difficulty (CwDFaD)	8.32	Not at All Difficult	

Table 28. Results of Discrepancy Analysis on Priority Areas

Area	Variable	Total Scores Mean	Rating	Discrepancy
VII. COMMUNITY SERVICES	Relationship (ComServR)	18.75	Coordination	x
	Difficulty (ComServD)	8.71	Not at All Difficult	
VIII. A. PARTNERSHIPS WITH LOCAL EDUCATION AGENCIES	Relationship (PwLEAR)	5.09	Cooperation	x
	Difficulty (PwLEAD)	12.99	Not at All Difficult	
VIII. B. HEAD START TRANSITION AND ALIGNMENT WITH K-12	Relationship (HSTAk12R)	3.45	Coordination	x
	Difficulty (HSTAk12D)	21.53	Not at All Difficult	
IX. PROFESSIONAL DEVELOPMENT	Relationship (PDR)	20.77	Coordination	
	Difficulty (PDD)	11.31	Somewhat Difficult	

SECTION 5 – RECOMMENDATIONS

The recommendations presented in this section are based on the results and findings of the *Alabama Head Start Needs Assessment (AHSNA)*. It should be noted here that “Head Start” includes all Alabama grantees – namely, Head Start, Early Head Start, and Migrant and Seasonal Head Start grantees.

1. Collaborate with T/TA providers to offer professional development opportunities and technical assistance to Head Start programs on strategies to increase access to health and prevention services including oral health services. Activities could include assisting parents with advocating and seeking alternative insurance, strategies to increase the rate of follow-up care by parents, partnering with local oral health professionals, and assisting families with identifying transportation options in order to attend appointments.
2. Inform T/TA providers of the need for T/A to Head Start programs on working with the local McKinney-Vento Liaison to create a local effort to serve the needs of children and families in their local communities with Head Start as the lead agency.
3. Collaborate with T/TA providers to offer technical support Head Start grantees on the topic of services to children experiencing homelessness. Activities could include defining homelessness, revising the recruitment plan to proactively serve children experiencing homelessness; developing partnership opportunities with local homeless coalitions; and grant writing opportunities to address the homeless population in their local areas.
4. Involve Head Start programs in the development of the Children’s Advisory Councils and other committees as a strategy to create more opportunities for Head Start to be involved in statewide committees.
5. Create opportunities for effective partnerships between Head Start and child care programs. Activities could include identifying early care and education quality initiatives that provide financial support for partnerships; strategies to provide full-day/full-year services and weekend care; and identifying partners for before and after school care.
6. Continue to seek out opportunities to increase literacy opportunities to families including children and families who are English Language Learners (ELL).

7. Inform T/TA providers of the need for training and technical assistance to Head Start programs on the topic of challenging behavior. This could also include understanding when challenging behavior is a disability.
8. Engage the 619 Coordinator in working with Head Start programs to increase partnership agreements with Local Education Agencies to enhance transition efforts, decrease wait time to receive screening results, and participation in Individualized Education Plan (IEP) meetings.
9. Increase the exploration and establishment of partnerships with institutions of higher education to provide on-site courses that meet the mandates of reauthorization for Head Start teachers and managers, online courses, and the integration of Head Start specific topic into course curricula as evidenced by course syllabi.

SECTION 6 – FUTURE CONSIDERATIONS FOR THE ALABAMA HEAD START COLLABORATION OFFICE

The planning and implementation of the *Alabama Head Start Needs Assessment* was a tandem effort between the director of the Alabama HSSCO and O’Neal & Associates. The collaborative work continued through review and interpretation of findings of the data. The following summary regarding future considerations for the work of the Collaboration Office was based on the needs assessment results and insights from the Alabama HSSCO director.

Many recommendations and considerations for Alabama Head Start grantees were made from the results of the *Alabama Head Start Needs Assessment*. The report’s findings and recommendations can be provided to technical assistance and professional development providers throughout the early childhood community to implement the recommendations. The findings include a variety of recommendations and activities that can be implemented by the Head Start State-based Training and Technical Assistance Office (GPSS), the Training and Technical Assistance Network and the Alabama Head Start Association. Below are some goals that the HSSCO intends to focus on in the next five years along with its partners.

Goals for HSSCO to consider for the next five-year strategic plan include:

- Collaborate with the Alabama Institutions of Higher Education to assist Head Start programs in obtaining access to more Head Start appropriate online courses and the integration of Head Start specific topics into course syllabi.
- Strengthen state and local partnerships between McKinney-Vento Coordinators and Head Start grantees to meet the growing needs of homeless families with children.
- Involve the Alabama Head Start Association in the development of the State’s Children’s Advisory Council and other systems-building efforts.
- Identify family literacy opportunities for children and families, particularly those who are English Language Learners.
- Strengthen partnerships between Head Start and other child care providers for quality improvements, funding, and full year – full day services to meet the needs of working parents.
- Identify resources for addressing challenging behaviors in Head Start programs and understanding signs that the behavior is diagnosed as a disability.
- Identify training opportunities involving the 619 Coordinator.

SECTION 7 – RESOURCES AND REFERENCES

- Creswell, J.W. (2005). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (2nd ed.). Upper Saddle, NJ: Pearson.
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