NEBRASKA HEAD START-STATE COLLABORATION OFFICE

2008-2009

NEEDS ASSESSMENT REPORT

Survey Results, Trends, and Implications

May 2009

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FOREWORD

This report presents the findings of a Needs Assessment survey of Nebraska Head Start staff and directors conducted by the Nebraska Head Start State Collaboration Office. The survey was conducted in December of 2008. The purpose of gathering the information was to identify state needs in the areas of coordination, collaboration alignment of services, and alignment of curricula. The survey also serves the purpose of informing the activities of the annually revised strategic plan for the Nebraska Head Start State Collaboration Office.

The Needs Assessment addressed the federally identified eight national priority areas for all Head Start Collaboration Offices:

1. Health Services
2. Services for Children Experiencing Homelessness
3. Welfare/Child Welfare
4. Child Care
5. Family Literacy
6. Services for Children with Disabilities
7. Community Services
8. Education (Information was obtained that addresses issues regarding Head Start/Pre-K Partnership Development, Head Start transition and Alignment with K-12, and Professional Development)

This report was prepared by the Nebraska Head Start State Collaboration Office, Nebraska Department of Education. Data was collected and summarized by the University of Nebraska-Omaha.

Introduction

Head Start is a federally funded program that provides comprehensive child development services to low income families and their children. Since its inception in 1965, Head Start has provided families with support and resources that address their children's health, nutritional, social, and educational needs.

The primary focus of Head Start is to increase school readiness of young children aged three to five. In 1994, Early Head Start was created to provide "Head Start" type services to pregnant woman, children age birth up to age three and their families.

The National Department of Health and Human Services is the federal agency that houses the Office of Head Start. The Office of Head Start awards grants directly to public/non-public agencies, private organizations, school districts and Indian Tribes to provide Head Start and Early Head Start services. Head Start and Early Head Start services in Nebraska are delivered in a variety of ways, including:

1. Center Based programming
2. Home Based services
3. Collaboration programming with school districts and Educational Service Units (ESU)
4. Full day/part day enrollment
5. Combination of home based and center based programs
6. Full day/full year programs

Overview of Head Start in Nebraska

There are 15 Region VII grantees in Nebraska that provide Head Start and/or Early Head Start services. In addition, there are three American Indian, one Migrant/Seasonal and three delegate programs. Nebraska grantees and delegates consist of community action agencies, school systems, non-profit agencies and tribal governments. Out of the 93 Nebraska counties, current grantees provide Head Start and Early Head Start services in 74 counties to low income children and their families. According to the Program Information Report for the 2007-2008 Program Year, the total actual enrollment of children was 6,209.

Summary of Head Start Service Areas in Nebraska

Head Start Grantee/Delegate	Head Quarter City	Head Start	Early Head Start	Total Actual Enrollment in 07-08	Total Funded Enrollment in 07-08	Number of Counties Served
Northwest Nebraska Community Action	Chadron	Yes	Yes	236 HS 58 EHS	204 HS 36 EHS	4
Panhandle Community Services	Gering	Yes	Yes	352 HS 66 EHS	298 HS 52 EHS	6
Community Action Partnership of Mid-Nebraska	Kearney	Yes	No	478	426	17
Head Start Child and Family Development Program Inc.	Hastings/Grand Island	Yes	Yes	382 HS 230 EHS	343 HS 144 EHS	6
Central Nebraska Community Services, Inc.	Loup City	Yes	Yes	418 HS 212 EHS	381 HS 155 EHS	14
Lincoln Action Program	Lincoln	Yes	Yes	73 HS 222 EHS	52 HS 140 EHS	1
Lincoln Public School	Lincoln	Yes	No	477	408	1
Saunders County Head Start	Wahoo	Yes	No	51	44	1
Blue Valley Community Action	Fairbury	Yes	Yes	309 HS 62 EHS	249 HS 40 EHS	9
Southeast Nebraska Community Action	Humboldt	Yes	No	169	156	4
Goldenrod Hills Community Action, Inc.	Wisner	Yes	No	445	380	12
Midland Lutheran College/Dodge County Head Start	Fremont	Yes	No	135	125	1
Salvation Army, Early Head Start	Omaha	No	Yes	141	75	1
Sarpy County Cooperative Head Start	Papillion	Yes	Yes	137 HS 89 EHS	125 HS 60 EHS	1
Cass County Head Start/Plattsmouth Public Schools	Plattsmouth	Yes	No	158	140	1
Santee Sioux American Indian Tribe	Niobrara	UNK	UNK	UNK	UNK	1
Winnebago American Indian Tribe	Winnebago	UNK	UNK	UNK	UNK	1
Omaha American Indian Tribe	Macy	UNK	UNK	UNK	UNK	1
Boys & Girls Home of Nebraska	Dakota City	No	Yes	90	60	1
Omaha Public Schools	Omaha	Yes	No	895	723	1
Educare Center of Omaha	Omaha	Yes	Yes	189 HS 135 EHS	170 HS 120 EHS	1

Data obtained from Head Start Program Information Report. 2007-2008 Program Year.

DESCRIPTION OF NEEDS ASSESSMENT ACTIVITY

Purpose of Study

The purpose of gathering needs assessment information is to identify state needs in the areas of coordination, collaboration alignment of services and curricula. The needs assessment survey also provides an opportunity for the Nebraska Head Start State Collaboration Office to complete necessary revisions of its strategic plan based on data gathered in the study. In addition, the survey was conducted as required in Section 642B of the *Improving Head Start for School Readiness Act of 2007,* Public Law 110-134.

Survey Instrument/Data Collection Process

Data was collected specific to the Needs Assessment through an on-line survey. The survey used was based on a template developed by a National Sub-Committee of Head Start State Collaboration Directors that was designed around identified federal priority areas with a focus on collaboration and coordination activities. The on-line survey system, Survey Monkey, was used. Information about the survey was distributed to all grantees and delegates in October of 2008. Twenty Head Start/Early Head Start grantee and delegates submitted survey responses by the December 2008 deadline.

A copy of the survey is included in the Appendices section of this report.

THE SURVEY

The survey included three parts for each of the priority areas.

Part 1

Survey questions asked respondents to rate the extent of their involvement with various service providers/organizations related to the content area. This part used a 4-point Likert scale and definitions to reflect progress in relationship-building at a point in time. The definitions are:

No Working Relationship: Little or no contact with each other (do not make/receive referrals, do not work together on projects/activities/share information)

Cooperation: Information is exchanged, including making/receiving referrals

Coordination: Work is completed together on projects and activities

Collaboration: Resources are shared and /or have formal, written agreements

Part 2

Survey questions asked respondents to indicate the level of difficulty their program experienced in engaging in a variety of activities and partnerships. A 4 point scale of difficulty used was:

- Not at all Difficult
- Somewhat Difficult
- Difficult
- Extremely Difficult

The purpose of this section was to assist and identifying challenges programs may be experiencing in building successful partnerships at the local and state levels to support the delivery of quality education and comprehensive services to children and families.

Part 3

The survey included two open-ended questions at the end of each section giving the respondent opportunities to document any remaining concerns that were not addressed in previous survey questions. Also, respondents were asked to identify successful activities in their respective programs and to describe strategies that could be helpful to other programs.

Data Analysis Process

When the online survey closed, raw data was compiled and analyzed by Kristin Saathoff, a research graduate assistant from the University of Nebraska-Omaha. The summary report demonstrates both the frequency and percentages of responses for each survey within the context of the four levels (i.e., no working relationship…collaboration). This data was reviewed by Head Start Directors and other state agencies' key staff representatives of the priority areas and survey questions. Through this feedback and reflective process, a strategic plan with goals and objectives was developed to inform the collaborative work of the Head Start-State Collaboration Office and its partners. The process and plan also meet federal compliance required for the HSSCO program year. This process is to be repeated annually, as defined in the *Improving Head Start for School Readiness Act of 2007,* Public Law 110-134 (Sec. 642B(a)(1) (subparagraph B) (4) (A and B).

DATA RESPONSES

Priority Area 1: Health Care

Respondents were asked to rate and describe their involvement during the past 12 months with health care providers/entities that may be involved with families who receive Head Start services. Complete descriptions of the data responses can be found in the Appendices section of this report.

A review of the data indicates that all respondents report high levels of cooperation, coordination and collaboration with children and families medical and dental home providers. Although the level of cooperation is high in those cases where a dental home is identified, respondents did report some level of difficulty linking children to dental homes that serve young children. Nearly 40%, or eight out of 20 responses, indicated a lack of working relationships with state agencies that provide mental health prevention and treatment services, while the level of cooperation, coordination and collaboration was very high with local agencies providing mental health prevention and treatment.

Priority Area 2: Services for Children Experiencing Homelessness

Respondents were asked to rate and describe the extent of involvement regarding services for children experiencing homelessness during the past 12 months. A large percentage of respondents report high percentages in levels of cooperation, coordination and collaboration with local agencies that provide services for families experiencing homelessness. Respondents report little or no contact with state systems regarding the use of Title I funds used to support early care and education programs for children experiencing homelessness. Most respondents report some level of difficulty engaging community partners in conducting staff cross training and planning activities specific to homelessness issues.

Priority Area 3: Welfare/Child Welfare

Respondents were asked to rate and describe the extent of involvement specific to welfare and child welfare services specific to Head Start children and families during the past 12 months. An overwhelming number of respondents report no difficulty in implementing policies and procedures to ensure that children in the child welfare system are prioritized for enrollment. Over half of the respondents report that it is somewhat difficult to obtain information and data for community assessment and planning, including information that would enable Head Start programs to work together with other entities in the recruitment to families receiving Temporary Assistance to Needy Families (TANF), Employment and Training, and other related services.

Priority Area 4: Child Care

Respondents were asked to rate and summarize the extent of involvement with different service providers specific to child care during the past 12 months. Respondents report some issues (25% indicated they did not have a working relationship) with state level stakeholders regarding child care, including state or regional/planning committees that address child care issues. Assisting families to access full day, full year services and establishing linkages with other child care programs was reported to be somewhat difficult for over half of the respondents. Nearly 60% of the respondents, or 12 out of 20 responses, indicated it was somewhat difficult to align policies and practices with other service providers. Respondents identified the lack of adequate transportation back and forth from Head Start to child care as an issue for parents.

Priority Area 5: Family Literacy Services

Respondents were asked to summarize and rate the extent of involvement with service providers and organizations specific to family literacy activities during the past 12 months. Collaborative efforts with the Department of Education, Title I Part A program appears to be an issue as 12 out of the 20 responses (60%) obtained indicated little or no contact with the Title I program for Family Literacy. Some respondents indicated they did not have access to literacy services in their communities and that literacy support services were not readily available in rural areas.

Priority Area 6: Services for Children With Disabilities

Respondents were asked to summarize and rate the extent of their involvement with service providers and organizations specific to providing services for children with disabilities during the past 12 months. A large percentage of the respondents indicated high levels of cooperation, coordination and collaboration with both local and state Early Childhood Special Education specialists/providers, specifically Part B & C. Most respondents indicated there was no difficulty coordinating services or sharing information for children with disabilities. Over half of the respondents indicated they had little or no contact with higher education institutions or University Centers for Excellence on Disability in efforts to provide programs and services to children with disabilities.

Priority Area 7: Community Services

Respondents were asked to summarize and rate the extent of their involvement with community service organizations that may be involved with families. Examples of such organizations include law enforcement, providers of substance abuse prevention/treatment services, child abuse

prevention/treatment and domestic violence prevention/treatment services. Respondents indicated high levels of cooperation with local law enforcement and community service providers that address the needs of families in crisis. Partnering and exchanging data/information on children/families was indicated to be somewhat difficult for respondents. Respondents indicated this was difficult to achieve since a formal network does not exist to share these types of resources.

Priority Area 8: Education: Partnerships with Local Education Agencies

Respondents were asked to summarize the extent of involvement with Local Education Agencies. Survey questions regarding grantee's partnership development with local Pre-K programs, school transition curriculum, and Professional Development activities were developed.

Partnerships with Local Education Agencies: Respondents indicate high levels of collaboration and coordination in those areas where Head Start and Pre-K programs operate in the same areas of the state. Some respondents indicate that it is somewhat difficult to difficult to include joint staff training opportunities for both Head Start and Local Education Agency staff. Approximately half of the respondents indicated that it is difficult or somewhat difficult to provide program technical assistance to Pre-K programs. It is a concern that some local education agencies need technical assistance regarding developmentally appropriate early childhood classroom settings specific for Head Start age children.

Head Start Transition and Alignment with K-12: Respondents indicate high levels of collaboration and coordination with Local Education Agencies regarding children's transition from Head Start to kindergarten. Over half of the respondents indicated it was not at all difficult to partner with local education agencies and parents to assist individual children/families transition from Head Start to school. Over half of the respondents indicated it was somewhat difficult to extremely difficult to align Head Start curricula and assessment practices with those of the local education agency.

Professional Development: Respondents indicate high levels of cooperation with the institutions of higher learning in their areas as well as Head Start Training and Technical Assistance (T/TA) Network and other regional and state T/TA networks. Accessing early childhood educations degrees in all communities across the state was indicated to be difficult for a majority of the respondents. Releasing staff to attend professional development activities and accessing on-line professional development opportunities also appeared to be difficult for a majority of the respondents.

TRENDS AND IMPLICATIONS

This is the first "pilot" year for the Needs Assessment and strategic planning. The data will serve as a baseline for future years in order to determine any trends that may be evident, however, survey results do indicate a need to address barriers identified by the grantees in the near future. Based on the survey results, the broad implications for the Nebraska Head Start State Collaboration Office include:

1. Assisting in strengthening relationships between Head Start grantees and state agencies that focus on children and families. In most priority area, grantees indicate coordination and collaboration is difficult with state agencies

   NeHSSCO Response: Facilitate meeting(s) involving state level leaders and Head Start directors in effort to share information of ways to improve communication and coordination. State programs to be include: Title I (NDE), Child Care (DHHS), State Resource/Referral System (NDE-ECTC)

2. Assisting Head Start grantees in accessing and sharing data that would be beneficial and relevant for local community planning

   NeHSSCO Response: Primarily in the area of children with disabilities, help facilitate a plan to access data/information from local Planning Region Teams

3. Increasing alignment of policies and practices between Head Start and other publically funded early childhood services (e.g., child care, professional development, public schools, transportation, health services)

   NeHSSCO Response: Improve linkages between all areas working in early childhood through facilitated meetings and sharing information.

RESOURCES AND REFERENCES

Nebraska Head Start Association. 2007. *Head Start: More than Pre-K*. Nebraska Annual Head Start Report. Brochure. Nebraska Head Start Association.

Nebraska Head Start Association. 2008. Nebraska Head Start Association Website. Online source.

NAEYC. 2009. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, 3rd Edition.* Copple and Bredekamp, editors.

Head Start Program Information Report. 2007-2008 Program Year.

APPENDICES

- DATA COLLECTION INSTRUMENT

- COMPILED DATA

HEAD START STATE NEEDS ASSESSMENT SURVEY

A. Date survey was completed: _____ 12-month time frame included (e.g., 9/1/08 – 8/31/09): _____

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

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

C. Head Start Agency Information:

Name: _____ Phone: _____

Address: _____

_____

_____

_____

D. Contact information for person responsible for this survey:

Name: _____ Title: _____

Address: _____

_____

_____

Phone: _____ Email: _____

Please complete this survey by _____(DATE) and submit it (e.g., electronically, via mail in postage-paid envelope, etc.) to (CONTACT INFO).

Head Start State Needs Assessment Survey 6/2008

Introduction for Head Start Agencies

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

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

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

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

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

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

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

Definitions:

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

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

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

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

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

Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult

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

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

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

1. HEALTH CARE

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

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

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/ agreements)
A. Medical home* providers	☐	☐	☐	☐
B. Dental home* providers for treatment & care	☐	☐	☐	☐
C. State agency(ies) providing mental health prevention and treatment services	☐	☐	☐	☐

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

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

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

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult
A. Linking children to medical homes	☐	☐	☐	☐
B. Partnering with medical professionals on health-related issues (e.g., screening, safety, hygiene, etc.)	☐	☐	☐	☐
C. Linking children to dental homes that serve young children	☐	☐	☐	☐
D. Partnering with oral health professionals on oral-health related issues (e.g., hygiene, education, etc.)	☐	☐	☐	☐
E. Getting children enrolled in CHIP or Medicaid	☐	☐	☐	☐
F. Arranging coordinated services for children with special health care needs	☐	☐	☐	☐

G. Assisting parents to communicate effectively with medical/dental providers	☐	☐	☐	☐
H. Assisting families to get transportation to appointments	☐	☐	☐	☐
I. Getting full representation and active commitment on your Health Advisory Committee	☐	☐	☐	☐
J. Sharing data/information on children/families served jointly by Head Start and other agencies re: health care (e.g., lead screening, nutrition reports, home-visit reports, etc.)	☐	☐	☐	☐
K. Exchanging information on roles and resources with medical, dental and other providers/ organizations regarding health care	☐	☐	☐	☐

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

_____

_____

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

_____

_____

_____

2. SERVICES FOR CHILDREN EXPERIENCING HOMELESSNESS

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

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

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

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

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

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

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

Comments:

_____

_____

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

_____

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

_____

_____

_____

3. WELFARE/CHILD WELFARE

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

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

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

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

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

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

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

_____

_____

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

_____

_____

_____

4. CHILD CARE

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

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

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

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

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

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

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

_____

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5. FAMILY LITERACY SERVICES

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

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

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

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

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

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

_____

_____

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

_____

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_____

6. SERVICES FOR CHILDREN WITH DISABILITIES

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

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

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

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

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

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

_____

_____

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

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7. *COMMUNITY SERVICES*

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

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

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

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

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult
A. Establishing linkages/partnerships with law enforcement agencies	☐	☐	☐	☐
B. Establishing linkages/partnerships with public resources (state, county, city, etc.) regarding prevention/treatment services	☐	☐	☐	☐
C. Establishing linkages/partnerships with private resources (e.g., faith-based, foundations, business) regarding prevention/treatment services	☐	☐	☐	☐
D. Partnering with service providers on	☐	☐	☐	☐

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

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

_____

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

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8A. PARTNERSHIPS WITH LOCAL EDUCATION AGENCIES

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

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/ agreements)
A. Memorandum of Understanding (MOU) with the appropriate local entity responsible for managing **publicly funded preschool programs i**n 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.	☐	☐	☐	☐
B. No publicly funded pre-k in this state *Check "no working relationship"*	☐			

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

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

I. Provision and use of facilities, transportation, etc.	☐	☐	☐	☐

Area (continued)	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult
J. Other elements mutually agreed to by the parties to the MOU	☐	☐	☐	☐

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

_____

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

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

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

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

Category	**No Working Relationship** (little/no contact)	**Cooperation** (exchange info/referrals)	**Coordination** (work together)	**Collaboration** (share resources/ agreements
A. Relationship with Local Education Agencies (LEAs) regarding transition from Head Start to kindergarten	☐	☐	☐	☐

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

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

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

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

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

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9. PROFESSIONAL DEVELOPMENT

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

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

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

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

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

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

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

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

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Nebraska
HEAD START- STATE COLLABORATION OFFICE NEEDS ASSESSMENT SURVEY RESULTS

This report summarizes the results of the Head Start State Collaboration Office's (HSSCOs) Needs Assessment Survey, conducted in December, 2008.

Purpose of Survey

The purpose of gathering this information was to identify state needs in the areas coordination, collaboration alignment of services, and alignment of curricula. The survey also serves the purpose of informing the activities of the annually revised strategic plan for the Head Start State Collaboration Office in Nebraska.

Summary of Survey Sections

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

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

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

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

Definitions:

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

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

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

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

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

Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult

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

Summary of Survey Results

This report provides aggregate results of the Head Start State Collaboration Office's (HSSCOs) Needs Assessment Survey of the state of Nebraska.

Names of Participating Head Starts
Note: Names of actual survey participants can be found in Appendix A

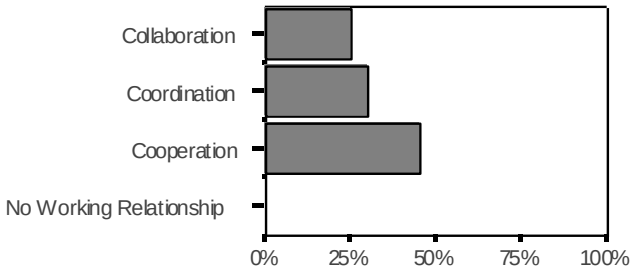
1. Panhandle Community Services
2. Lincoln Public Schools
3. The Salvation Army Early Head Start
4. Southeast Nebraska Community Action Council, Inc
5. Saunders County Head Start
6. Goldenrod Hills Community Action, Inc.
7. Northwest Community Action Partnership
8. Head Start CFDP Inc.
9. Saunders County Head Start
10. Sarpy Co Coop Head Start
11. Dodge County Head Start
12. Blue Valley Community Action
13. Omaha Public Schools Head Start
14. Educare of Omaha, Inc.
15. Community Action Partnership of Mid Nebraska
16. Lincoln Action Program
17. Central Nebraska Community Services
18. Winnebago Native American Head Start
19. Boys & Girls Home/Siouxland Family Center
20. Santee Sioux Nation Head Start

Health Care

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

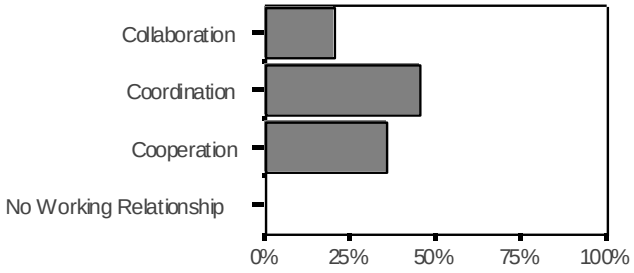
Medical home providers

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	5	25%
Coordination (work together)	6	30%
Cooperation (exchange info/referrals)	9	45%
No Working Relationship (little/no contact)	0	0%



Dental home providers for treatment & care

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	4	20%
Coordination (work together)	9	45%
Cooperation (exchange info/referrals)	7	35%
No Working Relationship (little/no contact)	0	0%

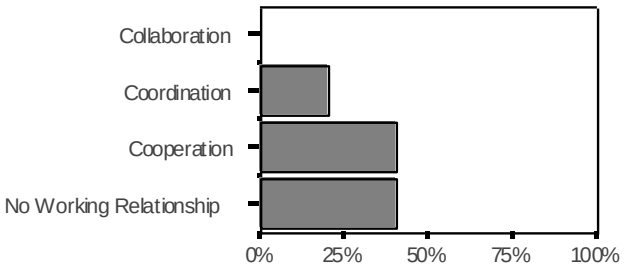


Health Care

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

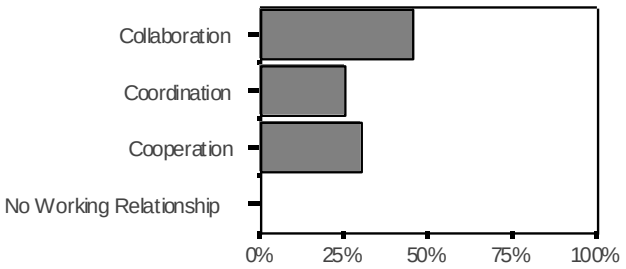
State agency(ies) providing mental health prevention and treatment services

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	0	0%
Coordination (work together)	4	20%
Cooperation (exchange info/referrals)	8	40%
No Working Relationship (little/no contact)	8	40%



Local agencies providing mental health prevention and treatment

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	9	45%
Coordination (work together)	5	25%
Cooperation (exchange info/referrals)	6	30%
No Working Relationship (little/no contact)	0	0%

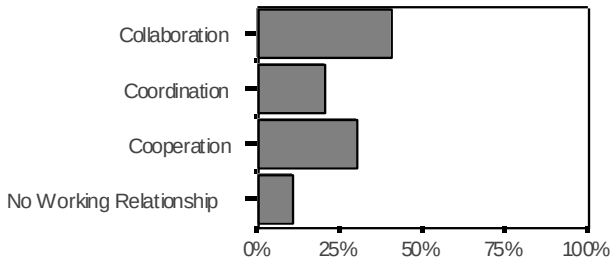


Health Care

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

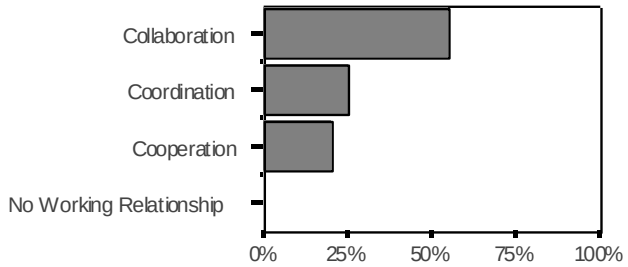
Agencies/programs that conduct mental health screenings

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	8	40%
Coordination (work together)	4	20%
Cooperation (exchange info/referrals)	6	30%
No Working Relationship (little/no contact)	2	10%



WIC (Women, Infants Children)

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	11	55%
Coordination (work together)	5	25%
Cooperation (exchange info/referrals)	4	20%
No Working Relationship (little/no contact)	0	0%

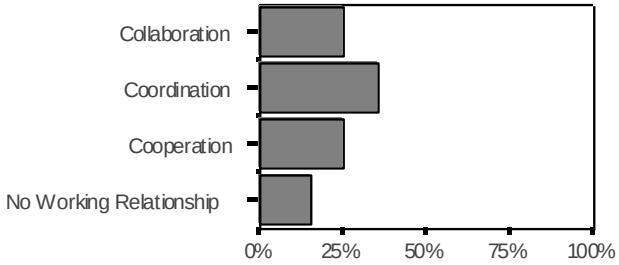


Health Care

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

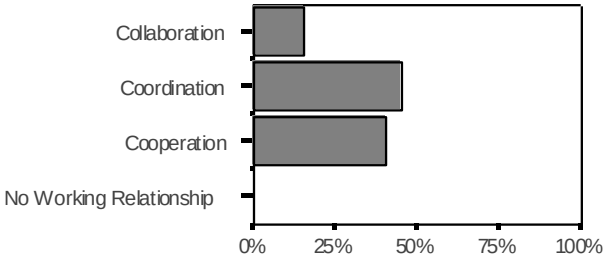
Other nutrition services (e.g., cooperative extension programs, university projects on nutrition, etc.)

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	5	25%
Coordination (work together)	7	35%
Cooperation (exchange info/referrals)	5	25%
No Working Relationship (little/no contact)	3	15%



Children's health education providers (e.g., Child Care R&R, community-based training)

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	3	15%
Coordination (work together)	9	45%
Cooperation (exchange info/referrals)	8	40%
No Working Relationship (little/no contact)	0	0%

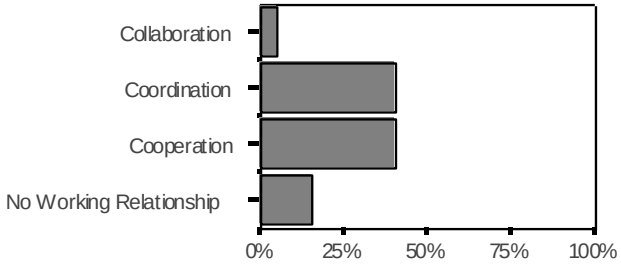


Health Care

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

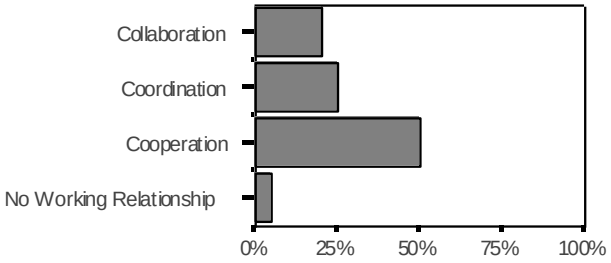
Parent health education providers

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	1	5%
Coordination (work together)	8	40%
Cooperation (exchange info/referrals)	8	40%
No Working Relationship (little/no contact)	3	15%



Home-visiting providers

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	4	20%
Coordination (work together)	5	25%
Cooperation (exchange info/referrals)	10	50%
No Working Relationship (little/no contact)	1	5%

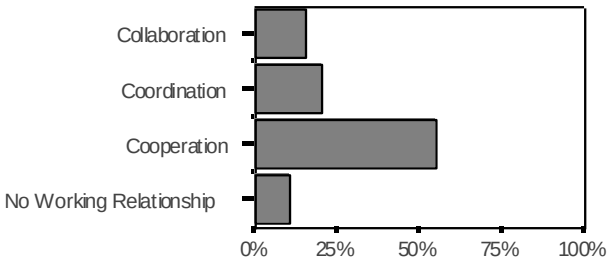


Health Care

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

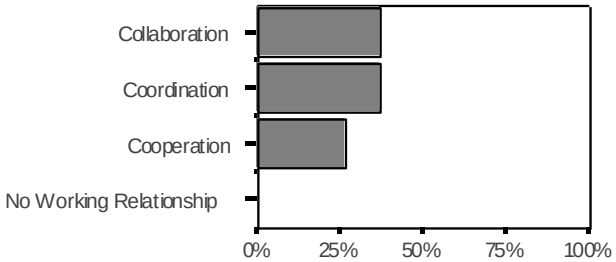
Community Health Centers

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	3	15%
Coordination (work together)	4	20%
Cooperation (exchange info/referrals)	11	55%
No Working Relationship (little/no contact)	2	10%



Public health services

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	7	36.8%
Coordination (work together)	7	36.8%
Cooperation (exchange info/referrals)	5	26.3%
No Working Relationship (little/no contact)	0	0%

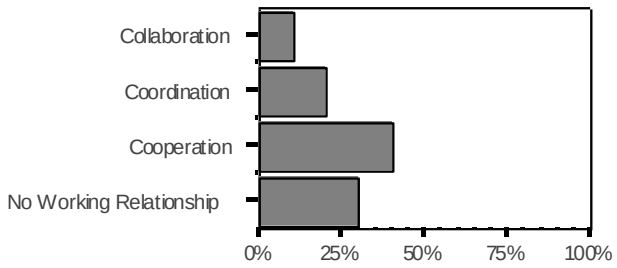


Health Care

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

Programs/services related to children's physical fitness and obesity prevention

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	2	10%
Coordination (work together)	4	20%
Cooperation (exchange info/referrals)	8	40%
No Working Relationship (little/no contact)	6	30%

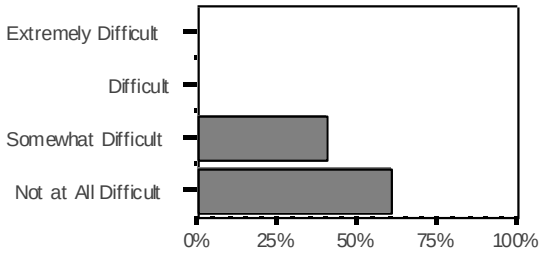


Health Care

Summary of the extent to which each of the following was difficult during the past 12 months.

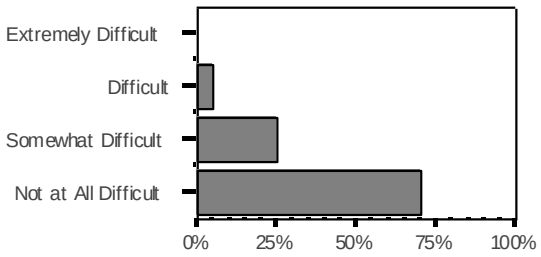
Linking children to medical homes

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	0	0%
Somewhat Difficult	8	40%
Not at All Difficult	12	60%



Partnering with medical professionals on health-related issues (e.g., screening, safety, hygiene, etc.)

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	1	5%
Somewhat Difficult	5	25%
Not at All Difficult	14	70%

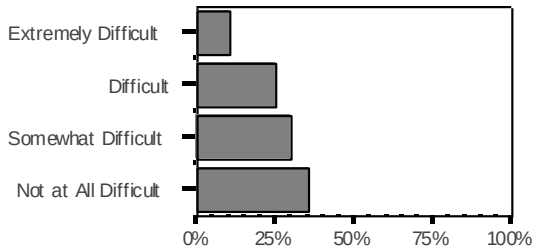


Health Care

Summary of the extent to which each of the following was difficult during the past 12 months.

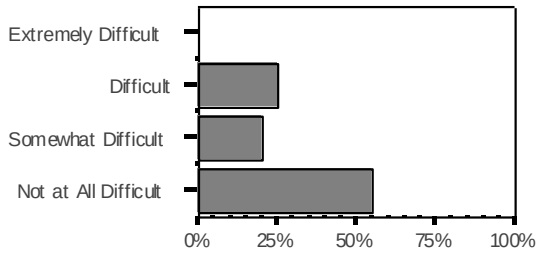
Linking children to dental homes that serve young children

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	2	10%
Difficult	5	25%
Somewhat Difficult	6	30%
Not at All Difficult	7	35%



Partnering with oral health professionals on oral-health related issues (e.g., hygiene, education, etc.)

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	5	25%
Somewhat Difficult	4	20%
Not at All Difficult	11	55%

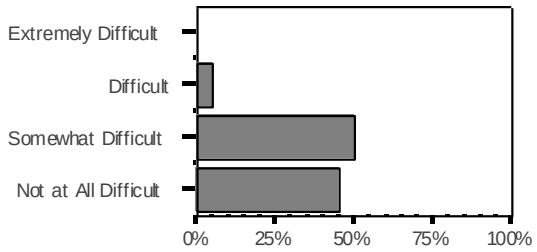


Health Care

Summary of the extent to which each of the following was difficult during the past 12 months.

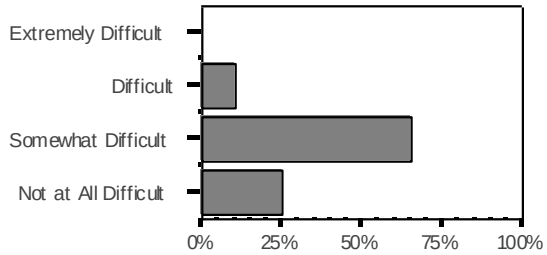
Getting children enrolled in SCHIP (State Children's Health Insurance Program) or Medicaid

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	1	5%
Somewhat Difficult	10	50%
Not at All Difficult	9	45%



Arranging coordinated services for children with special health care needs

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	2	10%
Somewhat Difficult	13	65%
Not at All Difficult	5	25%

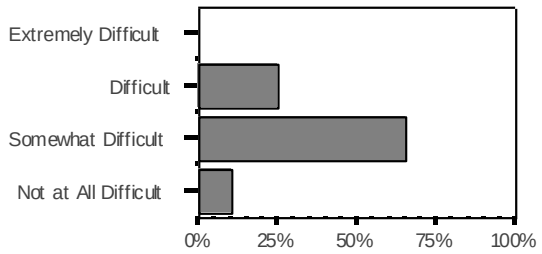


Health Care

Summary of the extent to which each of the following was difficult during the past 12 months.

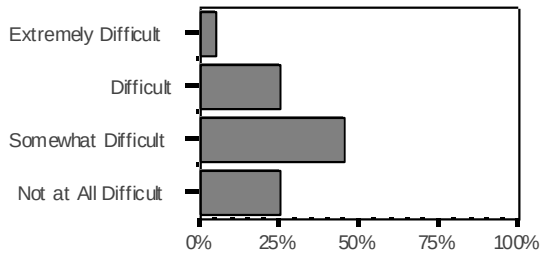
Assisting parents to communicate effectively with medical/dental providers

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	5	25%
Somewhat Difficult	13	65%
Not at All Difficult	2	10%



Assisting families to get transportation to appointments

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	1	5%
Difficult	5	25%
Somewhat Difficult	9	45%
Not at All Difficult	5	25%

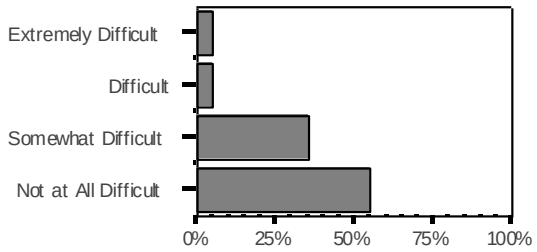


Health Care

Summary of the extent to which each of the following was difficult during the past 12 months.

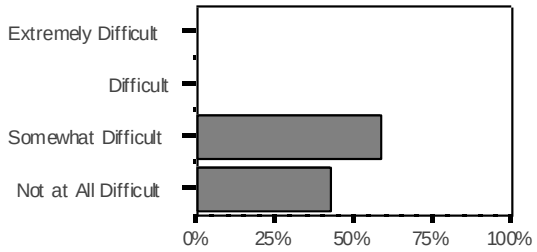
Getting full representation and active commitment on your Health Advisory Committee

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	1	5%
Difficult	1	5%
Somewhat Difficult	7	35%
Not at All Difficult	11	55%



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.)

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	0	0%
Somewhat Difficult	11	57.9%
Not at All Difficult	8	42.1%

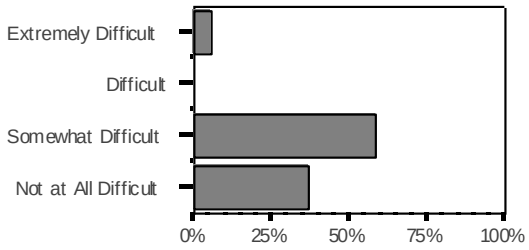


Health Care

Summary of the extent to which each of the following was difficult during the past 12 months.

Exchanging information on roles and resources with medical, dental and other providers/ organizations regarding health care

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	1	5.3%
Difficult	0	0%
Somewhat Difficult	11	57.9%
Not at All Difficult	7	36.8%



Health Care

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

Issues dealing with dental care

- Just not enough dentists that take Medicaid.
- Accessing dentists that will accept Medicaid; until the middle of last year there was no dentist in town that would.
- Dentists in rural NE do not take new patients, patients on Medicaid, or just the lack of dentists in that area, in general.
- Lack of pediatric dentists in the area.
- Dental Follow up treatment, our children received their initial screens, but we lacked getting the follow up treatment for those children that needed it.
- Santee has a dentist but does not work on young children and will not participate on the HAC because meetings are at noon and he says that is his time.

Lack of lead screening

- The difficulty we are experiencing when children are covered by either Medicaid or Kids Connection, is that medical providers are not completing a thorough exam including lead screening (blood level) and sometimes hemoglobin counts. Even though it is a Medicaid expectation for these two items to be done during an exam, most exam reports are missing at least one of these test results.
- We struggle getting health care providers to conduct lead testing.
- One issue that we have regarding health care for the children and families in our program is getting lead tests for the children. The doctors don't see the need and since it's not a Nebraska requirement they don't want to do it.
- It is difficult to get doctors to conduct proper screenings lead and hemoglobin tests. Also for participation in Health Advisory Meetings.
- Lack of physician's offices performing lead screenings.

Failure to make appointments (e.g., lack of parental responsibility, transportation, etc.)

- Parents keeping appointments distance for taking children to specialist appointments
- Getting parents to follow through on appointments. For some parents, transportation can be an issue.
- We made appointments for the children, the dental clinic even hired a part time child dentist, and the parents still did not get the children into their appointments.

Issues dealing with finances

- Finding financial assistance for families needing dental care that have no insurance and do not qualify for Medicaid/Kids Connection.
- We see a huge need for a community health center for urgent care-especially for families who are not eligible for Medicaid

Other

- Difficulty getting Hispanic families to complete the health requirements.
- We have wonderful partnerships with UNMC (health and dental homes), Child Saving Institute (mental health), and UNMC Nursing College (health education).

Health Care

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

Good communication

- Communicating expectations with doctors offices-working with office managers-having some give & take approach.
- communication between staff and professionals good working relationships overall parents are good at getting health work complete
- We have good communications with health and dental care providers. The low literacy health and dental education training has been great to provide(The J&J Health Care Institute which we have been doing for over 5 years and training 200 parents per year)
- Good communication between the center nurse and center staff then in return the staff communicating needs to the families. Communicating directly to families at home visits and during parent/nurse conferences.

Good working relationships with other service providers

- Collaborating with other programs/providers who serve the same population i.e., “Baby Blossoms Collaborative."
- The collaboration with a dentist in North Platte who flies up once a month to serve the low income families who need dental follow up.
- We are very fortunate to have two dentists located in the area who will always take a Head Start child as a new patient.
- Since we are a small program, the doctors in our community know the Head Start program, our requirements, and are very supportive and cooperative regarding our needs.
- Collaborating with the Omaha Public Schools Health Services department, including school nurses has been beneficial.
- We have a very good relationship with our clinic, dental clinic, and eye clinic. We hold a health screening day in our clinic and all of the programs are housed in there. The children all have the opportunity to get their screens complete before school even starts. To meet the needs of the children who are not receiving follow up care, we have implemented a policy that after 3 appointments missed a designated staff person will take the child to their appointment. There is a form that the parents sign giving permission to this staff person to take them for treatment.

Good Health Advisory Committee (HAC)

- Our current Health Advisory Committee has a great representation from the community and much enthusiasm is shown in trying to assist families in accessing health care.
- A very active Health Services Advisory Committee

Other

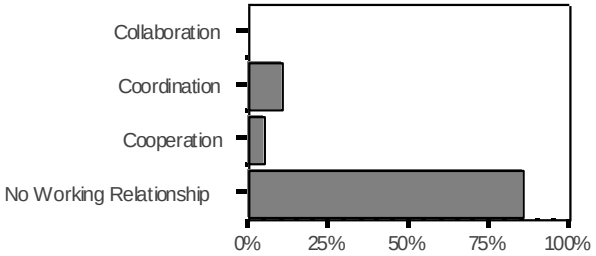
- Classroom visitors to support the health care needs; such as nurses on hand washing, EMT's, dentists, etc.
- Our program is close to the metro so our families have many health resources available.
- The Santee Health Clinic staff come to Head Start during registration for dental & physical exams; vision, hearing screens; nutrition assessment and immunization updates while Head Start does the DIAL Screen for two days, all completed in one stop. Parents are not running all over the place to get these done.

SERVICES FOR CHILDREN EXPERIENCING HOMELESSNESS

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

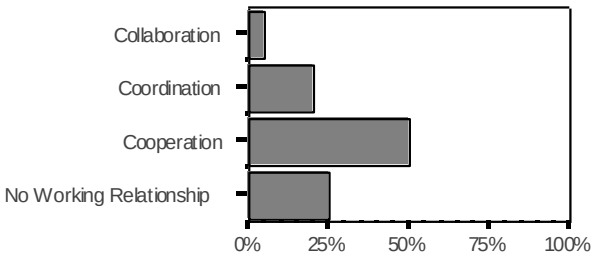
Local McKinney-Vento liaison

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	0	0%
Coordination (work together)	2	10%
Cooperation (exchange info/referrals)	1	5%
No Working Relationship (little/no contact)	17	85%



Local agencies serving families experiencing homelessness

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	1	5%
Coordination (work together)	4	20%
Cooperation (exchange info/referrals)	10	50%



SERVICES FOR CHILDREN EXPERIENCING HOMELESSNESS

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

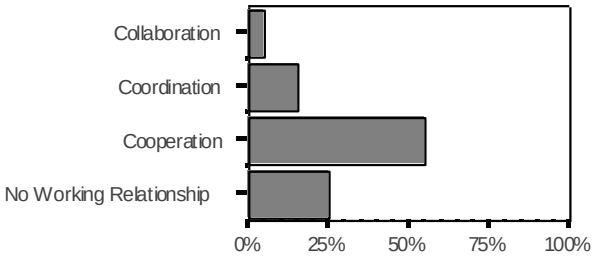
No Working Relationship (little/no contact)	5	25%

SERVICES FOR CHILDREN EXPERIENCING HOMELESSNESS

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

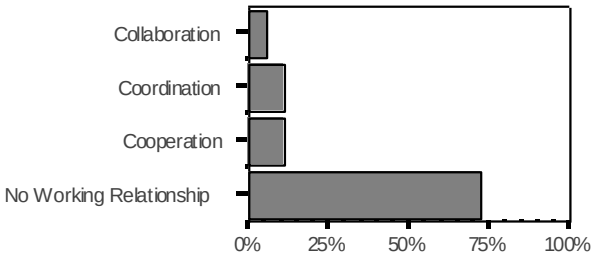
Local housing agencies and planning groups (e.g., shelters, Ten Year Plan to End Homelessness committees)

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	1	5%
Coordination (work together)	3	15%
Cooperation (exchange info/referrals)	11	55%
No Working Relationship (little/no contact)	5	25%



Title I Director, if Title I funds are being used to support early care and education programs for children experiencing homelessness

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	1	5.6%
Coordination (work together)	2	11.1%
Cooperation (exchange info/referrals)	2	11.1%



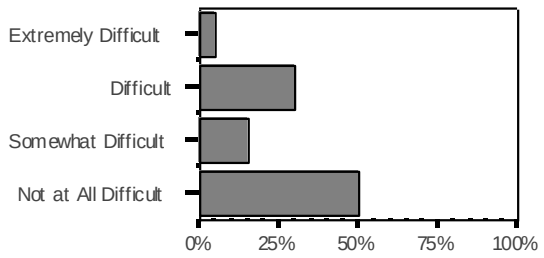
SERVICES FOR CHILDREN EXPERIENCING HOMELESSNESS

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

No Working Relationship (little/no contact)	13	72.2%

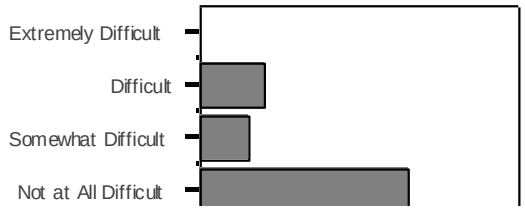
Aligning Head Start program definition of homelessness with McKinney-Vento Homeless Assistance Act

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	1	5%
Difficult	6	30%
Somewhat Difficult	3	15%
Not at All Difficult	10	50%



Implementing policies and procedures to ensure that children experiencing homelessness are identified and prioritized for enrollment

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	4	20%



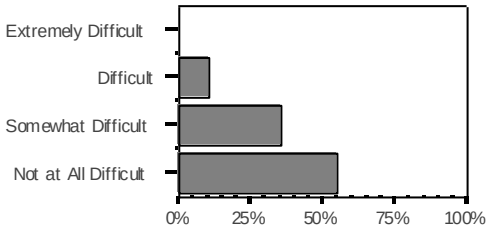
SERVICES FOR CHILDREN EXPERIENCING HOMELESSNESS

Summary of the extent to which each of the following was difficult during the past 12 months.

Somewhat Difficult	3	15%
Not at All Difficult	13	65%

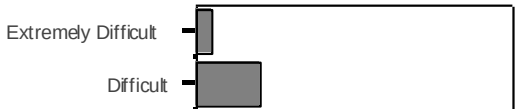
Allowing families of children experiencing homelessness to apply to, enroll in and attend Head Start while required documents are obtained within a reasonable time frame

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	2	10%
Somewhat Difficult	7	35%
Not at All Difficult	11	55%



Obtaining sufficient data on the needs of homeless children to inform the program's annual community assessment

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	1	5%



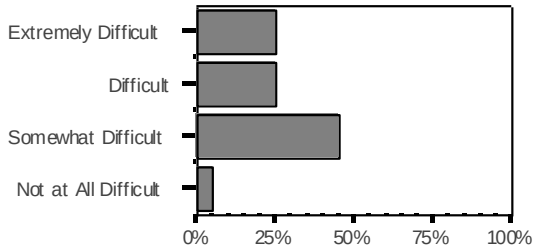
SERVICES FOR CHILDREN EXPERIENCING HOMELESSNESS

Summary of the extent to which each of the following was difficult during the past 12 months.

Difficult	4	20%
Somewhat Difficult	9	45%
Not at All Difficult	6	30%

Engaging community partners, including the local McKinney-Vento Liaison, in conducting staff cross training and planning activities

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	5	25%
Difficult	5	25%
Somewhat Difficult	9	45%
Not at All Difficult	1	5%



Entering into a Memorandum Of Understanding (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

	Frequency option was selected	% of respondents choosing option

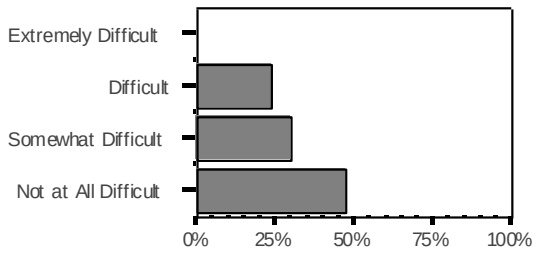
SERVICES FOR CHILDREN EXPERIENCING HOMELESSNESS

Summary of the extent to which each of the following was difficult during the past 12 months.

Extremely Difficult	0	0%
Difficult	5	33.3%
Somewhat Difficult	4	26.7%
Not at All Difficult	6	40%%

In coordination with LEA, developing and implementing family outreach and support efforts under McKinney-Vento and transition planning for children experiencing homelessness

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	4	23.5%
Somewhat Difficult	5	29.4%
Not at All Difficult	8	47.1%



SERVICES FOR CHILDREN EXPERIENCING HOMELESSNESS

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

Difficult to serve homeless families

- As we are a home-based program, families who are transient are difficult to serve. Once they are in a shelter or housing program we can serve them more effectively.
- I think informing families that we are available to the homeless children is difficulty. Many of our families do not want to acknowledge the home status when asked.
- This is an area we have not prioritized as highly as other populations (foster care, TANF and teen parents). Very difficult population as they are frequently on the move.

Lack of a liaison

- I don't believe there is a McKinney-Vento liaison in our area. I have never heard of this position, so we have no knowledge of their services, etc. Since our Grantee is a Community Action Agency, we have a good connection to the services and supports they can provide for families and homelessness.
- Many families share a residence and do not consider themselves homeless, based on definition. No liaison in this area that I am aware of.

Little to no homelessness in our area

- Fortunately we did not have any children this year experiencing homelessness; we know that they should receive priority if we should ever have any.
- Very little homelessness in our community - 1 per year and they live with other family members.

Lack of formal guidelines

- Have not developed formal MOU's with school districts regarding homelessness.
- We are "aware of" each other, but have not cross-trained or formally met to work out details.

Other

- Transportation

SERVICES FOR CHILDREN EXPERIENCING HOMELESSNESS

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

Partnering with other programs & service providers

- Again, the local school district is the grantee, so we work closely with the Title I Department to coordinate services.
- Our Family and Community partnership coordinator is an employee of the CAA, and has access to LAP's Housing and Resource Counseling Program, which provides FEMA and United Way funds to assist families with deposits, late rent or utility disconnects. Also, we have a new partnership with the Food Bank, which provides 24 food bags which we have on site to assist hungry families.
- We have many homeless children enrolled in our program. Working closely with our Title I Homeless Coordinator on transportation or basic needs has been extremely helpful for our families.
- Working with Salvation Army Housing Programs has been beneficial as far as placing families facing homelessness. These housing programs are open to other programs in the community.

Providing information

- We include this information on our family partnership agreements, if parents are concerned with homelessness; we try to get them information on this issue.

Little to no homelessness in our area

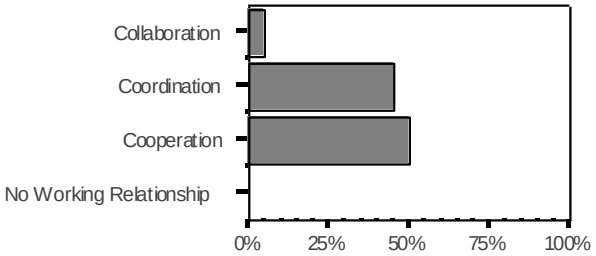
- Little need in our community.

WELFARE/CHILD WELFARE

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

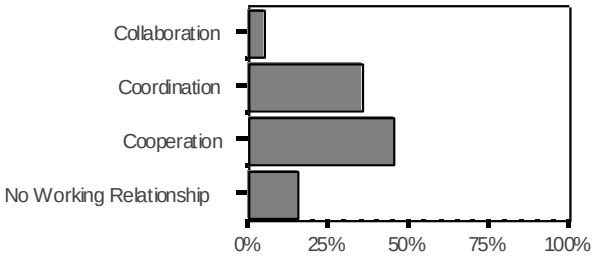
TANF agency

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	1	5%
Coordination (work together)	9	45%
Cooperation (exchange info/referrals)	10	50%
No Working Relationship (little/no contact)	0	0%



Employment & Training and Labor services agencies

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	1	5%
Coordination (work together)	7	35%
Cooperation (exchange info/referrals)	9	45%



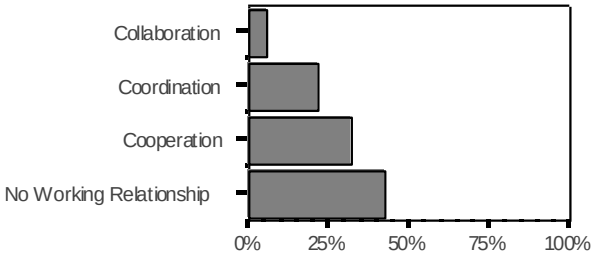
WELFARE/CHILD WELFARE

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

No Working Relationship (little/no contact)	3	15%

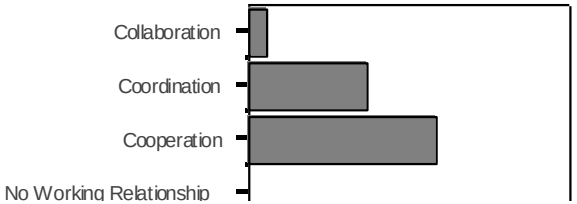
Economic and Community Development Councils

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	1	5.3%
Coordination (work together)	4	21.1%
Cooperation (exchange info/referrals)	6	31.6%
No Working Relationship (little/no contact)	8	42.1%



Child Welfare agency

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	1	5.3%
Coordination (work together)	7	36.8%



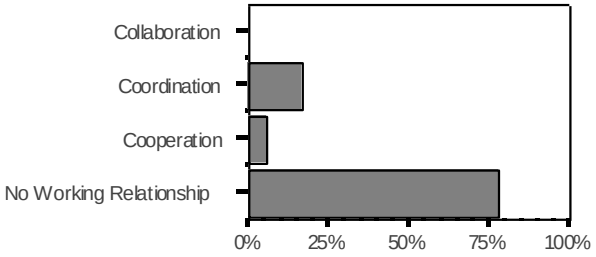
WELFARE/CHILD WELFARE

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

Cooperation (exchange info/referrals)	11	57.9%
No Working Relationship (little/no contact)	0	0%

Children's Trust agency

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	0	0%
Coordination (work together)	3	16.7%
Cooperation (exchange info/referrals)	1	5.6%
No Working Relationship (little/no contact)	14	77.8%



Services and networks supporting foster and adoptive families

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	0	0%

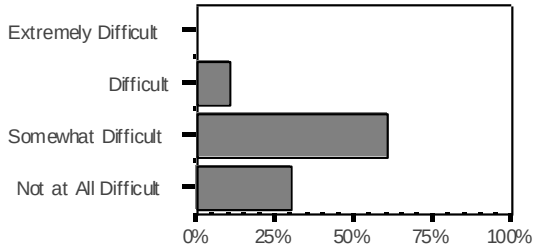
WELFARE/CHILD WELFARE

Summary of the extent to which each of the following was difficult during the past 12 months.

Coordination (work together)	7	36.8%
Cooperation (exchange info/referrals)	9	47.4%
No Working Relationship (little/no contact)	3	15.8%

Obtaining information and data for community assessment and planning

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	2	10%
Somewhat Difficult	12	60%
Not at All Difficult	6	30%



Working together to target recruitment to families receiving TANF (Temporary Assistance to Needy Families), Employment and Training, and related support services

	Frequency option was selected	% of respondents choosing option

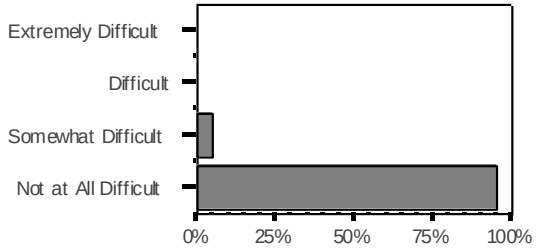
WELFARE/CHILD WELFARE

Summary of the extent to which each of the following was difficult during the past 12 months.

Extremely Difficult	0	0%
Difficult	0	0%
Somewhat Difficult	9	55%
Not at All Difficult	11	45%

Implementing policies and procedures to ensure that children in the child welfare system are prioritized for enrollment

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	0	0%
Somewhat Difficult	1	5%
Not at All Difficult	19	95%



Establishing and implementing local interagency partnerships agreements

	Frequency option	% of respondents choosing option

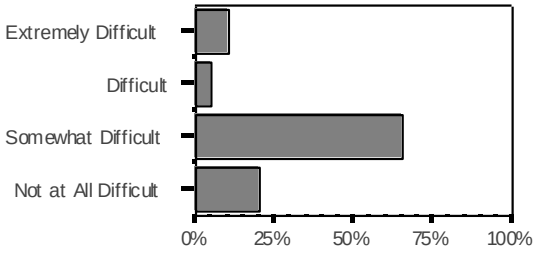
WELFARE/CHILD WELFARE

Summary of the extent to which each of the following was difficult during the past 12 months.

	was selected	
Extremely Difficult	1	5%
Difficult	1	5%
Somewhat Difficult	9	45%
Not at All Difficult	9	45%

Facilitating shared training and technical assistance opportunities

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	2	10%
Difficult	1	5%
Somewhat Difficult	13	65%
Not at All Difficult	4	20%



Getting involved in state level planning and policy development

	Frequency	% of respondents

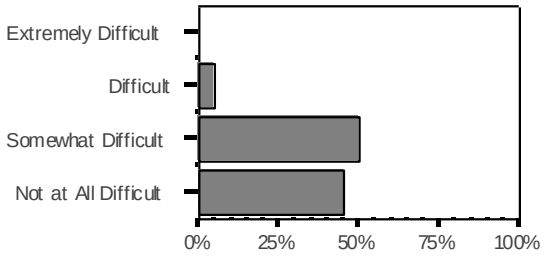
WELFARE/CHILD WELFARE

Summary of the extent to which each of the following was difficult during the past 12 months.

	option was selected	choosing option
Extremely Difficult	2	10%
Difficult	7	35%
Somewhat Difficult	5	25%
Not at All Difficult	6	30%

Exchanging information on roles & resources with other service providers regarding family/child assistance services

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	1	5%
Somewhat Difficult	10	50%
Not at All Difficult	9	45%



WELFARE/CHILD WELFARE

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

Families not qualifying (e.g., income, immigration issues, etc.)

- Families unable to access system due to immigration status.
- Many families are just over the income guidelines & cannot receive services.
- More and more families are not qualifying for child care subsidy (Title XX) funds. This has put a strain on our budget as we use these funds to offset the use of Federal funds.
- Transportation for families. Immigration issues. Finding provider that receive Medicaid.

Difficulty with coordination efforts

- Time or meetings to coordinate is not available
- Timeliness of communication needed for enrollment is a problem. Many times the request needs to be submitted several times before an answer is received.

None, N/A, etc.

- I would not say that it is difficult to establish and implement interagency partnership agreements or engage in shared training… we just have not considered doing so.
- N/A
- None.

Other

- Sharing current information on children in Foster Care - Head Start must always initiate.
- Sometimes difficult because some programs do not keep tribal numbers separate from county
- We are not involved in any state level planning or policy development. A matter of time, I suppose. Some families are really in crisis, with parents facing job loss, not enough money to meet basic needs, and lack of resources. HHS refers many families to CAA or other agencies that do not have the program or resources themselves to help.

WELFARE/CHILD WELFARE

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

Working with other service providers

- Continued collaboration with various services
- Our centers have a Family Service Assistant that develops a working relationship with community agencies. This has been helpful to have a specific person as the liaison with agencies.
- Our partnership with the Grantee, a CAA, is strong, and it's good to have them as a resource. We are in a rural area, so services are limited. We do have a human service coalition which has a 20+ year record of innovation in seeking grants to meet local needs and provide a place for agencies and program workers to meet, learn what we do, look for ways to partner. etc.

Providing referrals to other service providers

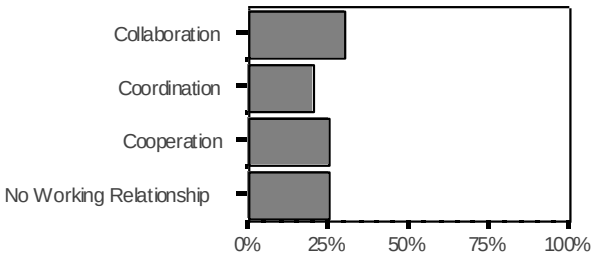
- Families who need to be served seem to be getting services needed from the state welfare agency. The turnaround time for receiving services seems to be lengthy, but families are being connected to services.
- Follow-up and referral services.
- Local Health and Human Services officials are always referring families to Head Start, as well as other community programs.
- Other program's assessments/surveys
- There are several resources that we can send families that are not based on income.

CHILD CARE

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

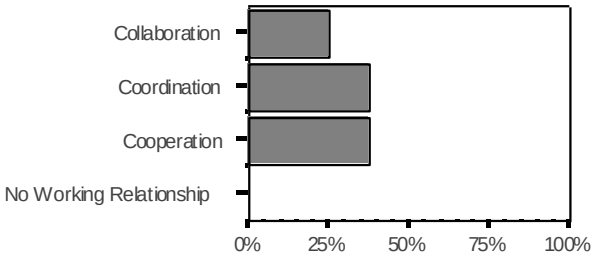
State agency for Child Care

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	6	30%
Coordination (work together)	4	20%
Cooperation (exchange info/referrals)	5	25%
No Working Relationship (little/no contact)	5	25%



Child Care Resource & Referral agencies (includes Early Childhood Training Center, Early Childhood Professional Development Network/Regional Training Coalitions, and in some communities local CCR&R's offered through Health Dpt. or other organization.)

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	4	25%
Coordination (work together)	6	37.5%
Cooperation (exchange info/referrals)	6	37.5%



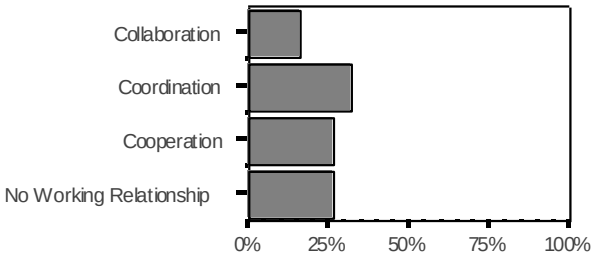
CHILD CARE

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

No Working Relationship (little/no contact)	0	0%

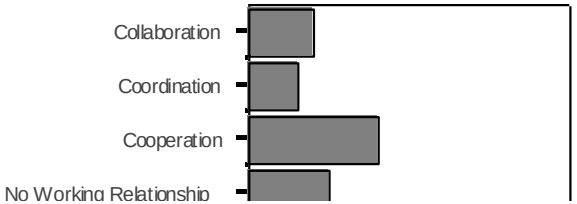
Local child care programs for full-year, full-day services

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	3	15.8%
Coordination (work together)	6	31.6%
Cooperation (exchange info/referrals)	5	26.3%
No Working Relationship (little/no contact)	5	26.3%



State or regional policy/planning committees that address child care issues

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	4	20%
Coordination (work together)	3	15%



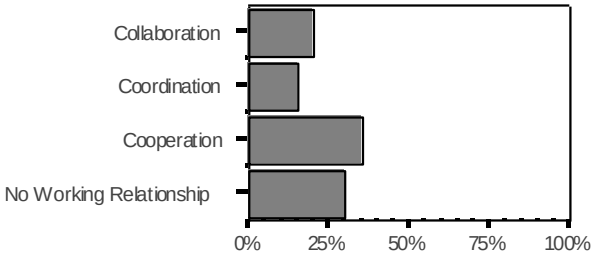
CHILD CARE

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

Cooperation (exchange info/referrals)	8	40%
No Working Relationship (little/no contact)	5	25%

Higher education programs/services/resources related to child care (e.g., lab schools, student interns, cross-training)

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	4	20%
Coordination (work together)	3	15%
Cooperation (exchange info/referrals)	7	35%
No Working Relationship (little/no contact)	6	30%

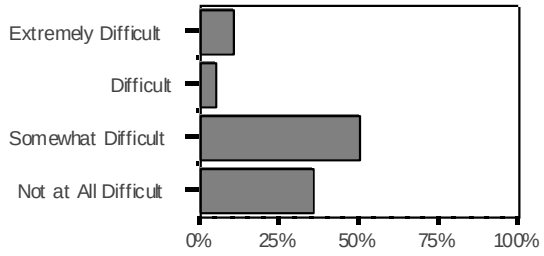


CHILD CARE

Summary of the extent to which each of the following was difficult during the past 12 months.

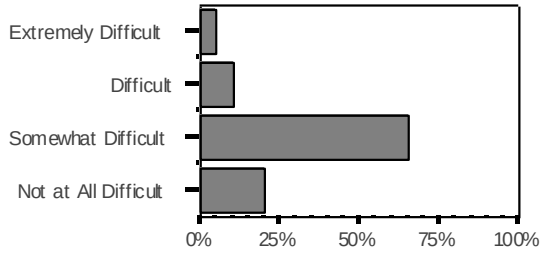
Establishing linkages/partnerships with child care providers

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	2	10%
Difficult	1	5%
Somewhat Difficult	10	50%
Not at All Difficult	7	35%



Assisting families to access full-day, full year services

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	1	5%
Difficult	2	10%
Somewhat Difficult	13	65%



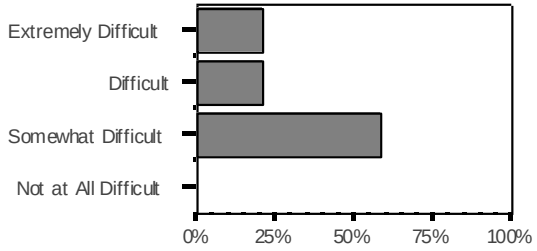
CHILD CARE

Summary of the extent to which each of the following was difficult during the past 12 months.

Not at All Difficult	4	20%

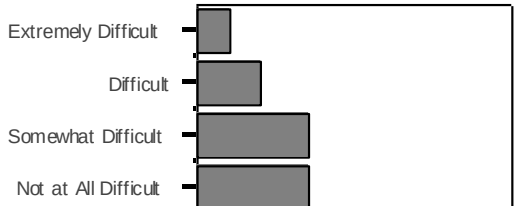
Aligning policies and practices with other service providers

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	4	21.1%
Difficult	4	21.1%
Somewhat Difficult	11	57.9%
Not at All Difficult	0	0%



Sharing data/information on children that are jointly served (assessments, outcomes, etc.)

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	2	10%
Difficult	4	20%



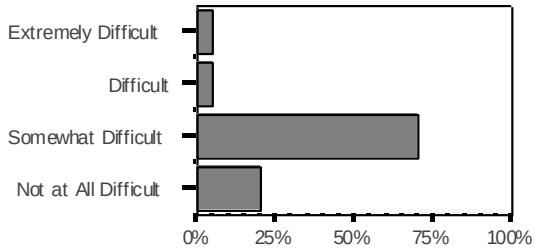
CHILD CARE

Summary of the extent to which each of the following was difficult during the past 12 months.

Somewhat Difficult	7	35%
Not at All Difficult	7	35%

Exchanging information on roles/resources with other providers/organizations regarding child care and community needs assessment

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	1	5%
Difficult	1	5%
Somewhat Difficult	14	70%
Not at All Difficult	4	20%



CHILD CARE

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

Lack of finances

- Again the issues of families qualifying for state subsidy funds is a problem.

Lack of transportation

- Transportation to and from child care centers for working parents is somewhat of an issue. (Childcare to Head Start - Head Start to Childcare)
- Transportation to the centers is a problem for our families as well.

Lack of information or formal policies

- Childcare providers are sometimes misinformed about the Head Start program and its services and it appears to be competition for them. They discourage parents from applying for the Head Start program.
- Day Care has no policies or procedures in place

Shortage of services in our area

- We have a shortage of child care services, with many site having waiting lists. We are extremely deficient in night and weekend care.

Other

- None

CHILD CARE

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

Provide information & resources to families

- Each Head Start center has a community resource manual that is updated yearly w/local child care centers. This Community Resource Manual is available to parents.
- Head Start offers public training and educational meetings at times convenient for other providers and parents.
- We provide information to families regarding other licensed providers and other NAEYC accredited programs if we are unable to provide services.
- We try to share as many resources with the child care providers working with the enrolled children. Training is offered and communication is provided for consistency of care and education for the children.

Infant/Toddler Initiative

- I think the Infant/Toddler Initiative is working well. It has provided opportunities for many child care site to receive training which in turn increases the level of care for the children entrusted to them. We also try to serve as a referral for parents seeking care.
- The Infant Toddler Initiative has helped our program develop working relationships with childcare providers throughout our service area.
- We have two quality child care partners who provide our center-based services for families that are working or going to school. These partnerships are going very well. We also use State Infant Toddler Quality Initiative funds to improve the quality of these centers as well as other centers to which we refer our families.

Other

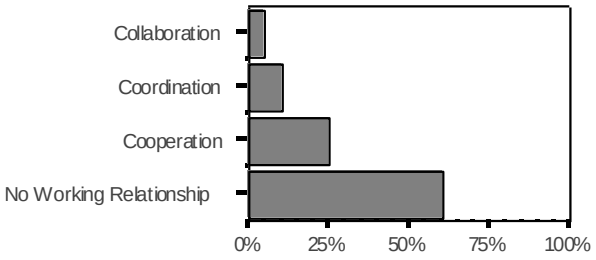
- Collaborating with staff and utilizing resources from within the school district.
- We have one other child care facility in our town; they have full enrollment and a waiting list.

FAMILY LITERACY SERVICES

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

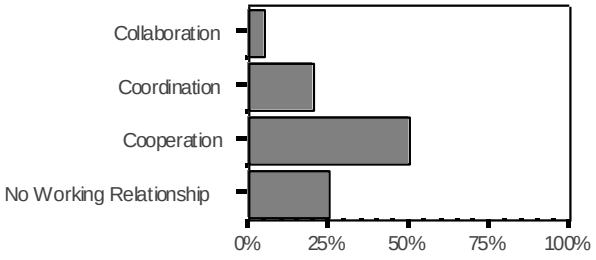
Department of Education Title I, Part A Family Literacy

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	1	5%
Coordination (work together)	2	10%
Cooperation (exchange info/referrals)	5	25%
No Working Relationship (little/no contact)	12	60%



Employment and Training Programs

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	1	5%
Coordination (work together)	4	20%
Cooperation (exchange info/referrals)	10	50%



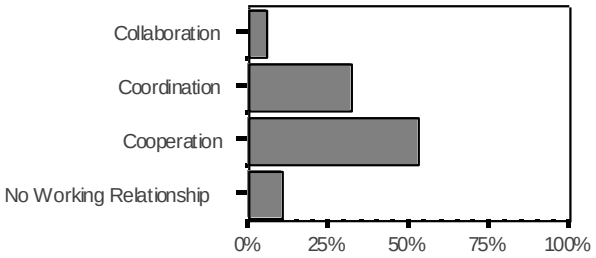
FAMILY LITERACY SERVICES

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

No Working Relationship (little/no contact)	5	25%

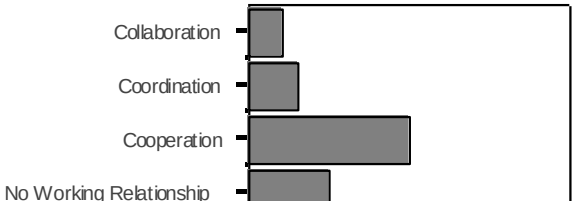
Adult Education

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	1	5.3%
Coordination (work together)	6	31.6%
Cooperation (exchange info/referrals)	10	52.6%
No Working Relationship (little/no contact)	2	10.5%



English Language Learner Programs & Services

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	2	10%
Coordination (work together)	3	15%



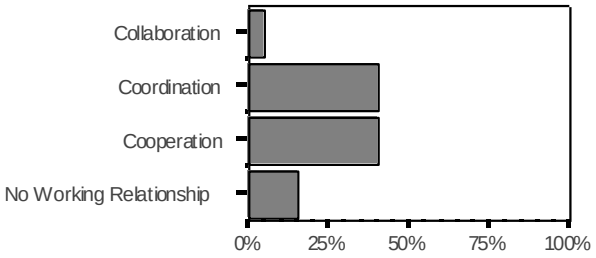
FAMILY LITERACY SERVICES

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

Cooperation (exchange info/referrals)	10	50%
No Working Relationship (little/no contact)	5	25%

Services to promote parent/child literacy interactions

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	1	5%
Coordination (work together)	8	40%
Cooperation (exchange info/referrals)	8	40%
No Working Relationship (little/no contact)	3	15%



Parent education programs/services

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	1	5%

FAMILY LITERACY SERVICES

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

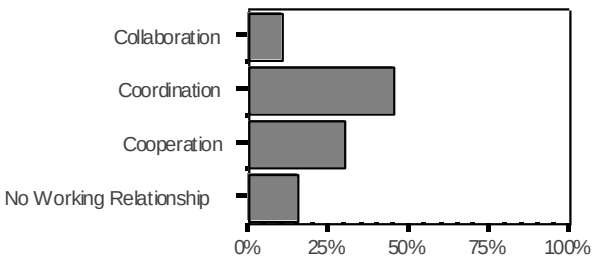
Coordination (work together)	8	40%
Cooperation (exchange info/referrals)	7	35%
No Working Relationship (little/no contact)	4	20%

FAMILY LITERACY SERVICES

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

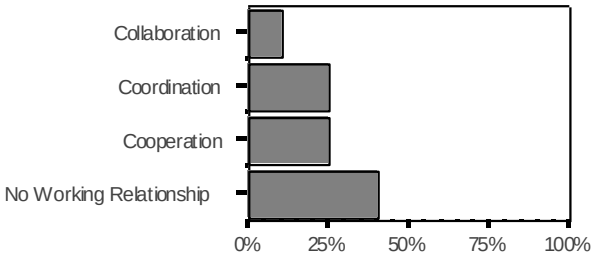
Public libraries

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	2	10%
Coordination (work together)	9	45%
Cooperation (exchange info/referrals)	6	30%
No Working Relationship (little/no contact)	3	15%



School libraries

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	2	10%
Coordination (work together)	5	25%
Cooperation (exchange info/referrals)	5	25%



FAMILY LITERACY SERVICES

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

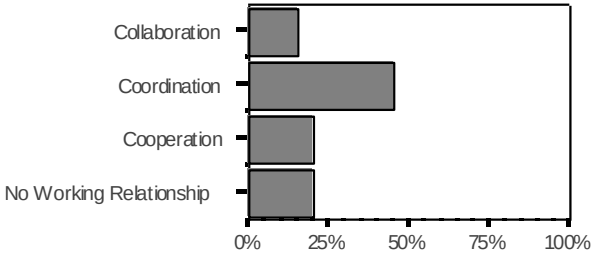
No Working Relationship (little/no contact)	8	40%

FAMILY LITERACY SERVICES

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

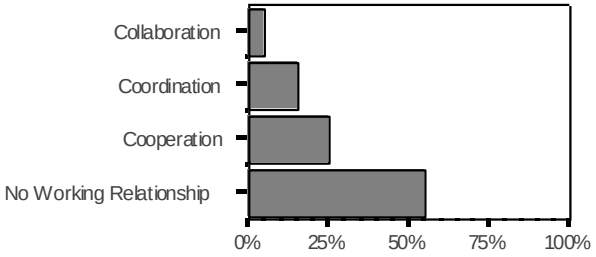
Public/private sources that provide book donations or funding for books

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	3	15%
Coordination (work together)	9	45%
Cooperation (exchange info/referrals)	4	20%
No Working Relationship (little/no contact)	4	20%



Museums

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	1	5%
Coordination (work together)	3	15%
Cooperation (exchange info/referrals)	5	25%



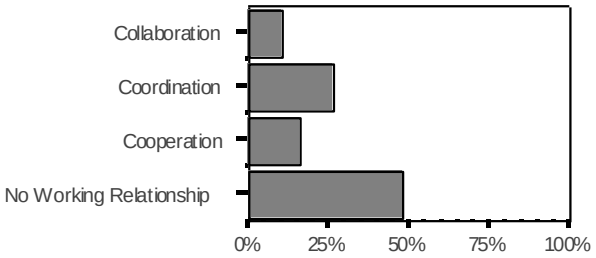
FAMILY LITERACY SERVICES

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

No Working Relationship (little/no contact)	11	55%

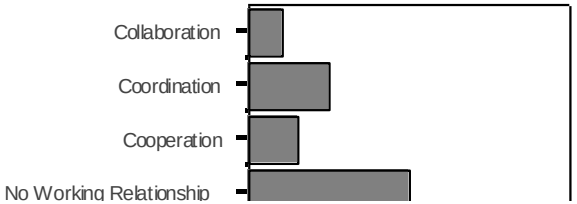
Reading Readiness programs

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	2	10.5%
Coordination (work together)	5	26.3%
Cooperation (exchange info/referrals)	3	15.8%
No Working Relationship (little/no contact)	9	47.4%



Higher education programs/services/resources related to family literacy (e.g., grant projects, student interns, cross-training, etc.)

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	2	10%
Coordination (work together)	5	25%



FAMILY LITERACY SERVICES

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

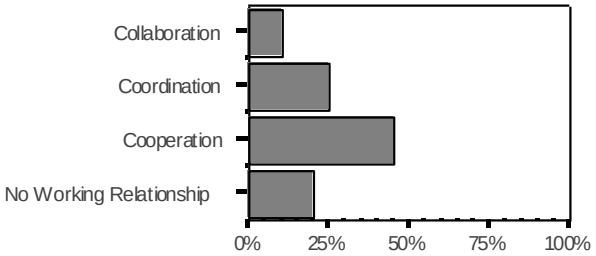
Cooperation (exchange info/referrals)	3	15%
No Working Relationship (little/no contact)	10	50%

FAMILY LITERACY SERVICES

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

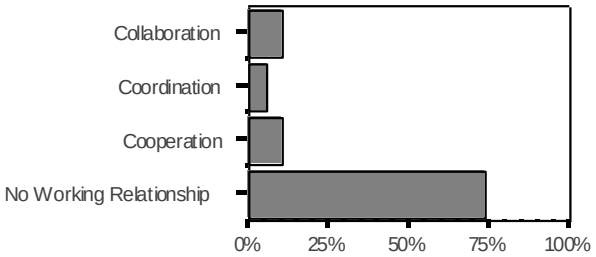
Providers of services for children and families who are English language learners (ELL)

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	2	10%
Coordination (work together)	5	25%
Cooperation (exchange info/referrals)	9	45%
No Working Relationship (little/no contact)	4	20%



Even Start Family Literacy Programs

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	2	10.5%
Coordination (work together)	1	5.3%
Cooperation (exchange info/referrals)	2	10.5%



FAMILY LITERACY SERVICES

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

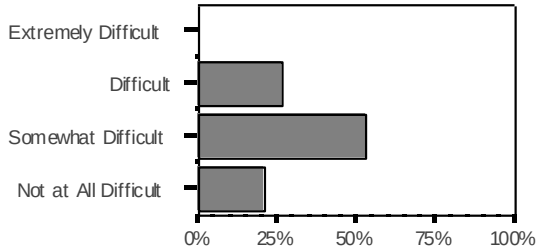
No Working Relationship (little/no contact)	14	73.7%

FAMILY LITERACY SERVICES

Summary of the extent to which each of the following was difficult during the past 12 months.

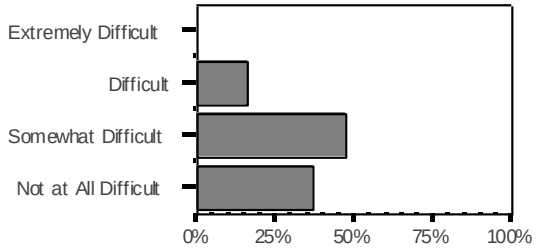
Recruiting families to Family Literacy Services

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	5	26.3%
Somewhat Difficult	10	52.6%
Not at All Difficult	4	21.1%



Educating others (e.g., parents, the community) about the importance of family literacy

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	3	15.8%
Somewhat Difficult	9	47.4%



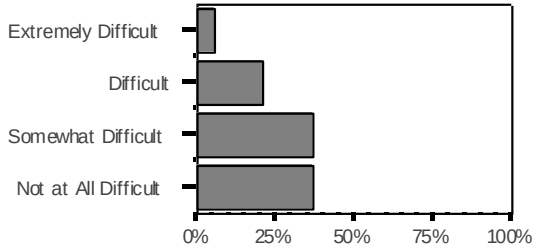
FAMILY LITERACY SERVICES

Summary of the extent to which each of the following was difficult during the past 12 months.

Not at All Difficult	7	36.8%

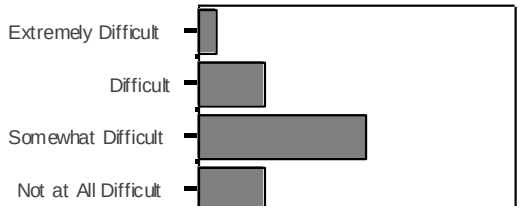
Establishing linkages/partnerships with key literacy providers

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	1	5.3%
Difficult	4	21.1%
Somewhat Difficult	7	36.8%
Not at All Difficult	7	36.8%



Establishing linkages/partnerships with key local level organizations/programs (other than libraries)

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	1	5.3%
Difficult	4	21.1%



FAMILY LITERACY SERVICES

Summary of the extent to which each of the following was difficult during the past 12 months.

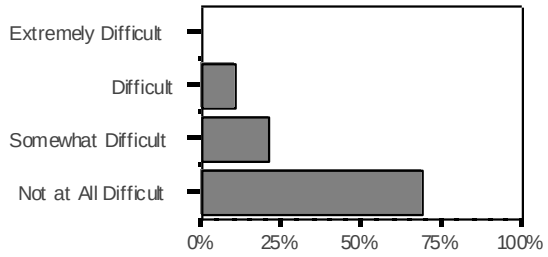
Somewhat Difficult	10	52.6%
Not at All Difficult	4	21.1%

FAMILY LITERACY SERVICES

Summary of the extent to which each of the following was difficult during the past 12 months.

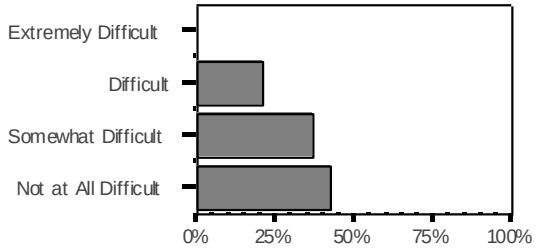
Incorporating family literacy into your program policies and practices

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	2	10.5%
Somewhat Difficult	4	21.1%
Not at All Difficult	13	68.4%



Exchanging information with other providers/organizations regarding roles and resources related to family literacy

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	4	21.1%
Somewhat Difficult	7	36.8%



FAMILY LITERACY SERVICES

Summary of the extent to which each of the following was difficult during the past 12 months.

Not at All Difficult	8	42.1%

FAMILY LITERACY SERVICES

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

Little to no resources or opportunities available

- Could use more on this issue
- GED locations minimal (support, etc.) Basically a rural area which is served.
- There are no public libraries on the reservation
- We do not have Family Literacy services in our communities
- We provide families with many family literacy opportunities. We do not currently work with many outside agencies other than the public libraries. We do refer parents to adult literacy and GED programs.

Lack of transportation

- Transportation to get families to these programs.

Other

- N/A

FAMILY LITERACY SERVICES

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

Partnerships with other service providers

- RIF program-donating books to families-helpful to other programs & giving information about literacy.
- Collaborating with school district staff, local libraries, and the local newspaper (newspapers in education) has allowed promoting literacy in our organization.
- Our program has enjoyed and benefited from partnerships with UNL, SCC, libraries, cultural centers, children's zoo, and the children's museum. Our partnerships have truly been collaborative regarding sharing staff to serve on advisory boards, task forces, and offering services.
- We have very good parent involvement and training. We also have good working relationships with local adult education providers in most of our communities. Early Reading First in Hall Count is excellent.

Utilizing in-house services and resources

- Complete Literacy Awareness survey with all families, set goals, tap into SPARC, literacy resources and bags for families.
- Encouraging literacy practices during home visits seems to be successful as does the use of weekly homework for families to practice literacy skills in the home between visits.
- We have a literacy night once every 3 month, inviting all families. We have very little attendance at these functions.

Other

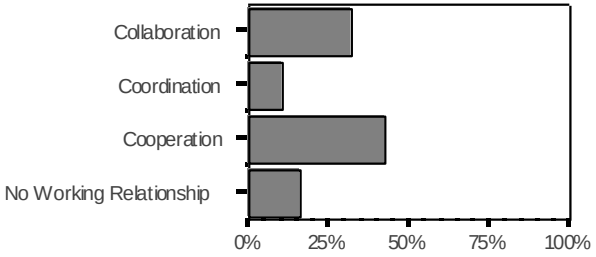
- Local communities' resources are used to their maximum potential, however, rural areas lack in resources available.

SERVICES FOR CHILDREN WITH DISABILITIES

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

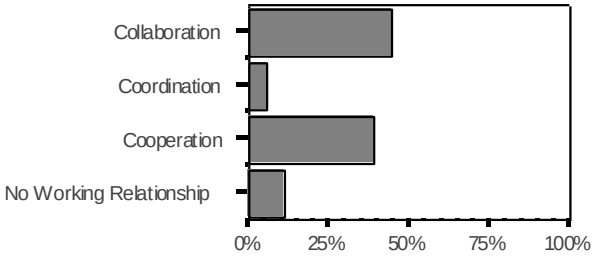
State Lead Agency for Part B/619 (Early Childhood Special Education)

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	6	31.6%
Coordination (work together)	2	10.5%
Cooperation (exchange info/referrals)	8	42.1%
No Working Relationship (little/no contact)	3	15.8%



Local Part B/619 providers

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	8	44.4%
Coordination (work together)	1	5.6%
Cooperation (exchange info/referrals)	7	38.9%



SERVICES FOR CHILDREN WITH DISABILITIES

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

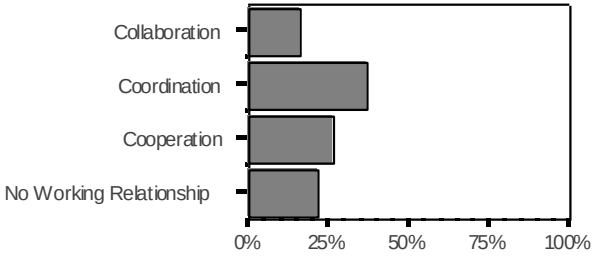
No Working Relationship (little/no contact)	2	11.1%

SERVICES FOR CHILDREN WITH DISABILITIES

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

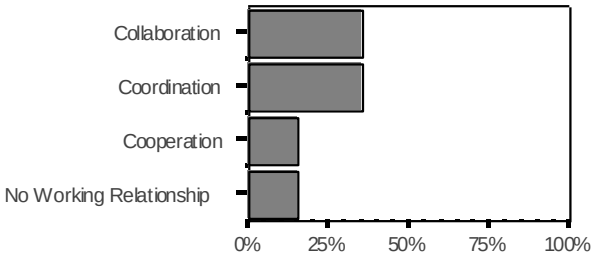
State Education Agency—other programs/services (Section 504, special projects re: children with disabilities, etc.)

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	3	15.8%
Coordination (work together)	7	36.8%
Cooperation (exchange info/referrals)	5	26.3%
No Working Relationship (little/no contact)	4	21.1%



State Lead Agency for Part C (Early Intervention-Early Development Network)

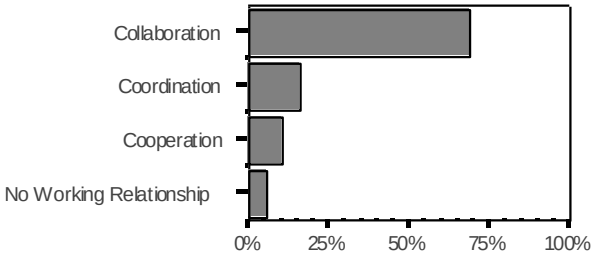
	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	7	35%
Coordination (work together)	7	35%
Cooperation (exchange info/referrals)	3	15%



No Working Relationship (little/no contact)	3	15%

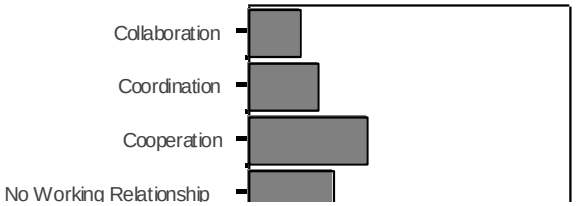
Local Part C providers

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	13	68.4%
Coordination (work together)	3	15.8%
Cooperation (exchange info/referrals)	2	10.5%
No Working Relationship (little/no contact)	1	5.3%



Federally funded programs for families of children with disabilities (e.g., Parent Training & Information Center, Family Voices, Maternal and Child Health, Protection & Advocacy agency, Special Medical Services, etc.)

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	3	15.8%
Coordination (work together)	4	21.1%



SERVICES FOR CHILDREN WITH DISABILITIES

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

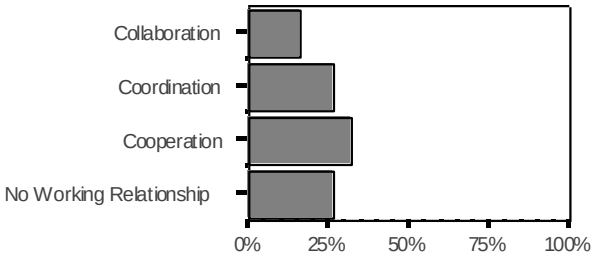
Cooperation (exchange info/referrals)	7	36.8%
No Working Relationship (little/no contact)	5	26.3%

SERVICES FOR CHILDREN WITH DISABILITIES

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

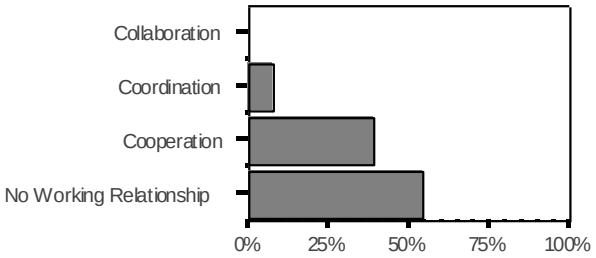
State-funded programs for children with disabilities and their families (e.g., developmental services agencies)

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	3	15.8%
Coordination (work together)	5	26.3%
Cooperation (exchange info/referrals)	6	31.6%
No Working Relationship (little/no contact)	5	26.3%



Programs/services related to children with disabilities (e.g., University Centers for Excellence on Disability/others)

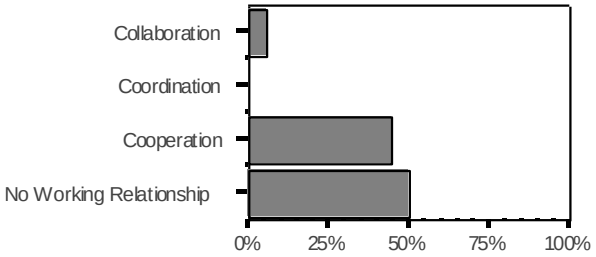
	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	0	0%
Coordination (work together)	1	7.7%
Cooperation (exchange info/referrals)	5	38.5%



No Working Relationship (little/no contact)	7	53.8%

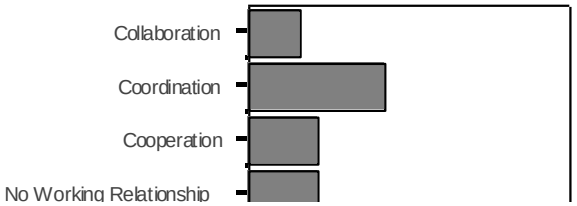
University/community college

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	1	5.6%
Coordination (work together)	0	0%
Cooperation (exchange info/referrals)	8	44.4%
No Working Relationship (little/no contact)	9	50%



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)

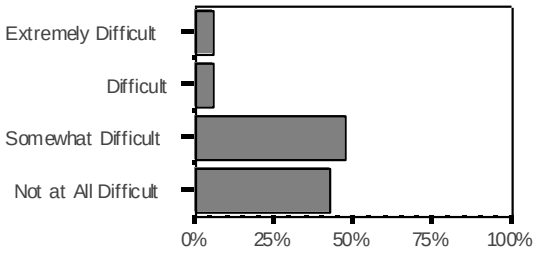
	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	3	15.8%
Coordination (work together)	8	42.1%



Cooperation (exchange info/referrals)	4	21.1%
No Working Relationship (little/no contact)	4	21.1%

Obtaining timely evaluations of children

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	1	5.3%
Difficult	1	5.3%
Somewhat Difficult	9	47.4%
Not at All Difficult	8	42.1%



Having staff attend IEP [Individualized Education Plan] or IFSP [Individualized Family Support Plan] meetings

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	1	5.3%

SERVICES FOR CHILDREN WITH DISABILITIES

Summary of the extent to which each of the following was difficult during the past 12 months.

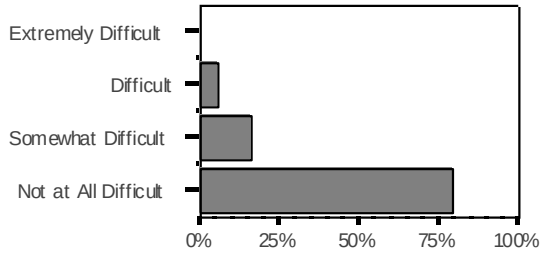
Difficult	1	5.3%
Somewhat Difficult	2	10.5%
Not at All Difficult	15	78.9%

SERVICES FOR CHILDREN WITH DISABILITIES

Summary of the extent to which each of the following was difficult during the past 12 months.

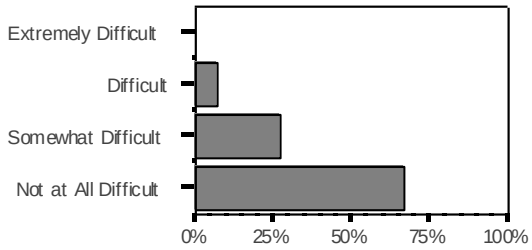
Coordinating services with Part C

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	1	5.3%
Somewhat Difficult	3	15.8%
Not at All Difficult	15	78.9%



Coordinating services with Part B/619

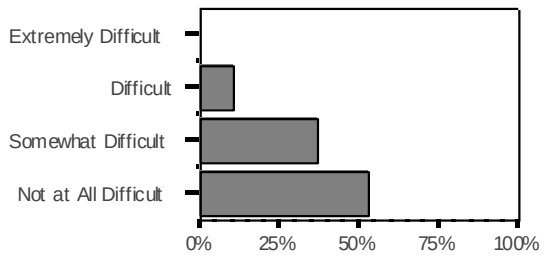
	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	1	6.7%
Somewhat Difficult	4	26.7%



Not at All Difficult	10	66.7%

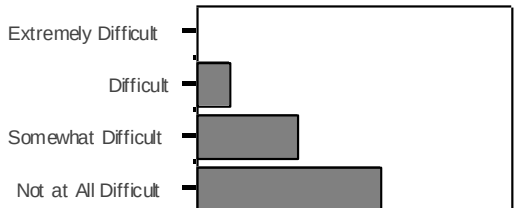
Sharing data/information on jointly served children (assessments, outcomes, etc.)

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	2	10.5%
Somewhat Difficult	7	36.8%
Not at All Difficult	10	52.6%



Exchanging information on roles and resources with other providers/ organizations regarding services for children with disabilities and their families

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	2	10.5%



SERVICES FOR CHILDREN WITH DISABILITIES

Summary of the extent to which each of the following was difficult during the past 12 months.

Somewhat Difficult	6	31.6%
Not at All Difficult	11	57.9%

SERVICES FOR CHILDREN WITH DISABILITIES

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

Lack of support from other programs

- An issue we have in this area is the LEA Service providers are pulling the children out of the classroom. Plus, we are not getting enough support for the staff from the service providers in the Coaching Model.
- Receiving notice or being contacted in a timely manner before the meeting. Consistent services in some cases; having 2 or 3 children grouped together for services regularly.
- The above statements are consistent with all districts we work with (that provide special services to children in our program) with the exception of Omaha Public Schools - All areas from evaluations to exchanging information to children receiving their services within the legal requirements has been extremely difficult.
- It is also difficult to access copies of MDT, etc. from the school district.

IEP's take too long

- Evaluations (especially for Part B services) are sometimes dragged out as is the scheduling of the IEP's.
- IEP's are taking a long time to get processed. A child may be referred at the start of the year, and will not begin receiving services until the end of the year or beginning of the next year.

Other

- N/A
- Our program is being directed to continue evaluating children who have scored low on their developmental screening rather than referring immediately. Our standards require us to refer immediately, this contradiction makes partnering very difficult.
- Parents need more information regarding their parental rights.

SERVICES FOR CHILDREN WITH DISABILITIES

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

Working with schools

- Collaborating with school district special education staff.
- Our classes are considered the Natural Environment for many of our children and now we are an inclusive setting with children with disabilities in about 20% of our enrollment opportunities.
- Partnerships and communication with school personnel and service personnel. Working with Planning Region Teams to discuss, plan and implement training according to needs of parents and child care. Also to provide education materials and talk through gaps and barriers of service for children.
- Positive working relationships with area schools (good communication). Schools are flexible in meeting with families & children's various needs to provide services.
- Working closely with our local school districts to provide services to children with disabilities and their availability for training and technical assistance with our Head Start staff.

Utilizing other programs and their resources

- Collaboration with service providers by doing co-visits in the home. Service providers are now scheduling meetings with Teachers after center day so they are not interrupting them in the classroom.
- Receiving referrals from part C programs is going well as is coordinating services.
- We are working with EDN to identify more children with disabilities.
- We greatly value the Early Development Network and their work!!!

Use of in-house coordinator

- Disabilities Coordinator attends LEA/Part C meetings weekly at which time they review information on all children screened as well as those with IFSPs. Also is invited to attend MDTs to provide information regarding EHS to parents. LEA is housed in our building.
- We are able to have a speech therapist and coordinator here 2 times a week for therapy. This really helps.

Other

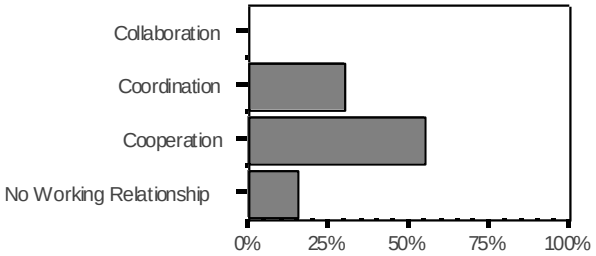
- The need for public school paraprofessionals to work with children with high disability needs.

COMMUNITY SERVICES

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

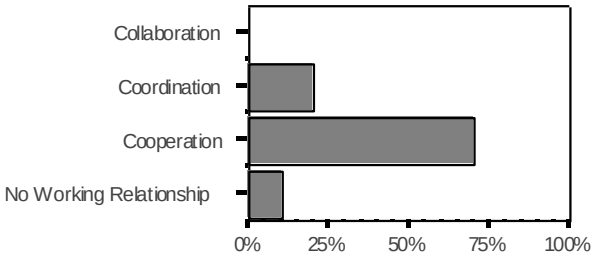
Law Enforcement

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	0	0%
Coordination (work together)	6	30%
Cooperation (exchange info/referrals)	11	55%
No Working Relationship (little/no contact)	3	15%



Providers of substance abuse prevention/treatment services

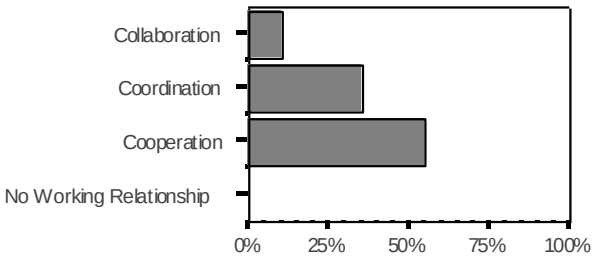
	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	0	0%
Coordination (work together)	4	20%
Cooperation (exchange info/referrals)	14	70%



No Working Relationship (little/no contact)	2	10%

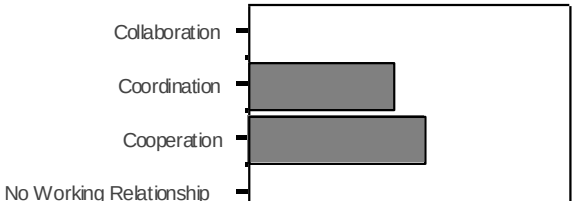
Providers of child abuse prevention/treatment services

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	2	10%
Coordination (work together)	7	35%
Cooperation (exchange info/referrals)	11	55%
No Working Relationship (little/no contact)	0	0%



Providers of domestic violence prevention/treatment services

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	0	0%
Coordination (work together)	9	45%



COMMUNITY SERVICES

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

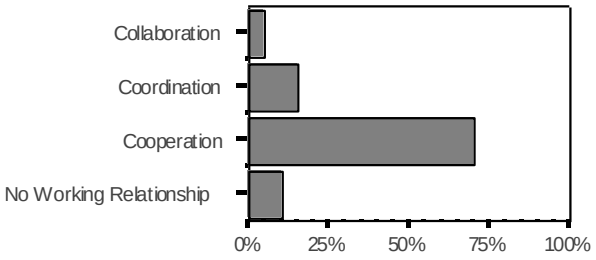
Cooperation (exchange info/referrals)	11	55%
No Working Relationship (little/no contact)	0	0%

COMMUNITY SERVICES

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

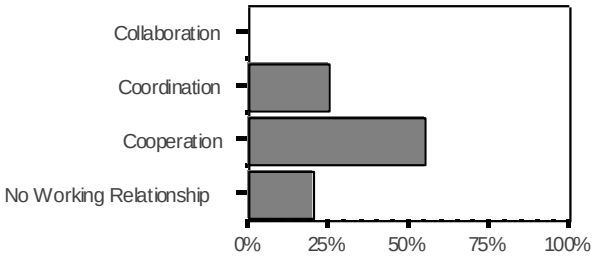
Private resources geared toward prevention/intervention (faith-based, business, foundations, shelters, etc.

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	1	5%
Coordination (work together)	3	15%
Cooperation (exchange info/referrals)	14	70%
No Working Relationship (little/no contact)	2	10%



Providers of emergency services (e.g., Red Cross, state agency responsible for large-scale emergency plans)

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	0	0%
Coordination (work together)	5	25%
Cooperation (exchange info/referrals)	11	55%



COMMUNITY SERVICES

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

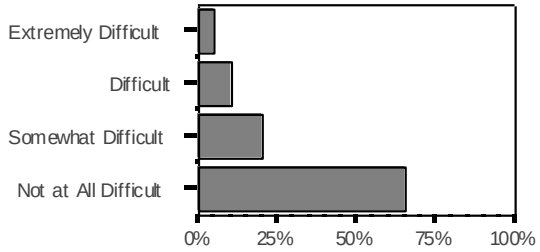
No Working Relationship (little/no contact)	4	20%

COMMUNITY SERVICES

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

Establishing linkages/partnerships with law enforcement agencies

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	1	5%
Coordination (work together)	2	10%
Cooperation (exchange info/referrals)	4	20%
No Working Relationship (little/no contact)	13	65%

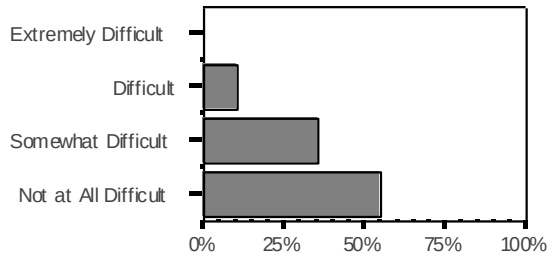


COMMUNITY SERVICES

Summary of the extent to which each of the following was difficult during the past 12 months.

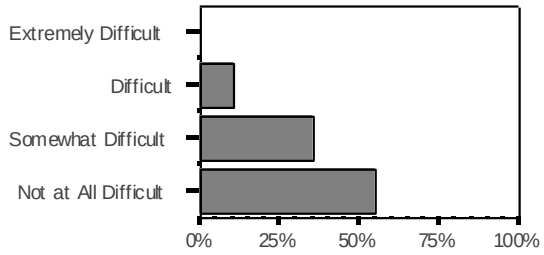
Establishing linkages/partnerships with public resources (state, county, city, etc.) regarding prevention/treatment services

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	2	10%
Somewhat Difficult	7	35%
Not at All Difficult	11	55%



Establishing linkages/partnerships with private resources (e.g., faith-based, foundations, business) regarding prevention/treatment services

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	2	10%
Somewhat Difficult	7	35%



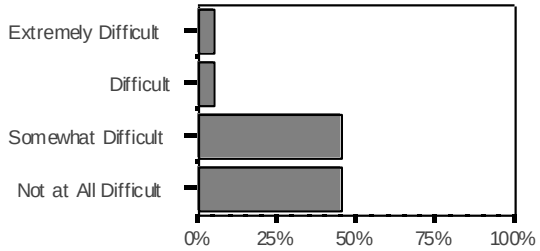
COMMUNITY SERVICES

Summary of the extent to which each of the following was difficult during the past 12 months.

Not at All Difficult	11	55%

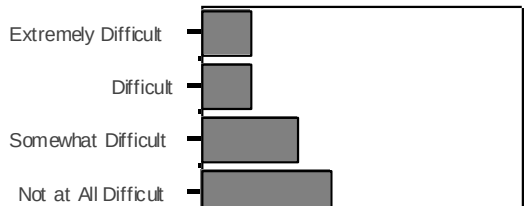
Partnering with service providers on outreach activities for eligible families

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	1	5%
Difficult	1	5%
Somewhat Difficult	9	45%
Not at All Difficult	9	45%



Obtaining in-kind community services for the children/families in your program

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	3	15%
Difficult	3	15%



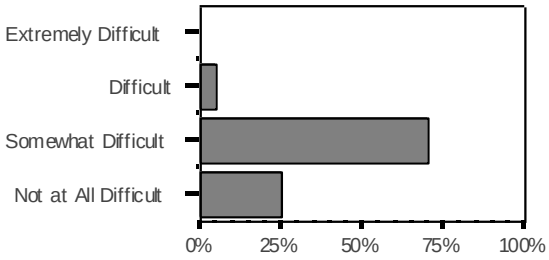
COMMUNITY SERVICES

Summary of the extent to which each of the following was difficult during the past 12 months.

Somewhat Difficult	6	30%
Not at All Difficult	8	40%

Sharing data/information on children/families served jointly by Head Start and other agencies re: prevention/treatment services

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	1	5%
Somewhat Difficult	14	70%
Not at All Difficult	5	25%



Exchanging information on roles and resources with other providers/ organizations regarding community services

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%

COMMUNITY SERVICES

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

Difficult	1	5%
Somewhat Difficult	13	65%
Not at All Difficult	6	30%

COMMUNITY SERVICES

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

Lack of resources

- Our service area needs more food banks/pantries, places to get clothes, shelter and health care.
- Parents need help with transportation & no public transportation is available in this rural area.

Lack of partnerships with other service providers

- Currently, there really is not a formal network which meets to share resources.
- Some programs are willing to work well with Head Start others are not so ready to give up their territory

Other

- Community Services are tightly woven into our Head Start/agency programming.
- N/A
- None.

COMMUNITY SERVICES

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

Good working relationships with the community

- Depending on the area there are usually several agencies that can provide services. These agencies are willing to work with Head Start. We use partnership meetings, health fairs and community resource manuals. The best way to get involved is to get out into the community and get your name out there.
- Very strong community connections due to good communication, providing services as a community.
- We have good working relationships with our community partners. Getting parents to become involved with them is another story.

Working with the schools

- Some of these are provided within the school district through Student and Community Services.

Other

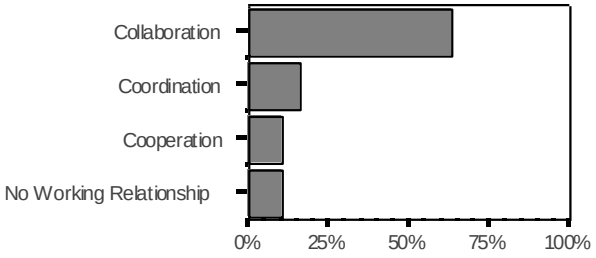
- Community resources are essential for the success of Head Start and ours works well.
- We are fortunate in Omaha to be able to provide families with resources and services needed within the community.

PARTNERSHIPS WITH LOCAL EDUCATION AGENCIES

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

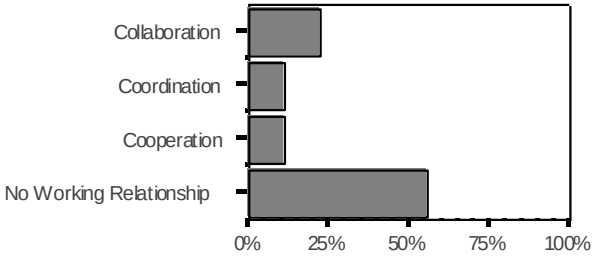
Memorandum of Understanding (MOU) with the appropriate local entity (public school or Educational Service Unit) responsible for managing publicly funded preschool programs in the service area of your agency which includes plans to coordinate activities, as described in 642(e) (5)(A)(i)(ii) (I-X), and a review of each of the activities.

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	12	63.2%
Coordination (work together)	3	15.8%
Cooperation (exchange info/referrals)	2	10.5%
No Working Relationship (little/no contact)	2	10.5%



No publicly funded pre-k in this state Check "no working relationship"

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	2	22.2%
Coordination (work together)	1	11.1%
Cooperation (exchange info/referrals)	1	11.1%



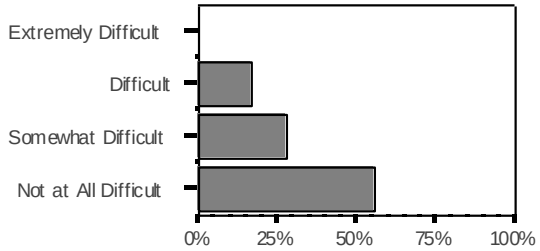
PARTNERSHIPS WITH LOCAL EDUCATION AGENCIES

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

No Working Relationship (little/no contact)	5	55.6%

Educational activities, curricular objectives and instruction

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	0	0%
Coordination (work together)	3	16.7%
Cooperation (exchange info/referrals)	5	27.8%
No Working Relationship (little/no contact)	10	55.6%

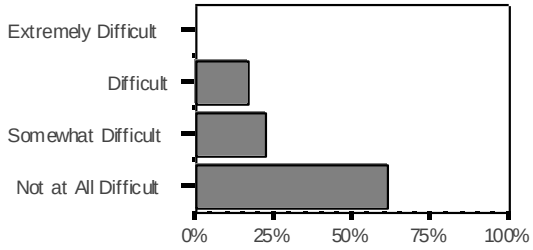


PARTNERSHIPS WITH LOCAL EDUCATION AGENCIES

Summary of the extent to which each of the following was difficult during the past 12 months.

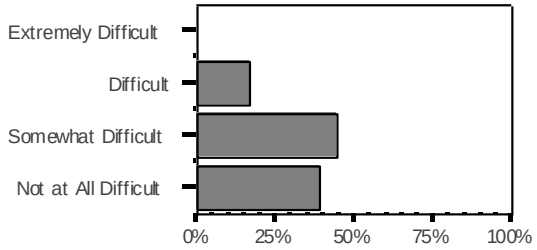
Information, dissemination and access for families contacting Head Start or other preschool program

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	3	16.7%
Somewhat Difficult	4	22.2%
Not at All Difficult	11	61.1%



Selection priorities for eligible children served

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	3	16.7%
Somewhat Difficult	8	44.4%



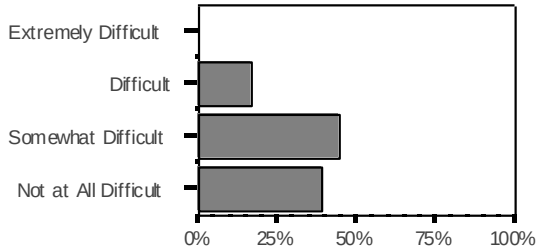
PARTNERSHIPS WITH LOCAL EDUCATION AGENCIES

Summary of the extent to which each of the following was difficult during the past 12 months.

Not at All Difficult	7	38.9%

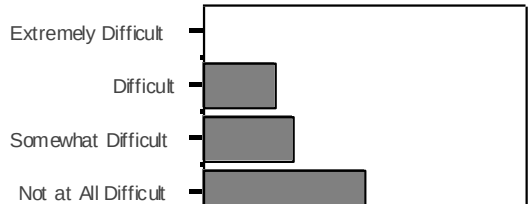
Service areas

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	3	16.7%
Somewhat Difficult	8	44.4%
Not at All Difficult	7	38.9%



Staff training, including opportunities for joint staff training

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	4	22.2%



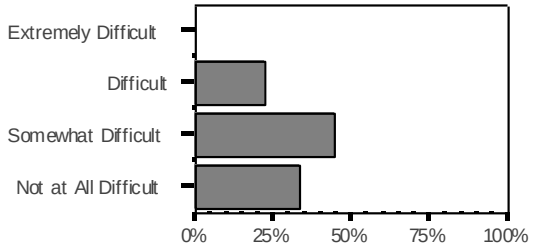
PARTNERSHIPS WITH LOCAL EDUCATION AGENCIES

Summary of the extent to which each of the following was difficult during the past 12 months.

Somewhat Difficult	5	27.8%
Not at All Difficult	9	50%

Program technical assistance

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	4	22.2%
Somewhat Difficult	8	44.4%
Not at All Difficult	6	33.3%



Provision of services to meet needs of working parents, as applicable

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%

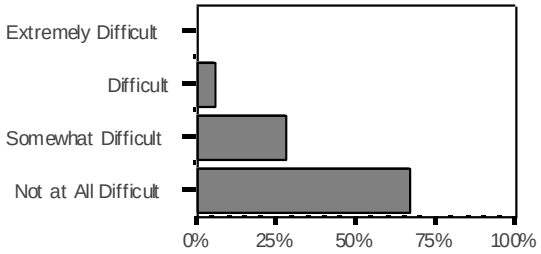
PARTNERSHIPS WITH LOCAL EDUCATION AGENCIES

Summary of the extent to which each of the following was difficult during the past 12 months.

Difficult	4	22.2%
Somewhat Difficult	10	55.6%
Not at All Difficult	4	22.2%

Communications and parent outreach for transition to kindergarten

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	1	5.6%
Somewhat Difficult	5	27.8%
Not at All Difficult	12	66.7%



Provision and use of facilities, transportation, etc.

	Frequency option was selected	% of respondents choosing option

PARTNERSHIPS WITH LOCAL EDUCATION AGENCIES

Summary of the extent to which each of the following was difficult during the past 12 months.

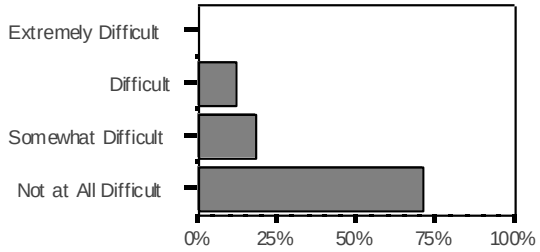
Extremely Difficult	0	0%
Difficult	3	16.7%
Somewhat Difficult	6	33.3%
Not at All Difficult	9	50%

PARTNERSHIPS WITH LOCAL EDUCATION AGENCIES

Summary of the extent to which each of the following was difficult during the past 12 months.

Other elements mutually agreed to by the parties to the MOU

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	2	11.8%
Somewhat Difficult	3	17.6%
Not at All Difficult	12	70.6%



PARTNERSHIPS WITH LOCAL EDUCATION AGENCIES

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

No memorandum of understanding (MOU) or MOU needs revisions

- Have to develop one MOU w/ four school districts because we are a four school district coop program.
- We do not have a MOU since we are from the same entity (LEA).
- We have not yet developed an MOU with the one state funded preschool in our county
- We have not, at this time, contacted the state funded pre-school program to begin the MOU process. We are not anticipating any problems, but do not know this for sure.
- Will need to redo MOU to include all required elements.

Varying degrees of working relationships with schools

- Our state funded Pre K partnerships vary from working very well to needs much improvement depending on the particular public school.
- We have two schools that are at the collaborative level, two at cooperation and the remainder with no working relationship.

Other

- EHS only
- Issues we have worked out include whose employee the Teacher will be within the partnership (salary, fringe, etc.) training calendars.
- The LEA's lack of knowledge and understanding on what it takes to set up a preschool classroom. Space issues (35 sq ft of USEABLE space), age-appropriate playground equipment and surface depths. Training on the ELLCO and ECERS prior to pre-k grant submission. Lack of Head Start Performance Standards and what IS a quality Preschool. Lack of Head Start resources to effectively monitor new pre-k partnerships, and the diminishing quality of our other HS stand-alone sites might suffer in the process.
- Transportation

PARTNERSHIPS WITH LOCAL EDUCATION AGENCIES

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

Working relationships with schools

- Collaboration with school district staff.
- Sharing ideas and resources during Sarpy Co Coop Head Start Community Strategic Planning Meeting. Willingness of LEA to participate in developing MOU. With Disability services; everything needed for our program is covered in one IAG. With the IAG, the inclusion of training and TA from the LEA works well for us.
- Trying to identifying early, which school districts want to collaborate with Head Start Programs.

Other

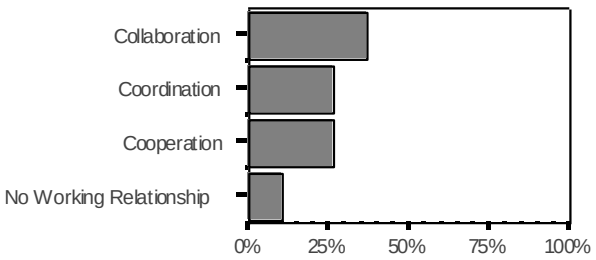
- It works well for the Teacher to have the same employer as the rest of the staff so holidays, vacation and sick leave are the same between staff.
- Schools using the Head Start priority eligibility criteria work the best so children with the most need are being served by the comprehensive services of Head Start.

Head Start Transition and Alignment with K-12

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

Relationship with Local Education Agencies (LEAs) regarding transition from Head Start to kindergarten

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	7	36.8%
Coordination (work together)	5	26.3%
Cooperation (exchange info/referrals)	5	26.3%
No Working Relationship (little/no contact)	2	10.5%

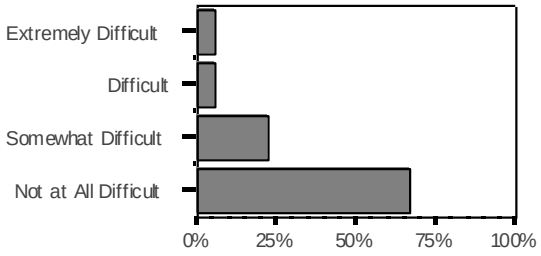


Head Start Transition and Alignment with K-12

Summary of the extent to which each of the following was difficult during the past 12 months.

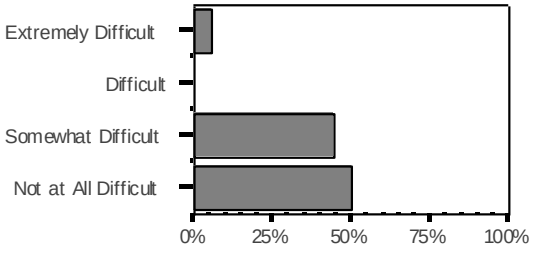
Coordinating with LEAs to implement systematic procedures for transferring Head Start program records to school

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	1	5.6%
Difficult	1	5.6%
Somewhat Difficult	4	22.2%
Not at All Difficult	12	66.7%



Ongoing communication with LEAs to facilitate coordination of programs (including teachers, social workers, McKinney Vento liaisons, etc.)

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	1	5.6%
Difficult	0	0%
Somewhat Difficult	8	44.4%



Head Start Transition and Alignment with K-12

Summary of the extent to which each of the following was difficult during the past 12 months.

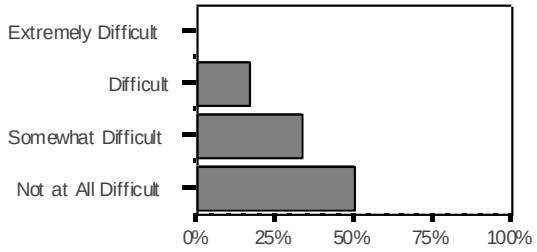
Not at All Difficult	9	50%

Head Start Transition and Alignment with K-12

Summary of the extent to which each of the following was difficult during the past 12 months.

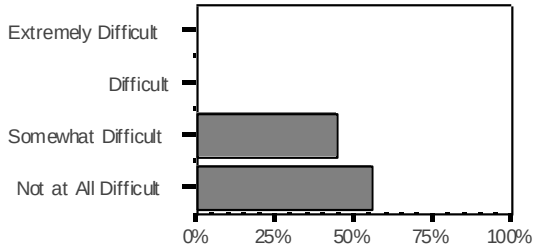
Establishing and implementing comprehensive transition policies and procedures with LEAs

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	3	16.7%
Somewhat Difficult	6	33.3%
Not at All Difficult	9	50%



Linking LEA and Head Start services relating to language, numeracy and literacy

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	0	0%
Somewhat Difficult	8	44.4%



Head Start Transition and Alignment with K-12

Summary of the extent to which each of the following was difficult during the past 12 months.

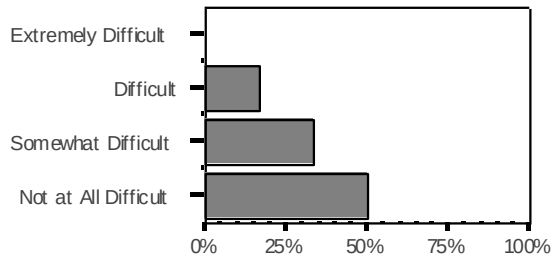
Not at All Difficult	10	55.6%

Head Start Transition and Alignment with K-12

Summary of the extent to which each of the following was difficult during the past 12 months.

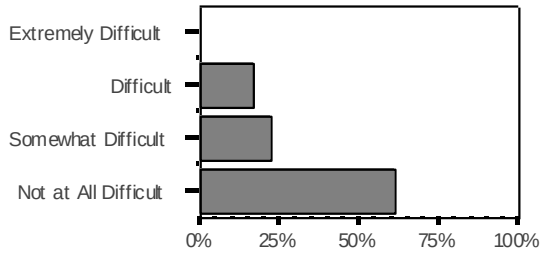
Aligning LEA and Head Start curricula and assessments with Head Start Child Outcomes Framework

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	3	16.7%
Somewhat Difficult	6	33.3%
Not at All Difficult	9	50%



Aligning Head Start curricula with state Early Learning Standards

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	3	16.7%
Somewhat Difficult	4	22.2%



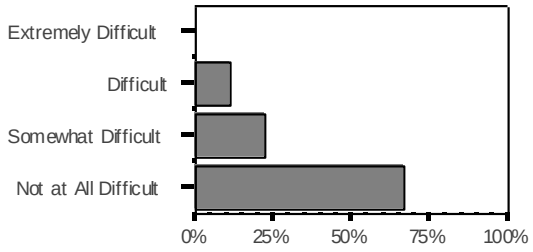
Head Start Transition and Alignment with K-12

Summary of the extent to which each of the following was difficult during the past 12 months.

Not at All Difficult	11	61.1%

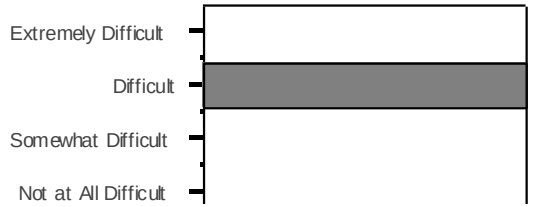
Partnering with LEAs and parents to assist individual children/families to transition to school, including review of portfolio/records

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	2	11.1%
Somewhat Difficult	4	22.2%
Not at All Difficult	12	66.7%



Coordinating transportation with LEAs

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	1	100%



Head Start Transition and Alignment with K-12

Summary of the extent to which each of the following was difficult during the past 12 months.

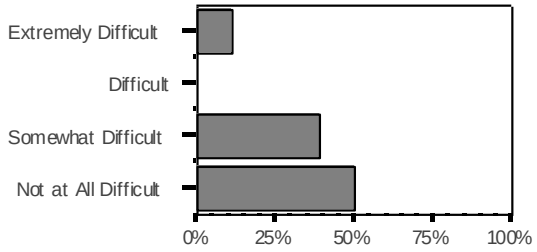
Somewhat Difficult	0	0%
Not at All Difficult	0	0%

Head Start Transition and Alignment with K-12

Summary of the extent to which each of the following was difficult during the past 12 months.

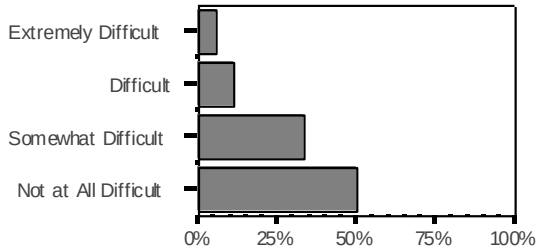
Coordinating shared use of facilities with LEAs

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	2	11.1%
Difficult	0	0%
Somewhat Difficult	7	38.9%
Not at All Difficult	9	50%



Coordinating with LEA's regarding other support services for children and families

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	1	5.6%
Difficult	2	11.1%
Somewhat Difficult	6	33.3%



Head Start Transition and Alignment with K-12

Summary of the extent to which each of the following was difficult during the past 12 months.

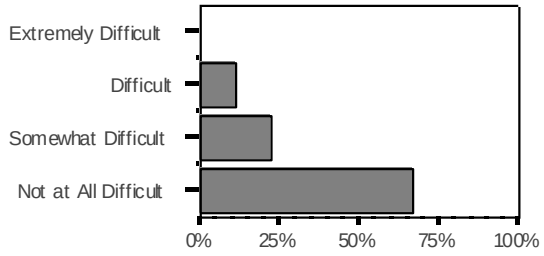
Not at All Difficult	9	50%

Head Start Transition and Alignment with K-12

Summary of the extent to which each of the following was difficult during the past 12 months.

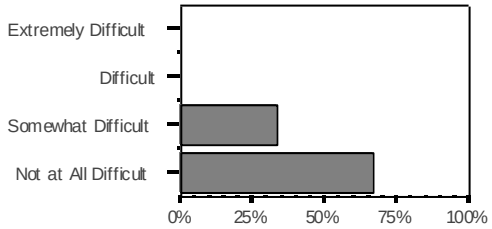
Conducting joint outreach to parents and LEA to discuss needs of children entering kindergarten

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	2	11.1%
Somewhat Difficult	4	22.2%
Not at All Difficult	12	66.7%



Establish policies and procedures that support children transition to school that includes engagement with LEA

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	0	0%
Somewhat Difficult	6	33.3%



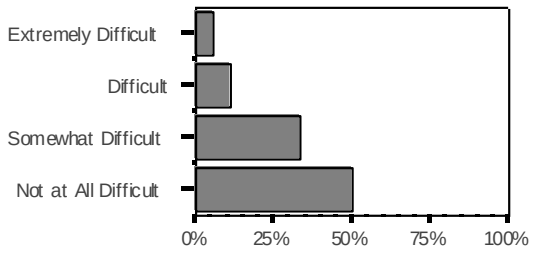
Head Start Transition and Alignment with K-12

Summary of the extent to which each of the following was difficult during the past 12 months.

Not at All Difficult	12	66.7%

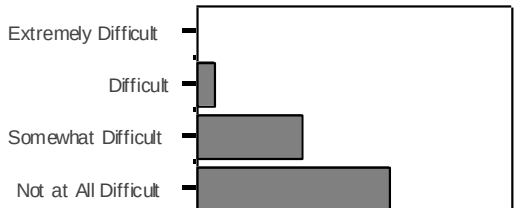
Helping parents of limited English proficient children understand instructional and other information and services provided by the receiving school.

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	1	5.6%
Difficult	2	11.1%
Somewhat Difficult	6	33.3%
Not at All Difficult	9	50%



Exchanging information with LEAs on roles, resources and regulations

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	1	5.6%



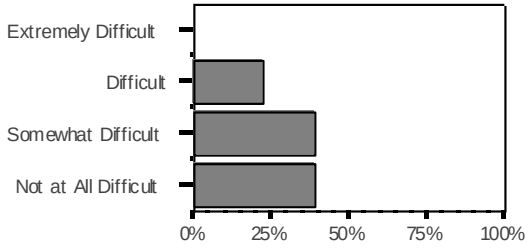
Head Start Transition and Alignment with K-12

Summary of the extent to which each of the following was difficult during the past 12 months.

Somewhat Difficult	6	33.3%
Not at All Difficult	11	61.1%

Aligning curricula and assessment practices with LEAs

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	4	22.2%
Somewhat Difficult	7	38.9%
Not at All Difficult	7	38.9%



Organizing and participating in joint training, including transition-related training for school staff and Head Start staff

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	4	22.2%

Head Start Transition and Alignment with K-12

Summary of the extent to which each of the following was difficult during the past 12 months.

Difficult	0	0%
Somewhat Difficult	8	44.4%
Not at All Difficult	6	33.3%

Head Start Transition and Alignment with K-12

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

Difficulty working with schools

- Formal procedures have had a "luke warm" reception from the administration level. Direct building contact is always helpful and cooperative.
- The early learning guidelines are minimal compared to Head Start performance standards and schools have difficulty in understanding the 1,700 standards so aligning "guidelines" with regulations that are strictly monitored is difficult.

EHS only or N/A

- EHS Only
- N/A
- We are EHS only

Other

- Coordinating training dates/school calendars.
- Mobility of families.
- Transition is difficult when our graduates will attend 35-40 different schools. It is an area we have prioritized for next year.

Head Start Transition and Alignment with K-12

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

Sharing information with parents, teachers, etc.

- We are meeting with Kindergarten teachers two times a year to share ideas and suggestions.
- Sharing assessment findings and outcome data has helped.
- Our Kindergarten information meeting is helpful. Parents also benefit from having someone at "their" registration. Collectively, these activities inform and empower parents, while still supporting those who need support.
- Information sharing at Kindergarten Round-Up.

Transition is not a problem

- Transitioning to the public schools has always been easy for our program.
- Our school districts in our cooperative do an excellent job of transitioning children with IEPs from Head Start to Kindergarten. And an excellent job of H.S., the family, and the LEA all being a part of the transition.

Working relationships with schools

- It is very beneficial to invite the kindergarten teacher to the HS classroom and see the child in his/her learning environment before transitioning into kindergarten. It shows how the child interacts, learns and plays in a safe place.
- Collaboration with the school district staff

Other

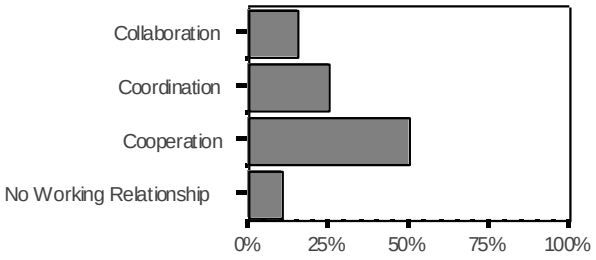
- Most things work well it just continues to be a problem with kids that could receive Head Start services electing to go to Public Pre-K because there are not as many requirements and for ease

PROFESSIONAL DEVELOPMENT

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

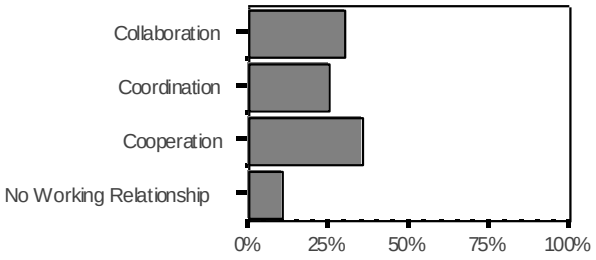
Institutions of Higher Education (4 year)

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	3	15%
Coordination (work together)	5	25%
Cooperation (exchange info/referrals)	10	50%
No Working Relationship (little/no contact)	2	10%



Institutions of Higher Education (less than 4 year)(e.g., community colleges)

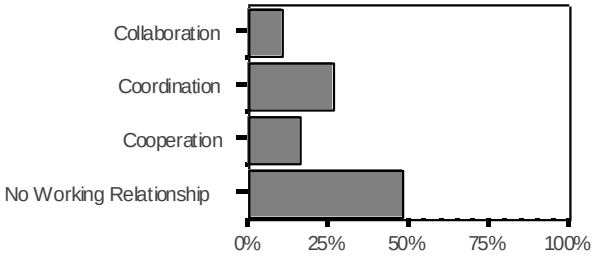
	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	6	30%
Coordination (work together)	5	25%
Cooperation (exchange info/referrals)	7	35%



No Working Relationship (little/no contact)	2	10%

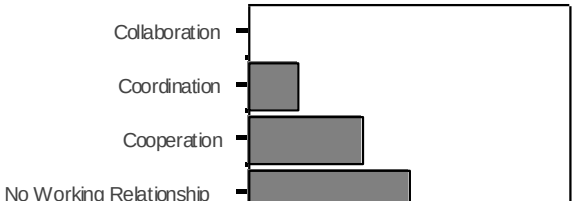
On-line courses/programs

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	2	10.5%
Coordination (work together)	5	26.3%
Cooperation (exchange info/referrals)	3	15.8%
No Working Relationship (little/no contact)	9	47.4%



Child Care Resource & Referral Network

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	0	0%
Coordination (work together)	3	15%



PROFESSIONAL DEVELOPMENT

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

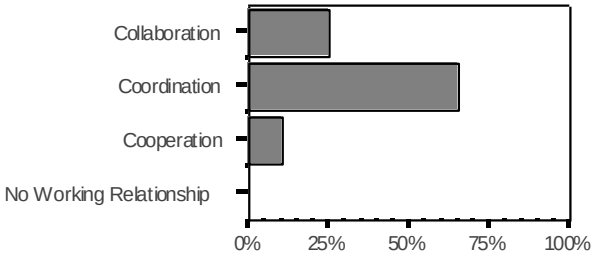
Cooperation (exchange info/referrals)	7	35%
No Working Relationship (little/no contact)	10	50%

PROFESSIONAL DEVELOPMENT

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

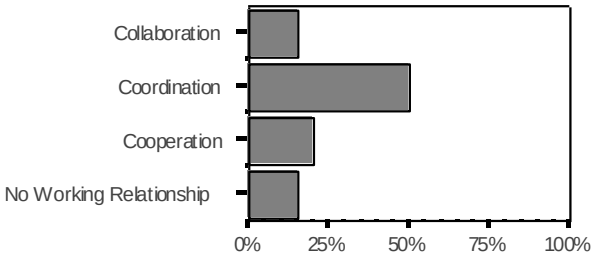
Head Start Training & Technical Assistance [T/TA] Network

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	5	25%
Coordination (work together)	13	65%
Cooperation (exchange info/referrals)	2	10%
No Working Relationship (little/no contact)	0	0%



Other T/TA networks (regional, state)

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	3	15%
Coordination (work together)	10	50%
Cooperation (exchange info/referrals)	4	20%



PROFESSIONAL DEVELOPMENT

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

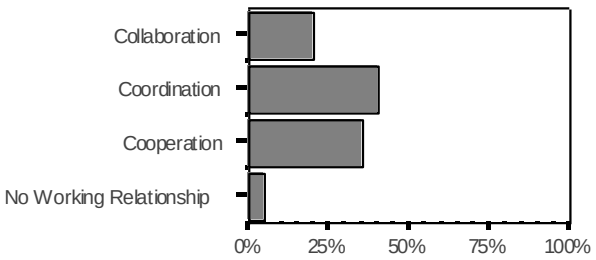
No Working Relationship (little/no contact)	3	15%

PROFESSIONAL DEVELOPMENT

Summary of the extent of involvement with each of the following service providers/organizations during the past 12 months.

Service providers/organizations offering relevant training/TA cross-training opportunities

	Frequency option was selected	% of respondents choosing option
Collaboration (share resources/formal agreements)	4	20%
Coordination (work together)	8	40%
Cooperation (exchange info/referrals)	7	35%
No Working Relationship (little/no contact)	1	5%

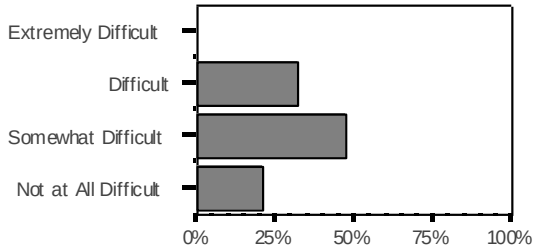


PROFESSIONAL DEVELOPMENT

Summary of the extent to which each of the following was difficult during the past 12 months.

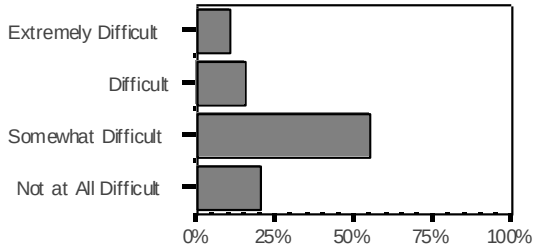
Transferring credits between public institutions of learning

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	0	0%
Difficult	6	31.6%
Somewhat Difficult	9	47.4%
Not at All Difficult	4	21.1%



Accessing early childhood education degree programs in the community

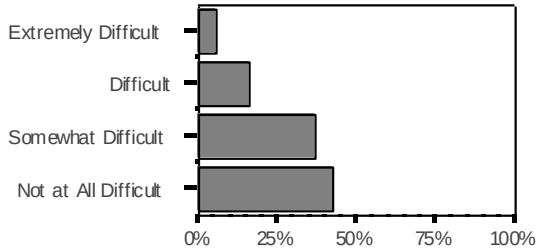
	Frequency option was selected	% of respondents choosing option
Extremely Difficult	2	10%
Difficult	3	15%
Somewhat Difficult	11	55%



Not at All Difficult	4	20%

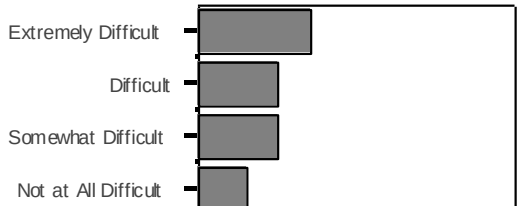
Accessing T/TA opportunities in the community (including cross-training)

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	1	5.3%
Difficult	3	15.8%
Somewhat Difficult	7	36.8%
Not at All Difficult	8	42.1%



Accessing scholarships and other financial support for professional development programs/activities

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	7	35%
Difficult	5	25%



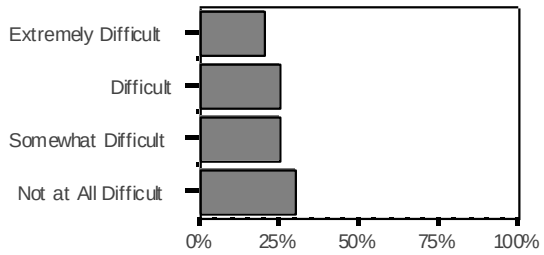
PROFESSIONAL DEVELOPMENT

Summary of the extent to which each of the following was difficult during the past 12 months.

Somewhat Difficult	5	25%
Not at All Difficult	3	15%

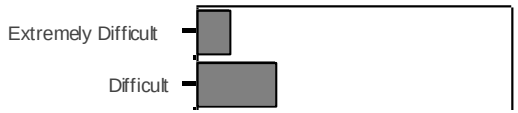
Releasing staff time to attend professional development activities

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	4	20%
Difficult	5	25%
Somewhat Difficult	5	25%
Not at All Difficult	6	30%



Accessing on-line professional development opportunities (e.g., availability of equipment, internet connection, etc.)

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	2	10%



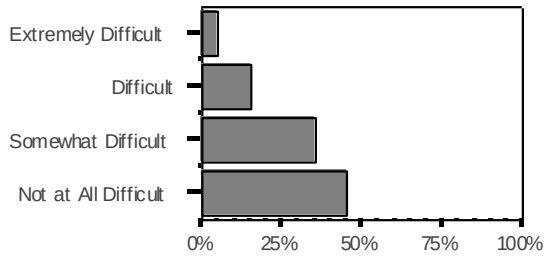
PROFESSIONAL DEVELOPMENT

Summary of the extent to which each of the following was difficult during the past 12 months.

Difficult	5	25%
Somewhat Difficult	8	40%
Not at All Difficult	5	25%

Exchanging information on roles and resources with other providers/ organizations regarding professional development

	Frequency option was selected	% of respondents choosing option
Extremely Difficult	1	5%
Difficult	3	15%
Somewhat Difficult	7	35%
Not at All Difficult	9	45%



PROFESSIONAL DEVELOPMENT

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

Lack of funding

- The cost of the tuition is very difficult because of federal funding decreases.
- Not enough online training, those offered fill up fast, loss of CCC grant funds, lack of CDA advisors

Distance

- Rural Nebraska does not have easy access to colleges and universities as they are both far away and time intensive for staff to attend classes. Substitute time is not only costly but sometimes no substitutes or volunteers are available.

Scheduling difficulties

- In our Service Area, School Districts do not operate on the same school year calendars- scheduling professional development days for large groups are tough.

Other

- We need all the help we can get with this issue.
- N/A

PROFESSIONAL DEVELOPMENT

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

PROFESSIONAL DEVELOPMENT

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

Working relationships with local colleges & schools

- Central Community College in Grand Island has provided a grant for Early Childhood degree coursework for our staff, but we are greatly distressed that it ends this fall.
- Collaborating with Omaha Public School District Staff Development and Human Resources Department has worked well.
- Early Childhood professor at local college is community representative on policy council. College personnel are also on Board of Directors.
- Relationship with colleges has made a great impact on our staff getting classes they need. (special permits) UNK and UNL working on a grant for online degree/courses. Increase of state partnership/preschool grants has brought more outside agency preschool staff to our quality trainings. Rhodanne assisted us with training DVD on PBS model. Go To meetings sponsored by NeHSA is very effective.
- The collaboration between UNK and CCC is coming along. Still needs some fine tuning but it has been much better.

Availability of professional development opportunities

- Professional development opportunities are always available and the network in place is great. It often comes down to time and difficulty of running centers while staff attends.
- We are fortunate to have many professional development opportunities in Omaha and surrounding areas.

Maintaining requirements for professional development

- Our program has a requirement that all teachers must be Nebraska Certified. The para educators must have a minimum of 12 college credit hours in early childhood within the first two years of employment.
- Requiring new Pre-k partnership personnel attend Head Start tailored training prior to the start of the school year.