

2018 VERMONT HEAD START AND EARLY HEAD START NEEDS ASSESSMENT REPORT

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Vermont Head Start
Collaboration Office (VHSCO)



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Executive Summary

The Vermont Head Start Collaboration Office (VHSCO) is required under the Head Start Act to conduct and update annually a needs assessment of Vermont Head Start and Early Head Start grantees in the areas of coordination, collaboration and alignment of services, curricula, assessments, and standards used. The needs assessment report provides an overview of the VHSCO; describes Head Start and Early Head Start programs in Vermont; outlines the needs assessment process; and presents the findings of the 2017-2018 VHSCO needs assessment web-survey of Head Start and Early Head Start grantees. The report concludes by summarizing the findings. The findings informed the VHSCO's federal continuation grant application and its Year 2 Strategic Plan.

The 2017-2018 need assessment web-survey revealed four sets of findings:

- 1) Head Start and Early Head Start grantees have collaboration strengths and weaknesses with their state and community partners;
- 2) Head Start and Early Head Start grantees experience benefits and challenges specific to Head Start & School-Based prekindergarten education partnerships;
- 3) The top professional development needs identified by Head Start and Early Head Start grantees, and
- 4) There are promising activities to improve Head Start/Early Head Start collaboration.

First, the VHSCO found higher proportions of Collaboration Strengths than Areas for Growth in these priority areas:

- Early Childhood Systems: 53% more strengths
- School Transitions: 88.6% more strengths
- Services to Children with Disabilities: 77.8% more strengths
- Promoting Access to Timely Health Care Services: 9.1% more strengths

Second, Head Start/Early Head Start grantees provided their perspectives on the benefits and challenges of public school-based prekindergarten education partnerships

Benefits of public school-based prekindergarten education partnerships included the cost effectiveness, the provision of high-quality comprehensive services to Head Start-enrolled and non-Head Start-enrolled children, and easier access for parents with children already enrolled in public schools. On the other hand, Head Start directors shared challenges in forming or maintaining partnerships with Local Educational Agencies (LEAs) to deliver universal prekindergarten education in public school settings.

Third, Head Start/Early Head Start grantees identified their top professional development needs. The VHSCO categorized the Head Start directors' top professional development needs as: Trauma; Retaining/Recruiting Licensed Teachers; Challenging Behaviors; Mathematics; and Substance Abuse. By implementing its newly approved Strategic Plan 1.0, the VHSCO will work with its federal, state, and community partners to address these needs.

Finally, the needs assessment web-survey findings and the policy priorities of the Child Development Division, Department for Children and Families, Agency of Human Services informed the implementation of VHSCO's First-Year Work Plan and the drafting of the VHSCO Federal Continuation Grant Application and Strategic Plan 2.0. Top priorities for the VHSCO's work over the next five years: include Alignment of Head Start with State Systems, Data Systems, Workforce Development, Collaboration with STARS, School Transitions, and Collaborations Supporting Children Experiencing Homelessness and Children with Disabilities.

The VHSCO will share the results of this report publicly and with stakeholders. Through this process, the collaboration, coordination, and alignment of services, curricula, standards, and/or assessments between Head Start/Early Head Start grantees and their partners will be strengthened for the benefit of young children and their families in Vermont.

Acknowledgements

The 2018 Vermont Head Start and Early Head Start Needs Assessment Report involved several individuals. The Vermont Head Start Collaboration Office thanks the Vermont Head Start Association members and the Child Development Division, Department for Children and Families, Agency of Human Services, State of Vermont for their commitment to and support of the annual needs assessment project and for posting the report online. We thank the Head Start program directors and their staff for completing the 2017-2018 web survey, the primary data collection tool. A complete list of Head Start and Early Head Start programs are included in Appendix A.



Overview of Vermont's Head Start Collaboration Office

The Vermont Head Start Collaboration Office (VHSCO) is part of a network of state, territorial, and national offices. Each of the 50 States, District of Columbia and Puerto Rico has a Head Start-State Collaboration Office. The National Collaboration Offices are the Head Start State and National Collaboration Offices (HSSNCO), the American Indian/Alaskan Native Head Start Collaboration Office (AIANHSCO) and the Migrant and Seasonal Head Start Collaboration Office (MSHSCO). Each of the State and national offices receive a federal Head Start State Collaboration Office (HSSCO) grant from the Office of Head Start (OHS), Administration for Children in Families (ACF), U.S. Department of Health and Human Services. For a five-year project period: September 30, 2017-September 29, 2022, OHS committed to the State of Vermont to award an annual HSSCO grant to facilitate collaboration among Head Start agencies, including Early Head Start agencies, and entities that carry out activities designed to benefit low income children from birth to school entry, and their families.

The VHSCO facilitates collaboration among Head Start/Early Head Start grantees, State and local partners by

- Assisting in building early childhood systems;
- Providing access to comprehensive services and support for all low-income children;
- Encouraging widespread collaboration between Head Start/Early Head Start and other appropriate programs, services, and initiatives;
- Augmenting Head Start/Early Head Start's capacity to be a partner in state initiatives on behalf of children and their families; and
- Facilitating the involvement of Head Start/Early Head Start in state policies, plans, processes, and decisions that affect target populations and other low-income families.

The VHSCO works with the OHS in Washington, DC and the Region I OHS in Boston, Massachusetts.

Under the Head Start Act, HSCOs are required to update a statewide needs assessment annually. The VHSCO 2017-2018 needs assessment web-survey considered national and regional OHS priorities and informed the development of the VHSCO's continuation grant application to the federal Office of Head Start, including the VHSCO's Strategic Plan 2.0.

Covering the 2017-2018 program year, this report identifies the strengths and weaknesses of the ability of Head Start grantees to collaborate, coordinate and align services and programming of State and local entities. The needs assessment results tracked the progress made in addressing collaboration, updated the VHSCO about timely collaboration issues facing Head Start grantees and their partners, and informed the development of the VHSCO's continuation/Year 2 (2018-2019) federal grant application and Strategic Plan 2.0.



Head Start and Early Head Start in Vermont

Introduction

Head Start (HS) promotes the school readiness of children from low-income families, from three-years-old up to five-years-old not age-eligible for kindergarten. School readiness supports growth in five domains:

- Language and literacy,
- Cognitive (e.g., math, science, etc.),
- Social and emotional functioning,
- Physical skills, and
- Approaches to learning.

To achieve this goal, HS provides a comprehensive range of education, child development, health, nutrition, and family support services to enrolled children and their families.

Early Head Start (EHS) provides early continuous, intensive, and comprehensive child development and family support services to low-income infants and toddlers and their families, and pregnant women and their families. EHS goals are:

- Providing safe and developmentally enriching caregiving which promotes the physical, cognitive, social and emotional development of infants and toddlers, and prepares them for future growth and development;
- Supporting parents, both mothers and fathers, in their role as primary caregivers and teachers of their children, and families in meeting personal goals and achieving self-sufficiency across a wide variety of domains;
- Mobilizing communities to provide the resources and environment necessary to ensure a comprehensive, integrate array of services and support for families;
- Ensuring the provision of high-quality responsive services to family through the development of trained and caring staff.

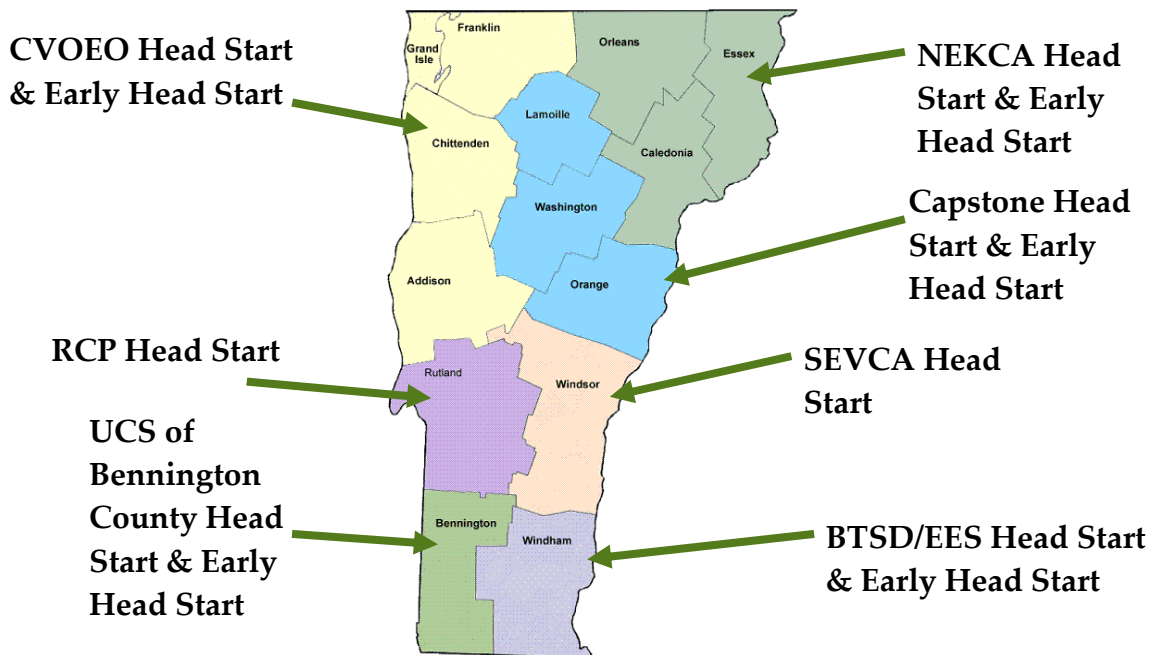
Launched nationally in 2015, the Early Head Start-Child Care Partnerships (EHS-CCP) Program is designed to bring together the best of EHS and child care programs by layering EHS, child care, and other funding streams to provide comprehensive and continuous services to low-income infants, toddlers, and their families. The EHS-CCP Program enhances and supports early learning settings to provide full-day, full-year, seamless, and comprehensive services that meet the needs of low-income working families and those in school; increase access to high-quality, full-day child care (including family child care); support the development of infants and toddlers through strong relationship-based experiences; and prepare them for the transition into HS and other preschool settings.

Head Start and Early Head Start Grantees

Head Start and Early Head Start grantees in Vermont are administered by community-based organizations. Seven community-based organizations receive federal grants from OHS to operate seven HS programs. Five of seven organizations receive federal grants from OHS to operate the four EHS programs in Vermont. Three of four organizations receive federal grants from OHS to operate Early Head Start-Child Care Partnership programs (see Figure 1). The types of organizations administering the programs are:

- Community Action Agencies: Champlain Valley Office of Economic Opportunity (CVOEO), Capstone Community Action, and Northeast Kingdom Community Action (NEKCA) provide Head Start and Early Head Start services. CVOEO and Capstone Community Action provide Early Head Start-Child Care Partnership services. Southeast Vermont Community Action (SEVCA) provides Head Start services.
- Mental Health Agencies: Rutland Community Programs, Inc. (RCP) and United Children’s Services UCS) of Bennington County provide Head Start and Early Head Start services.
- School Districts: Brattleboro Town School District/Early Education Services (BTSD/EES) provides Head Start and Early Head Start services.

Figure 1: Geographic Service Areas for Vermont’s Head Start and Early Head Start Grantees



Appendix A contains a list of the HS/EHS grantees and their counties served.

Oversight, Funding, Enrollment, and Program Options

OHS, located in the Administration for Children and Families (ACF), U.S. Department of Health and Human Services, oversees the operations of and provides the bulk of funding directly to Head Start Programs. Under the Head Start Act, local public organizations, private non-profit agencies, and for-profit entities are eligible to receive federal grant funds and be a HS/EHS/EHS-CCP grantee/provider. States are also eligible to apply for and receive federal EHS and EHS-CCP grants.

A HS/EHS/EHS-CCP program receives a five-year federal grant for 80 percent of its funding from OHS and must raise a 20 percent match of their total program's funding from non-federal contributions. The federal government allows HS/EHS programs to use private, local, municipal, and State funding sources as part of their 20 percent match.

HS/EHS/EHS-CCP programs in many States receive significant State funding from different sources to supplement their federal HS/EHS grant funds. These State funding sources include: appropriations to fund state-funded HS/EHS, state-funded pre-kindergarten dollars, and child care subsidy dollars.

The Federal Fiscal Year (FFY) 2018 base grant amount of Head Start and Early Head Start programs in Vermont was \$19.6 million. The ACF-funded enrollments of the seven HS, the five EHS, and the three EHS-CCP programs were 965 slots, 366 slots, and 116 slots, respectively, for a total FFY 2018 ACF-funded enrollment of 1,447 slots.

Based upon their respective community needs assessments and available annual funding, HS/EHS grantees choose which program options to provide to meet the individual needs of young children and their families. The program options vary among grantees because they consider their community needs assessment data and choose program options which are best tailored to meet the needs of young children and families in their service areas. After the application, eligibility and enrollment processes are completed, families choose to enroll their children in available HS/EHS/EHS-CCP program options.

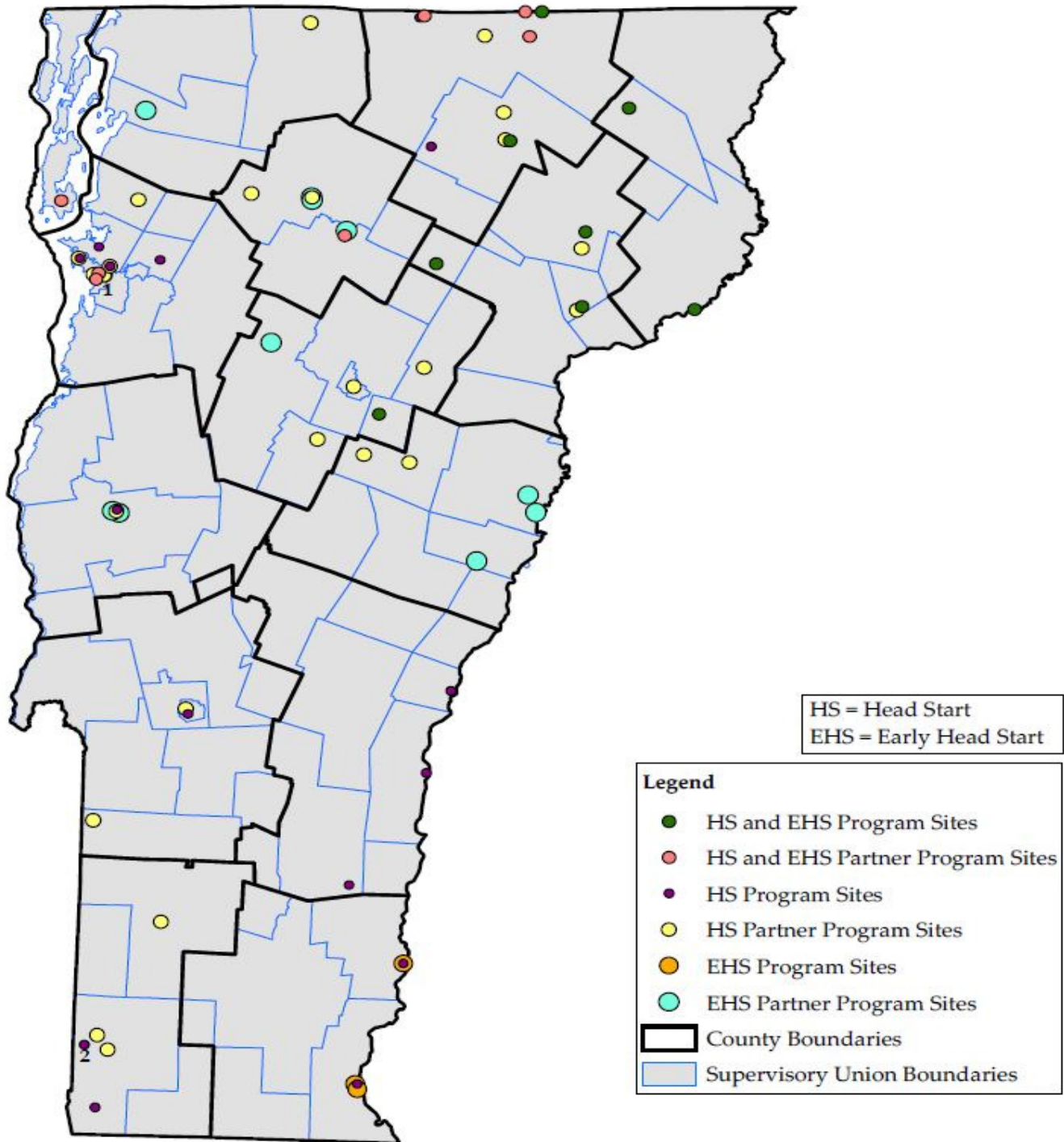
Head Start's Participation in Vermont's Regulated Early Childhood System

During the 2017-2018 program year, Head Start programs at their program and partner sites provided HS, child care, prekindergarten education under Act 166, and/or Preschool Development Expansion Grant (PDEG) services (see Figure 2). All seven grantees have program sites participating in the Step Ahead Recognition System (STARS), and 86.5% grantee or partner sites are rated as having high-quality 4- or 5- star ratings.

During the 2017-2018 program year, grantees provided HS-enrolled and non-HS enrolled children with high quality preschool experiences through the federal Preschool Development Expansion Grant (PDEG) and state-funded prekindergarten education under Act 166. During Year 3 of PDEG, the Vermont Agency of Education (AoE) awarded PDEG sub-grants to four HS grantees, and these grantees provided 129 PDEG-eligible children and their families with high-quality, full school day, full school year preschool programs (Vermont Agency of Education, 2018).

On July 1, 2016, the State of Vermont began statewide implementation of Act 166, its universal pre-kindergarten education statute, under which all three-, four-, and five-year-olds not already enrolled in kindergarten are entitled to ten hours per week for 35 weeks of pre-kindergarten education. During the 2017-2018 school year, seven Head Start grantees partnered with 79 Local Education Agencies (LEAs) to provide universal pre-kindergarten education to 936 children at 49 Head Start-LEA prekindergarten education partnership sites. Of 936 children, 668 (71.4%) children were Head Start-enrolled and 268 (28.6%) children were non-Head Start enrolled.

Figure 2: Head Start and Early Head Start Program and Partner Sites during the 2017-2018 School Year



1. There are three (3) HS Partner Program Sites in this general location that are not visible.
2. There are two (2) HS Program Sites in this location.

Needs Assessment Process

The needs assessment process consisted of drafting the 2017-2018 web survey in consultation with HS/EHS program directors, fielding the survey, and determining a methodology to analyze and describe the survey findings. This section of the report describes survey questionnaire's timing and topical content; types of survey questions; and methodology selected to analyze and patterns of collaboration from the survey findings. HS/EHS grantees completed the web survey April 2018.

Timing and Topical Content of the Needs Assessment Survey

Using SurveyMonkey® software, the VHSCO emailed the 2017-2018 needs assessment web surveys to the seven HS/EHS grantees. All seven grantees completed it. The VHSCO asked grantees that administered both Early Head Start and Head Start programs to complete one survey per program year. The 2017-2018 web survey consisted of close- and open-ended questions addressing the following priority areas of the VHSCO's Strategic Plan 1.0:

National Office of Head Start (OHS) Priorities

- Child Care and Early Childhood Systems:
 - Partner with state child care systems, emphasizing Early Head Start – Child Care (EHS-CC) Partnership initiatives
 - Work with state efforts to collect data on early childhood program and child outcomes
 - Collaboration with State Quality and Improvement Systems (QRIS)
- Professional Development
- School Transitions
 - Head Start – Prekindergarten Partnership Development
 - Partnerships with Local Educational Agencies – Kindergarten Transitions
 - Continuity between Head Start and Kindergarten Entrance Assessments

Regional OHS Priorities (ROP)

- Services to Children Experiencing Homelessness
- Services to Children with Disabilities
- Promoting access to timely health services
- Parent and Family Engagement
- Enhancing coordination with child welfare services

The 2017-2018 web survey contained 49 questions. Survey responses helped the VHSCO monitor the progress of the VHSCO and its state partners during Year 1 of Strategic Plan 1.0

and informed the development of the VHSCO's Year 2 (2018-2019) federal HSCO grant application and Strategic Plan 2.0.

Using the web survey, the VHSCO sought to learn about the *Extent of Involvement* of HS/EHS grantees with State and local organizations and the *Degree of Difficulty* of HS/EHS grantees engaging in a variety of activities related to established priority areas. Most of these questions contained one of two scales to gauge the extent of collaboration between grantees and their partners. The two scales were:

- Five-point *Extent of Involvement* scale (Frey, Lohneier, Lee and Tollefson, 2006, http://signetwork.org/content_page_assets/content_page_68/MeasuringCollaborationAmongGrantPartnersArticle.pdf)
- Four-point *Degree of Difficulty* scale used in prior VHSCO needs assessment surveys.

HS/EHS grantees were asked to rate their programs' *Extent of Involvement* with each partner as either:

- Networking - Aware of organization, loosely defined roles, little communication, all decisions are made independently,
- Cooperation - Provide information to each other, somewhat defined roles, formal communication, all decisions are made independently,
- Coordination - Share information and resources, defined roles, frequent communication, some shared decision making,
- Coalition - Share ideas, share resources, frequent and prioritized communication, all members have a vote in decision making, or
- Collaboration - Members belong to one system; frequent communication is characterized by mutual trust, and consensus is reached on all decisions.

HS/EHS grantees were asked to rate their programs' *Degree of Difficulty* in engaging in a variety of activities with partners as either:

- Extremely Difficult,
- Difficult,
- Somewhat Difficult, or
- Not at All Difficult.

Methodology to Determine Strengths and Areas for Growth

Survey responses were tallied and presented in tables (Appendix B) to highlight two patterns of collaboration:

- Strengths: Patterns emerge when HS/EHS grantees report a high *Extent of Involvement* with service providers/organizations and a relative low *Degree of Difficulty* in engaging in activities with partners.
 - High *Extent of Involvement* means at least four ($\leq 57\%$) of the seven respondents selected Coordination, Coalition, or Collaboration in the 2017-2018 program year survey.
 - Low *Degree of Difficulty* means at least four of the seven responses elected were Not at All Difficult or Somewhat Difficult in the 2017-2018 program year survey.
- Areas for Growth: Patterns emerge when HS/EHS grantees report a low *Extent of Involvement* with service providers/organizations and a relative high *Degree of Difficulty* in engaging in activities with partners.
 - Low *Extent of Involvement* means at least four ($\leq 57\%$) of the seven respondents selected Networking, Cooperation, and/or Not Applicable in the 2017-2018 program year survey.
 - High *Degree of Difficulty* means at least four of the seven responses elected were Difficult, Extremely Difficult, and/or Not Applicable in the 2016-2017 program year survey.

In Appendix B, Strengths are highlighted in light green, and Areas for Growth are highlighted in yellow.

For each HSSCO Priority covered by this report, the VHSCO tabulated the numbers of Collaboration Strengths and Areas for Growth and calculated their corresponding percentages. This process enabled the VHSCO to determine the relative amounts of Collaboration Strengths and Areas for Growth for each HSSCO Priority. Using the data collected for the Early Childhood System Priority in the Child Care and Early Childhood Systems goal area as an example here, the VHSCO calculated that there were thirteen Collaboration Strengths and four Collaboration Areas for Growth for the Priority (See Appendix A, Table 3 and Table 4) with corresponding percentages of 76.5% and 23.5%, respectively. By subtracting 76.5% from 23.5%, VHSCO determined that the Early Childhood System Priority has 53% more Collaboration Strengths than Collaboration Areas for Growth.

Needs Assessment Survey Findings

Child Care and Early Childhood Systems (CCECS)

Partnering with State Child Care Systems

Head Start/Early Head Start grantees participate in varying degrees with state, regional and local organizations on early childhood system activities in Vermont. The VHSCO works actively to build awareness and integrate HS/EHS programs into the State's early childhood system. In Vermont, the Building Bright Futures State Advisory Council (BBF-SAC) is a key partner in this work. BBF-SAC holds specific responsibilities related to establishing a system for planning, coordinating, integrating and developing evidence-informed early childhood interventions, forward-thinking policies, public information and resources at the state and regional levels with the goal of improving quality of services for families and young children.

Work with State Efforts to Collect Data Regarding Early Childhood Program and Child Outcomes

As stakeholders in Vermont's early childhood system, Head Start/Early Head Start grantees provide valuable data on early childhood programming and child outcomes. This data informs the development of policies, practices, and structures that impact the early childhood workforce and the children and families served by HS/EHS. Grantee participation in state efforts to collect this type of data results in a more comprehensive understanding of topics ranging from the state of wages within the early education workforce to the true costs of childcare for both parents and child care providers.

Collaboration with State Quality Rating and Improvement Systems (QRIS)

QRIS provide states with systemic approaches to assess, improve, and communicate the level of quality in early care and education programs. Head Start Program Performance Standards (HSPPS) provide HS/EHS programs with the defined standards and minimum requirements for the entire range of program services, also promoting high levels of quality. When QRIS, state licensing, and HSPPS align, the result is a stronger, higher-quality early childhood system. The VHSCO is in a unique position to support the alignment of these systems given its connectivity to the State and its HS/EHS grantees.

Overall, the findings from the 2017-2018 web-survey indicate there were 53% more Strengths than Areas for Growth in the Early Childhood Systems Priority.

Strengths

During the 2017-2018 program year, the majority of Head Start/Early Head Start grantees rated their *Extent of Involvement* with Building Bright Futures State Advisory Council (BBF-SAC) and BBF Regional Councils as high (see Appendix B, Table 3). Grantees also reported a low *Degree of Difficulty* when exchanging information to the BBF-SAC, its standing committees, and the BBF Regional Councils, and when using the Vermont Insights early childhood data reporting system (see Appendix B, Table 4).

The web survey also asked grantees to report on the level of referral process consistency experienced between Head Start/Early Head Start and Children's Integrated Services, Vermont's vehicle for providing early intervention, family support, and prevention services to children pre-birth to age 5 (see Appendix B, Table 5). The VHSCO established an outcome in Strategic Plan 1.0 pertaining to consistent partnership to ensure services meet family needs in a coordinated way (such as developmental screenings, Part C of IDEA services, and Evidence-Based Home Visiting). The majority of grantees reported a Consistent or Very Consistent referral process in their respective region that ensures children and families can access services and meet their needs.

A majority of Head Start/Early Head Start grantees reported a high *Extent of Involvement* and a low *Degree of Difficulty* when collecting, accessing, and engaging in activities related to early childhood program and child outcome data with the State of Vermont Child Development Division (CDD), Department of Health (DoH), and Vermont Insights staff (see Appendix B, Table 6). Grantees also reported a low *Degree of Difficulty* when accessing data from and engaging in activities with the Vermont Agency of Education (see Appendix B, Table 7).

A majority of Head Start/Early Head Start grantees reported a high *Extent of Involvement* with STARS, working in coalition or collaboration. Five out of seven grantees reported participating in STARS as Not at All Difficult. 95% of HS/EHS programs currently participate in Vermont's QRIS, known as the STep Ahead Recognition System (STARS) and 86.5% are rated 4- or 5 STARS.

Areas for Growth

At least four of seven Head Start grantees indicated a low *Extent of Involvement* with two of four early childhood system components identified in the web survey: BBF-SAC Standing Committees (including the Professional Preparation and Development Committee and the Data and Evaluation Committee), and state efforts to unify early childhood data systems (see Appendix B, Table 3).

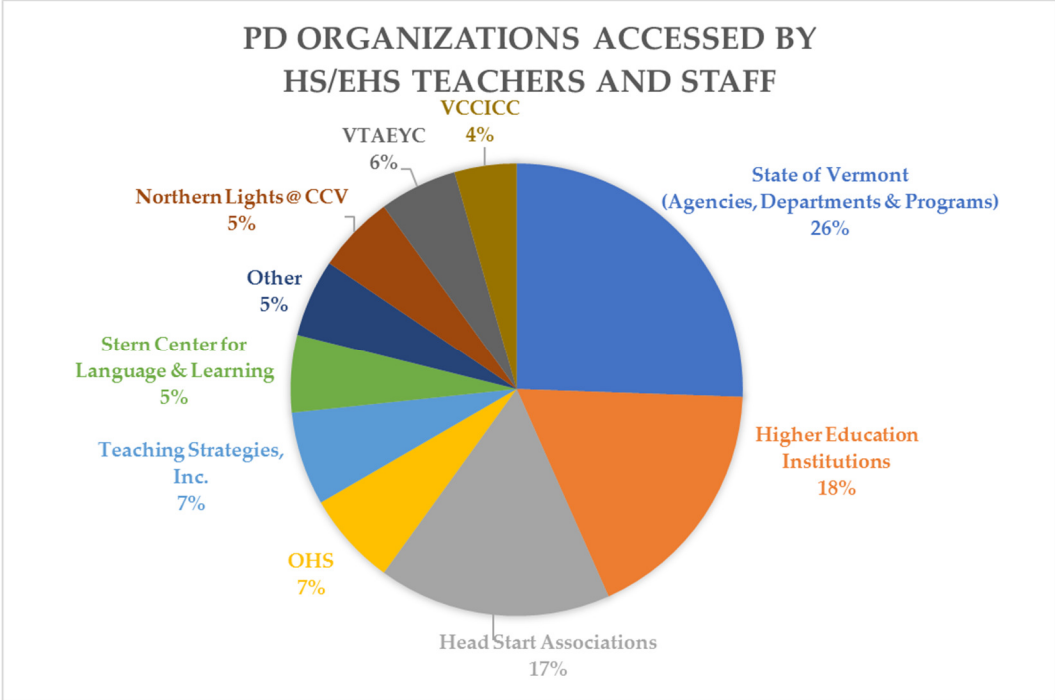
A majority of Head Start/Early Head Start grantees reported a low *Extent of Involvement* with the Vermont Agency of Education to collect data regarding early childhood program and child outcomes (see Appendix B, Table 6).

Professional Development

The VHSCO works with the Vermont Comprehensive Early Childhood Afterschool Professional Development System (VTCECAPDS), Northern Lights at Community College of Vermont (NL@CCV), Building Bright Futures State Advisory Council’s Professional Preparation and Development Committee, the Pre-K Teacher Capacity Group, and the Higher Education Early Education Consortium to promote expansion and high quality career development opportunities for all early childhood professionals, including HS/EHS grantees. These efforts support early childhood providers in accessing ongoing professional development that meet degree and credentialing requirements.

The 2017-2018 web-based survey asked HS/EHS grantees to indicate which professional development organizations staff accessed throughout the year. Agencies, Departments and Programs of the State of Vermont were the most frequently accessed professional development organizations reported by HS/EHS grantees, followed by Higher Education Institutions and Head Start Associations (see Figure 3; Appendix B, Table 7).

Figure 3: Professional Development Organizations Accessed by HS/EHS Grantee Staff During the 2017-2018 Program Year



The VHSCO also asked HS/EHS grantees to list their top three professional development needs. The VHSCO categorized responses into the following clusters:

Qualified Staff Recruitment & Retention (8)

- Infant/Toddler teacher specialization
- VT AoE Teacher Licensure, Early Childhood
- CDA, Infant/Toddler Center-Based
- CDA, Preschool Center-Based
- Attracting and retaining licensed teachers
- Competitive wages
- Marketing to the Early Education workforce
- Staff Wellness

Program & Curriculum Support (5)

- Child Health & Safety – Systems, Requirements & Best Practices
- CLASS Instructional Support
 - Concept Development
 - Quality of Feedback
- Implementation of Intentional Curriculum
- Curriculum fidelity

Trauma & Resiliency (3)

- Mental Health
- Working with families and addiction
- Effects of trauma on children and strategies for addressing challenging behaviors

Family Engagement (1)

- Family Services credentialing

The VHSCO also asked HS/EHS grantees to identify which professional development services from Northern Lights at Community College of Vermont (NL@CCV) would be most valuable for their program. Overall, grantees identified college courses/coursework, professional level certificates, and mandated trainings as valuable opportunities. Specific responses included:

- Fundamentals
- CDA coursework
- Basic Specialized Care coursework
- Infant/Toddler coursework
- Credentials (Director; Family Services; Infant/Toddler), and

- Health & Safety topics (Medication Administration; Blood Borne Pathogens; Active Supervision of Children, Emergency Preparedness, Safe Sleep)

Grantees also noted that course reimbursement or sponsorship from NL@CCV would be valuable, and that having NL@CCV Resource Providers in each region has filled an important gap in the professional development system.

Overall, the 2017-2018 web-survey findings indicate there were 30% more Areas for Growth than Strengths in the Professional Development Priority.

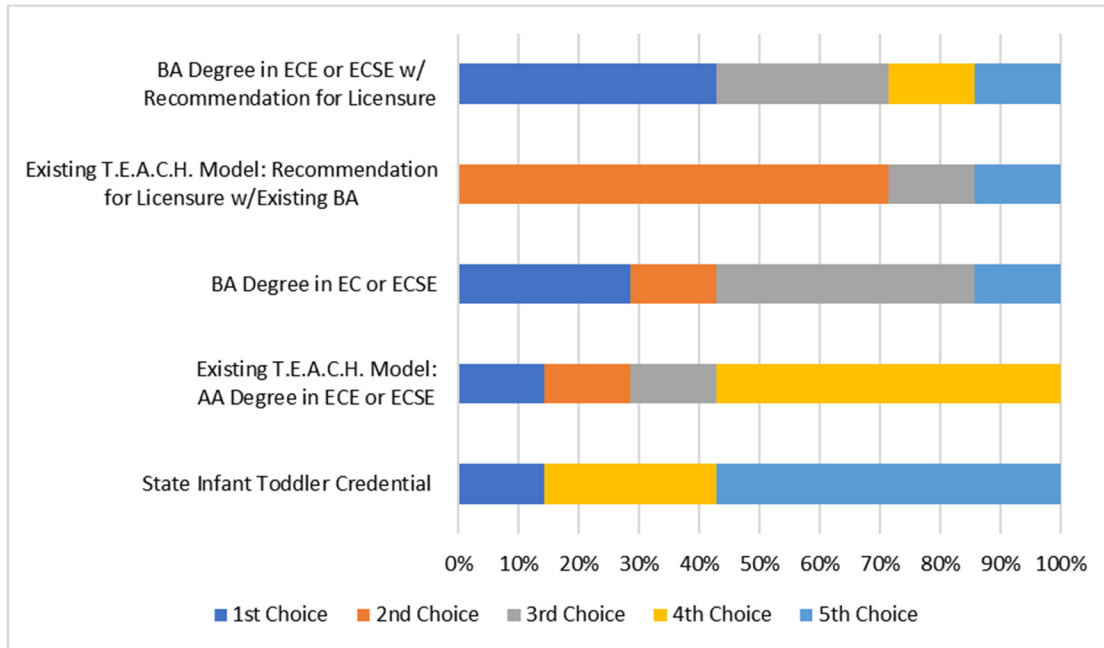
Strengths

Head Start/Early Head Start grantees reported high levels of involvement with a variety of local, state and regional professional development organizations (see Appendix B, Table 8). The highest level of involvement reported by grantees was with the Office of Head Start Region I Northeast Head Start Training & Technical Assistance office with the University of Massachusetts Donahue and Teaching Strategies, Inc.

Grantees report low *Degree of Difficulty* for program staff to engage in six out of seven professional development activities: accessing BA programs in Early Childhood Education and Early Childhood Special Education with recommendation for licensure; obtaining staff release time to attend PD activities; exchanging information on roles and resources with other organizations regarding PD; and accessing Early Childhood Education degree programs in the community (see Appendix B, Table 8). Both accessing online professional development opportunities and scholarships/other financial support for professional development (via Teacher Education and Compensation Helps (TEACH,) for example) were reported as Not at All Difficult by six out of seven grantees.

When Head Start/Early Head Start grantees were asked how they would prioritize college degree and credential opportunities through T.E.A.C.H, a bachelor's degree in Early Childhood Education or Early Childhood Special Education with Recommendation for Licensure was the first choice amongst grantees (see Figure 4). A state infant toddler credential was amongst the lowest.

Figure 4: Prioritization of Degrees and Credentials Accessed via T.E.A.C.H



Areas for Growth

Head Start/Early Head Start grantees reported low levels of involvement with 16 out of 18 professional development organizations presented on the web-based survey (see Appendix B, Table 8). Of those 16, nearly half (seven) were specific to Vermont.

A majority of Head Start/Early Head Start grantees were unsure about the degree of difficulty for staff to transfer college credits between public institutions of learning.

School Transitions

Pre-kindergarten Partnership Development

All Head Start grantees partner with school districts to provide universal pre-kindergarten education. In these partnerships, pre-kindergarten education services are either delivered in Head Start settings where Head Start is the licensee, or school-based settings where the public school is the licensee. The Head Start Act requires each Head Start grantee to have one or more Memorandum of Understandings (MOUs) with the appropriate local entities, such as a school, school district, Supervisory District, or Supervisory Union, responsible for managing publicly funded preschool programs in the Head Start service area. The MOU must provide for a review of ten activities and plans to coordinate these activities, as appropriate, as described in Section 642A of the Head Start Act. Appendix B, Table 11 lists the ten activities plus an 11th

activity related to shared school readiness goals and strategies based on the Vermont Head Start Association School Readiness Agreement.

Partnerships with Local Educational Agencies – Kindergarten Transitions

Strong collaborations between Head Start grantees and LEAs are essential to make seamless transitions for children and families as children graduate from HS and enter kindergarten. Transitions are individualized, and ultimately each child will continue to develop and gain ground at their own pace. Their families are included and supported in the process. Grantees were asked to rate their *Extent of Involvement* with LEAs and the *Degree of Difficulty* their programs experienced when engaging with LEAs around 18 school transition activities.

Continuity Between Head Start and Kindergarten Entrance Assessments

The Ready for Kindergarten! Survey (R4K!S) is a readiness assessment of children entering kindergarten that examines students' knowledge and skills that is administered within the first six to ten weeks of the school year. Vermont's concept of children's readiness is multidimensional and includes:

- Social and emotional development
- Communication
- Physical health
- Cognitive Development
- Knowledge
- Approaches to learning (i.e. – enthusiasm for learning, persistence, curiosity)

Vermont acknowledges the relationship between “children's readiness” and “school readiness” is interactional: children need to be ready for schools and schools need to be ready to accommodate the diverse needs of children.

When asked to identify any challenges related to the R4K!S, three HS/EHS grantees commented on the consistency and continuity of the tool, noting:

- “We work with several districts and there is inconsistency amongst their use of the survey,” and
- “Although the rubric is helpful, [there's] still [a] disconnect with how public-school teachers respond versus preschool teachers.

Another grantee acknowledged the tool as a point-in-time measurement, noting:

- “The survey only includes one point in time data measurement, [it] does not take into account the tremendous growth that children made while enrolled in the program”.

Questions about how the tool is being implemented and measured were also raised by one HS/EHS grantee.

Overall, pre-kindergarten partnership development was identified as a strength for Vermont Head Start programs, with all grantees reporting a high *Extent of Involvement* and a low *Degree of Difficulty* when engaging in all related activities. The survey findings indicate there were 88.6% more Strengths than Areas for Growth within the School Transition Priority Area.

Strengths

Based on web survey responses, partnerships between Head Start programs and Local Education Agencies (LEAs) specifically focused on pre-kindergarten are perceived to be a strength in Vermont. All grantees reported a high *Extent of Involvement* and a low *Degree of Difficulty* when providing universal pre-kindergarten education and coordinating MOU activities with LEA partners (see Appendix B, Tables 10, 11). Public information dissemination and access was perceived as Not at All Difficult by six out of seven grantees, while five out of seven reported no difficulty related to service area; selection priorities for eligible children; educational activities, curricular objectives and instruction; communication/family outreach for smooth transitions to kindergarten; and agreement on the shared school readiness goals and strategies outlined in the Vermont Head Start Association School Readiness Agreement (see Appendix B, Table 11).

Overall, Head Start grantees reported experiencing partnerships with LEAs regarding kindergarten transitions at a level of coordination during the 2017-2018 program year (see Appendix B, Table 12). A majority of Head Start grantees indicated a low *Degree of Difficulty* for 16 of 18 school transition activities (see Appendix B, Table 13). Implementing systematic procedures for transferring Head Start program records to schools was reported Not at All Difficult for six out of seven grantees. Conducting joint outreach to families and LEAs to discuss the needs of children entering kindergarten and aligning Head Start curricula with the newly revised Vermont Early Learning Standards were other notable areas of strength, reported as being Not at All Difficult by five of seven grantees.

Areas for Growth

Two school transition activities were identified in the 2017-2018 program year as areas for growth when partnering with LEAs: coordinating transportation and aligning curricula and assessment practices. The majority of Head Start grantees reported a high *Degree of Difficulty* when engaging in these activities (see Appendix B, Table 13). Organizing and participating in joint training, including transition-related training for school and Head Start staff, is another

potential area for growth, with nearly half of grantees reporting difficulty. The most commonly reported pre-kindergarten partnership activity in which grantees experienced a high *Degree of Difficulty* related to staff training, including opportunities for joint staff training on topics such as content standards, instructional methods, curricula, and social and emotional development (see Appendix B, Table 13). However, with only two out of seven of grantees reporting this high degree of difficulty, it was not identified as a formal Area for Growth.

Services to Children Experiencing Homelessness

Recognizing that homelessness has a tremendous impact on children's school readiness, the VHSCO coordinates with the Vermont Agency of Education and LEA's to support access to services for children and families experiencing homelessness. During the 2017-2018 school year, HS/EHS grantees provided services to 151 homeless children and pregnant women, accounting for 8.9% of the total number of HS/EHS enrollees.

While the VHSCO Director works on a state level in partnership with the VHSA, AHS Office of Economic Opportunity, and the Vermont Coalition to End Homelessness, individual HS/EHS grantees establish and maintain positive working relationships with housing providers in their own communities. Grantees were asked to identify local organizations that provide housing services to young children and families experiencing homelessness:

- Bennington-Rutland Opportunity Council (BROC)
- Committee on Temporary Shelter (COTS)
- John Graham Shelter
- Laurie's House
- Rutland Homeless Prevention Center
- Samaritan House
- Springfield Supportive Housing
- Steps to End Violence
- The Haven
- Bennington Coalition for the Homeless
- Promoting Awareness, Victim Empowerment (PAVE)
- Shires Housing
- Sunrise Family Resource Center

One grantee also noted how their role as a formal Assessment Partner in their region's Coordinated Point of Entry system has increased their ability to help homeless families secure housing.

Services to Children with Disabilities

During the 2017-2018 program year, 23.6% of preschool-aged children served by Head Start programs were children with disabilities. 19.4% of infants and toddlers served by Early Head Start programs were children with disabilities. Within 45 days of a child's enrollment in HS/EHS and in collaboration with the child's caregiver, grantees must conduct a

developmental screening of the child. If the program identifies a possible developmental concern for the child, the child is referred to CIS or a LEA that administers Early Childhood Special Education (ECSE) services. ECSE services are early childhood special education services and supports for eligible children provided in accordance with Part B and Part C of the Individuals with Disabilities Education Act (IDEA).

Overall, the findings indicated that there were 77.8% more Strengths than Areas for Growth in the Serving Children with Disabilities Priority.

Strengths

Head Start/Early Head Start grantees report a high *Extent of Involvement* when working with LEAs providing special education services (Part B, IDEA), regional CIS providing early intervention services (Part C, IDEA), and the State of Vermont's statewide CIS team (see Appendix B, Table 14).

Head Start/Early Head Start grantees reported a low *Degree of Difficulty* when engaging in special education activities, such as coordinating services with CIS early intervention providers under Part C of IDEA (see Appendix B, Table 15).

Areas for Growth

Head Start/Early Head Start reported a low *Extent of Involvement* with the Agency of Education as the State lead for ECE services under Part B of IDEA (see Appendix B, Table 14).

Promoting Access to Timely Health Care Services

Head Start/Early Head Start grantees provide high-quality health, oral health, mental health, and nutrition services to support children's growth and school readiness. At a state level, the VHSCO partners with the Vermont Department of Health and the Department for Children and Families to support initiatives related trauma, resiliency, and adverse childhood experiences (ACES) while promoting HS/EHS's two-generational approach to working with children and families.

Overall, promoting access to timely health care services is a minor strength for Vermont Head Start/Early Head Start programs, with 9.1% more Strengths than Areas for Growth.

Strengths

Head Start/Early Head Start grantees report a high *Extent of Involvement* with the Vermont Department of Health. Grantees also reported experiencing a low *Degree of Difficulty* when accessing all six health-related professional development activities identified (see Appendix B,

Table 16). Accessing training on safe sleep practices was the activity most grantees agreed was Not at All Difficult.

Areas for Growth

Grantees reported a low *Extent of Involvement* with the Vermont Department of Mental Health, Department of Public Safety, the Child Development Division, Northern Lights at Community College of Vermont (NL@CCV), and the national Center on Early Childhood Health and Wellness (see Appendix B, Table 16). No activities related to accessing health-related professional development were identified as a high *Degree of Difficulty* (see Appendix B, Table 17).

Family Engagement

Family engagement in Head Start/Early Head Start is about building relationships with families that support family well-being, strong relationships between caregivers and children, and ongoing learning and development for both caregivers and children. Head Start/Early Head Start programs use a two-generational approach, addressing the needs of children and their caregivers together to help break the cycle of poverty.

When asked to share strategies about HS/EHS's use of two-generational programming that could enhance family engagement efforts in other community partner settings, grantees provided a diverse array of responses: from securing funding for additional Family Services staff to hosting bi-weekly coffee socials where families can learn about new topics in a safe and comfortable environment while expanding their social connections. Specific strategies identified also included:

- Homevisiting
- Providing more parenting activities in communities
- Offering child care and food at events
- Discussing the philosophy behind the two-generation approach with community partners when appropriate

Empowering families as advocates and leaders is a key component of HS/EHS's Family Engagement Priority. The VHSCO asked grantees to identify organizations accessed by HS/EHS parents for professional development. A majority of grantees (five out of seven) indicated the New England Head Start Association as being accessed by program parents, and four out of seven reported that program parents accessed the Reach Up program within the Economic Services Division of the Vermont Department for Children and Families. Two grantees reported parents having accessed the Vermont Technical College's Strengthening

Working Families Initiative (SWFI) and Union Institute and University. Individual grantees reported program parents having accessed additional organizations:

- OHS-funded New England HS T/TA Network w/UMass Donahue Institute
- Vermont Association of the Education of Young Children (VTAEYC)
- VT Agency of Human Services (AHS)
- VT Department of Health (VDOH)
- CIS
- Child Development Division (CDD)
- Vermont State Colleges (Castleton, Lyndon, CCV @ Bennington)
- National Head Start Association (NHSA)
- VTHSA
- Office of Economic Opportunity (OEO), Department for Children and Families (DCF)
- VT Agency of Education
- Prevent Child Abuse VT
- Children's Literacy Foundation
- Mildred Elly College, NY

Child Welfare

Early childhood systems working in partnership with child welfare agencies provide coordinated intervention and prevention/early detection services to children and families that ultimately improve outcomes. In Vermont, the VHSCO supports coordination between HS/EHS grantees, the Family Services Division (FSD) and Economic Services Division (ESD) within DCF, and CDD's Child Care Financial Assistance Program (CCFAP), all toward this aim.

Strengths

Overall, coordination with child welfare services was identified as a strength for Vermont HS/EHS programs, with all grantees reporting a high *Extent of Involvement* and low *Degree of Difficulty* when engaging in all five related activities (see Appendix B, Tables 18, 19). The greatest number of grantees (four out of seven) reported experiencing a coordinated level of involvement with FSD and ESD. One grantee reported experiencing coalition-level involvement with CCFAP (see Appendix B, Table 18).

Areas for Growth

Although the majority of all HS/EHS grantees reported a high *Extent of Involvement* and low *Degree of Difficulty* when engaging with Vermont's child welfare system, it's worth noting that two grantees reported experiencing difficulty when collaborating on outreach and referrals with FSD staff. One grantee reported experiencing extreme difficulty when obtaining subsidy information from CCFAP staff (see Table 19).

Conclusion

Findings

The 2017-2018 need assessment web-survey revealed four sets of findings:

- 1) Head Start and Early Head Start grantees have collaboration strengths and weaknesses with their state and community partners;
- 2) Head Start and Early Head Start grantees experience benefits and challenges specific to Head Start & School-Based prekindergarten education partnerships;
- 3) The top professional development needs identified by Head Start and Early Head Start grantees, and
- 4) There are promising activities to improve Head Start/Early Head Start collaboration.

Strengths and Areas for Growth

From analyzing survey questions with *Extent of Involvement* and *Degree of Difficulty* scales, the VHSCO found Early Childhood Systems and School Transitions to be Collaboration Strengths. Professional Development was identified as a Collaboration Area for Growth.

Regional Priorities of Serving Children with Disabilities, Promoting Access to Timely Health Care Services, and Child Welfare were identified as Collaboration Strengths. The Regional Priorities of Services to Children Experiencing Homelessness and Family Engagement were not identified as either Collaboration Strengths or Areas for Growth. *Extent of Involvement* and *Degree of Difficulty* scales were not used to probe these areas, instead, qualitative data regarding the types of partnerships and their associated strengths and areas for growth were collected and will be utilized to achieve the VHSCO's Strategic Plan 2.0.

Professional Development Needs

Based on the responses of the seven HS/EHS grantees, the VHSCO categorized responses into these clusters of professional development needs: Qualified Staff Recruitment & Retention; Program & Curriculum Support; Trauma & Resiliency; and Family Engagement. The VHSCO will work with its federal, state, and community partners to address these needs in the upcoming year as it works to achieve its Strategic Plan 2.0.

Appendix A

Brattleboro Town School District-Early Education Services (BTSD-EES) Head Start and Early Head Start

130 Birge St.

Brattleboro, VT 05301

802-254-3742

County Served: Windham

Capstone Community Action Head Start and Early Head Start

20 Gable Place

Barre, VT 05641

802-479-1053

Counties Served: Lamoille, Orange, Washington

Champlain Valley Office of Economic Opportunity (CVOEO) Head Start and Early Head Start

431 Pine Street

Burlington, VT 05401

802-651-4180

Counties Served: Addison, Chittenden, Franklin, Grand Isle

Northeast Kingdom Community Action, Inc. (NEKCA) Head Start and Early Head Start

191 High Street

Barton, VT 05822

802-525-3362

Counties Served: Essex, Orleans, Caledonia

Rutland Community Programs, Inc. (Rutland County Head Start)

78 Meadow Street, P.O. Box 222

Rutland, VT 05702

802-665-2620

County Served: Rutland

Southeastern Vermont Community Action (SEVCA) Head Start

107 Park Street, Suite 1

Springfield, VT 05156

802-885-6669

County Served: Windsor

United Children's Service of Bennington County Head Start and Early Head Start
P.O. Box 588
Bennington, VT 05201
802-442-3686
County Served: Bennington

Appendix B

Early Childhood System Priority Tables

Table 3: Extent of Involvement Between HS/EHS Grantees and Early Childhood System Entities During the 2017-2018 Program Year

	Network	Cooperation	Coordination	Coalition	Collaboration	Don't Know
Building Bright Futures (BBF) State Advisory Council, Inc.	0	3	1	3	0	0
Standing committees of the BBF State Advisory Council, Inc. (Professional Preparation and Development; Data and Evaluation)	3	2	0	2	0	0
BBF Regional Council(s)	0	1	0	1	5	0
State efforts to unify early childhood data systems (e.g., child/family/program assessment data)	0	4	1	2	0	0

Table 4: Degree of Difficulty for HS/EHS Grantees to Engage in Early Childhood System Activities During the 2017-2018 Program Year

	Extremely Difficult	Difficult	Somewhat Difficult	Not at All Difficult	Don't Know
Exchanging information from and providing input to the BBF State Advisory Council, Inc.	0	0	0	6	1
Exchanging information from and providing input to the standing committees of the BBF State Advisory Council, Inc. (Professional Preparation and Development; Data and Evaluation)	0	1	0	4	2
Exchanging information from and providing input to BBF Regional Council(s)	0	0	0	7	0
Participating in state efforts to unify early childhood data systems using Vermont Insights-Early Childhood Data Reporting System	0	1	2	3	1

Table 5: Consistency of Referral Processes Between HS/EHS Programs and CIS During the 2017-2018 Program Year

	Response %	Response Count
Very Consistent	28.5%	2
Consistent	43%	3
Inconsistent	28.5%	2
Very Inconsistent	0%	0

Table 6: Extent of Involvement with Service Providers/Organizations and HS/EHS Programs to Collect Data Regarding Early Childhood Program and Child Outcomes

	Network	Cooperation	Coordination	Coalition	Collaboration	Don't Know
VT Agency of Education	0	4	2	0	1	0
Child Development Division	0	3	2	0	2	0
VT Insights Staff	1	0	2	1	1	2
VT Dept. of Health	0	1	3	1	0	2
State Efforts to unify early childhood data systems	2	1	3	0	1	0

Table 7: Degree of Difficulty for HS/EHS Grantees to Access Data from and Engage in Activities With the Following State Agencies/Organizations

	Extremely Difficult	Difficult	Somewhat Difficult	Not at All Difficult	Don't Know
Agency of Education	2	0	3	2	0
Child Development Division	1	1	3	2	0
Participating in State Efforts to Unify EC Data Systems by Using VT Insights	0	0	1	5	1
Sharing HS/EHS Data with AOE's SLDS	0	1	0	2	4

Table 8: Level of Involvement for Head Start Grantees with Professional Development Organizations

	Network	Cooperation	Coordination	Coalition	Collaboration
Region I NEHS T&TA w/UMass Donahue	0	0	1	1	5
Northern Lights @CCV	1	4	1	0	1
VTAEYC	2	3	0	2	0
VT Child Care Industry and Careers Council	2	0	1	1	2
VT Agency of Human Services	1	3	0	2	0
VT Dept. of Health	0	4	1	0	0
Children's Integrated Services	0	1	2	2	1

Child Development Division	0	3	2	0	1
Institutions of Higher Education offer BA degrees	2	4	1	0	0
Nat'l Ctr on HS Program Mgmt. & Fiscal Operations	2	4	1	0	0
Nat'l Ctr on EHS-CC Partnerships	3	2	0	0	1
Nat'l Ctr on Parent, Family, and Comm. Engagement	3	2	0	0	1
Nat'l Ctr on EC Development, Teaching, and Learning	2	3	0	0	1
Nat'l Ctr on EC Health and Wellness	3	2	0	0	1
Nat'l Ctr on EC Quality Assurance	4	1	0	0	1
OCC State Capacity Building Center	5	0	0	1	0
Stern Center for Language & Learning	4	2	0	0	0
New England Head Start Association	0	4	0	0	1
National Head Start Association	2	2	0	1	1
Ofc of Economic Opportunity, VT DCF	2	2	0	1	1

***Note: Only six grantees gave a level of involvement response regarding the Child Development Division, making it impossible to determine a majority.

Professional Development Priority Tables

Table 9: Degree of Difficulty for HS/EHS Program Staff to Engage in Professional Development Activities

	Extremely Difficult	Difficult	Somewhat Difficult	Not at All Difficult	Do Not Know
Transferring college credits between public institutions of learning	0	0	1	2	4
Assessing BA program sin ECE and ECSE with recommendation for licensure	0	2	2	3	0
Accessing scholarships and other financial support for PD (e.g., T.E.A.C.H.)	0	0	1	6	0

Obtaining staff release time to attend PD activities	0	2	3	2	0
Accessing online PD opportunities (e.g., availability of equipment, internet connection, etc.)	0	0	1	6	0
Exchanging information on roles and resources with other providers/organizations regarding PD	0	0	2	5	0
Accessing EC education degree programs in the community.	0	2	1	4	0

School Transitions Priority Tables

Table 10: Extent of Involvement Between Head Start Grantees and LEAs to Provide Universal Pre-Kindergarten Education During the 2017-2018 Program Year

	Response Percent	Response Count
Network (awareness)	0.0%	0
Cooperation (somewhat defined roles, formal communication)	0.0%	0
Coordination (shared ideas, frequent/prioritized communication, all members vote on decisions)	71.43%	5
Coalition (shared ideas, frequent/prioritized communication, all members vote on decisions)	14.29%	1
Collaboration (belong to one system, mutual trust in communication, consensus on decisions)	14.29%	1
We do not have a MOU for publicly funded pre-k under Act 166.	0.0%	0
Other (please specify)	0.0%	0

Table 11: Degree of Difficulty for Head Start Grantees to Engage with LEAs in Coordinating MOU Activities During the 2017-2018 Program Year

	Extremely Difficult	Difficult	Somewhat Difficult	Not at All Difficult	N/A
Educational activities, curricular objectives and instruction	0	1	1	5	0

	Extremely Difficult	Difficult	Somewhat Difficult	Not at All Difficult	N/A
Public information dissemination and access to programs for families contacting Head Start or another preschool program.	0	1	0	6	0
Selection Priorities for eligible children to be served by programs.	0	0	2	5	0
Service areas	0	0	2	5	0
Staff training, including opportunities for joint staff training on topics such as academic, content standards, instructional methods, curricula, and social and emotional development	0	2	2	3	0
Joint/shared program technical assistance (e.g., on mutual needs, or to develop partnership agreements)	0	1	2	4	0
Provision of services to meet needs of working parents, as applicable	0	1	2	4	0
Communications and parent outreach for smooth transitions to kindergarten	0	0	2	5	0
Provision and use of facilities, transportation, etc.	0	1	4	2	0
Other elements mutually agreed to by the parties to the MOU	0	0	1	4	2
Agreeing to shared school readiness goals and strategies based on the Vermont Head Start Association School Readiness Agreement (e.g., physical development and health, approaches to learning, cognitive development, activity, social-emotional development, and literacy/language development)	0	1	1	5	0

Table 12: Extent of Involvement Between Head Start Grantees and LEAs Regarding the Transitions of Children from Head Start to Kindergarten During the 2017-2018 Program Year

	Response Percent	Response Count
Network (awareness)	0.0%	0
Cooperation (somewhat defined roles, formal communication)	14.29%	1
Coordination (shared resources, frequent communication, some shared decision making)	85.71%	6
Coalition (shared ideas, frequent/prioritized communication, all members vote on decisions)	0.0%	0
Collaboration (belong to one system, mutual trust in communication, consensus on decisions)	0.0%	0

Table 13: Degree of Difficulty for Head Start Grantees to Engage in School Transition Activities During the 2017-2018 Program Year

	Extremely Difficult	Difficult	Somewhat Difficult	Not at All Difficult
Coordinating with LEAs to implement systematic procedures for transferring Head Start program records to school	0	0	1	6
Ongoing communication with LEAs to facilitate coordination of programs (including teachers, social workers, McKinney-Vento liaisons, etc.)	0	1	4	2
Establishing and implementing comprehensive transition policies and procedures with LEAs	0	0	3	4
Linking LEA and Head Start services relating to language, numeracy, and literacy	0	2	1	4
Aligning Head Start curricula with the new infants through Third Grade Vermont Early learning Standards	0	0	2	5

Partnering with LEAs and parents to assist individual children/families to transition to school, including review of portfolio/records	0	0	4	3
Coordinating transportation with LEAs	1	3	1	2
Coordinating shared use of facilities with LEAs	0	1	2	4
Coordinating with LEAs regarding both support services for children and families	0	0	5	2
Conducting joint outreach to parents and LEA to discuss needs of children entering kindergarten	0	1	1	5
Establishing policies and procedures that support children's transition to school that includes engagement with LEA	0	0	3	4
Helping parents of limited English proficient children understand instructional and other information and services provided by the receiving school.	1	1	1	4
Exchanging information with LEAs on roles, resources, and regulations	0	1	4	2
Aligning curricula and assessment practices with LEAs	0	4	1	2
Organizing and participating in joint training, including transition-related training for school staff and Head Start staff	0	3	3	1
Coordinating with LEAs around their compliance with state and federal statutes and regulations for Head Start, pre-k, and child care licensing, and best practice around assuring child health and safety (e.g., active supervision, medication administration, safe environments, etc.)	1	0	4	2

Coordinating with LEAs around their compliance with state and federal statutes and regulations for Head Start, pre-k, and child care licensing, and best practice around fidelity to curriculum.	1	1	2	3
Coordinating with LEAs around their compliance with state and federal statutes and regulations for Head Start, pre-k, and child care licensing, and best practice around other issues.	1	1	2	3

Regional Priority Tables

Table 14: Extent of Involvement with Service Providers and Organizations Regarding Services for Children with Disabilities

Organization	Network	Cooperation	Coordination	Coalition	Collaboration
LEAs providing special education services under Part B of IDEA	0	0	4	1	2
Regional CIS providing intervention services under Part C of IDEA	1	1	3	1	1
VT AOE, State Lead for ECE services under Part B of IDEA	1	3	1	1	1
CIS, CDD DCF	0	3	2	1	1

Table 15: Degree of Difficulty for HS/EHS Grantees to Engage in Special Education Activities during the 2017-2018 Program Year

Activities	Extremely Difficult	Difficult	Somewhat Difficult	Not at All Difficult	Don't Know
Obtaining timely early intervention evaluations of children in accordance with Part C of IDEA	0	1	1	3	2
Obtaining timely early childhood special education evaluations in accordance with Part B of IDEA	0	2	3	2	0
Having HS/EHS participate in IEP or One Plan meetings	0	0	3	4	0

Coordinating services with CIS early intervention providers under Part C of IDEA	0	0	0	6	1
Coordinating services with LEAs ECSE providers under Part B of IDEA	0	0	3	4	0

Table 16: HS/EHS Grantee Level of Involvement with Health Service Providers

Agency/ Organization	Network	Cooperation	Coordination	Coalition	Collaboration	Don't Know
VT Dept. of Health	0	3	2	1	1	0
VT Dept. of Mental Health	2	2	2	0	0	1
VT Dept. of Public Safety	4	0	1	0	0	2
Northern Lights @ CCV	1	3	1	1	1	0
Nat'l. Center on EC Health & Wellness	6	0	0	0	1	0
CDD	1	4	0	0	2	0

Table 17: Degree of Difficulty for HS/EHS Grantees in Accessing Health-Related Professional Development

Activities	Extremely Difficult	Difficult	Somewhat Difficult	Not at All Difficult	Don't Know
Accessing administration of medication training	1	1	4	1	0
Accessing training on public safety of workplace violence (intruder safety)	1	0	1	3	2
Accessing resources on public safety or workplace violence (intruder safety)	0	1	1	3	2
Accessing CDD's free online nine-hour module to meet the VT Orientation Training requirements through Better Kid Care	0	0	4	3	0
Accessing training on active supervision of children	0	1	1	5	0
Accessing training on safe sleep practices	0	0	1	6	0

Table 18: HS/EHS Grantee Level of Involvement with Child Welfare Services

Agency/ Organization	Network	Cooperation	Coordination	Coalition	Collaboration
VT Family Services Division	0	3	4	0	0
Child Care Financial Assistance Program	0	3	3	1	0
VT Economic Services Division	0	3	4	0	0

Table 19: Degree of Difficulty for HS/EHS Grantees to Engage with Child Welfare Services during the 2017-2018 Program Year

<u>Activities</u>	Extremely Difficult	Difficult	Somewhat Difficult	Not At All Difficult	Don't Know
Coordination with FSD's Child Protective Services Staff of foster care services based on family goals	0	1	5	1	0
Collaboration on outreach and referrals with FSD's Child Protective Services & Foster Care Staff	0	2	3	2	0
Obtaining subsidy information from CDD CCFAP Staff	1	0	2	4	0
Coordination with ESD Reach Up Staff for services based on family goals	0	0	4	3	0
Collaboration on outreach and referrals with ESD Reach Up Staff	0	1	0	6	0