

## 2023 HSCO Needs Assessment

This report was generated on 09/26/23. Overall 7 respondents completed this questionnaire. The report has been filtered to show the responses for 'All Respondents'. A total of 7 cases fall into this category.

Please choose the option that best represents your primary role in your Early Head Start and/or Head Start program.

Director (6)	85.7%
Manager (1)	14.3%
Teacher/ Assistant Teacher (-)	-
Other staff role (-)	-

Is your program licensed through the state of Montana or Tribal CCDF?

No (5)	71.4%
Yes (2)	28.6%

Is your program in STARS to Quality (Montana's QRIS)?

Yes (5)	71.4%
No (2)	28.6%

Are you considering a reduction in funded enrollment slots without a reduction in program operations funding or conversion of existing Head Start slots into Early Head Start slots, which includes an enrollment reduction in the number of Head Start slots and an increase in the number of Early Head Start slots?

Yes (6)	85.7%
No (1)	14.3%

To what extent does your Head Start and/or Early Head Start program partner with the following community and state support services? Please mark each area once. Choices are:-High Level Collaboration-Moderate Collaboration-Limited Collaboration-No Collaboration-Not Applicable (Local Education Agencies)

High Level Collaboration (4)	57.1%
Moderate Collaboration (2)	28.6%
Limited Collaboration (1)	14.3%
No Collaboration (-)	-

To what extent does your Head Start and/or Early Head Start program partner with the following community and state support services? Please mark each area once. Choices are: -High Level Collaboration-Moderate Collaboration-Limited Collaboration-No Collaboration-Not Applicable (Local Education Agencies -Part B)

High Level Collaboration (4)	57.1%
Moderate Collaboration (2)	28.6%
Limited Collaboration (1)	14.3%
No Collaboration (-)	-

To what extent does your Head Start and/or Early Head Start program partner with the following community and state support services? Please mark each area once. Choices are: -High Level Collaboration-Moderate Collaboration-Limited Collaboration-No Collaboration-Not Applicable (Early Intervention - Part C)

High Level Collaboration (4)	57.1%
Limited Collaboration (3)	42.9%
Moderate Collaboration (-)	-
No Collaboration (-)	-

To what extent does your Head Start and/or Early Head Start program partner with the following community and state support services? Please mark each area once. Choices are: -High Level Collaboration-Moderate Collaboration-Limited Collaboration-No Collaboration-Not Applicable (Child Care R&R Agencies)

High Level Collaboration (3)	42.9%
Moderate Collaboration (3)	42.9%
No Collaboration (1)	14.3%
Limited Collaboration (-)	-

To what extent does your Head Start and/or Early Head Start program partner with the following community and state support services? Please mark each area once. Choices are: -High Level Collaboration-Moderate Collaboration-Limited Collaboration-No Collaboration-Not Applicable (STARS to Quality (QRIS) Coaches and Consultants)

High Level Collaboration (4)	57.1%
No Collaboration (2)	28.6%
Limited Collaboration (1)	14.3%
Moderate Collaboration (-)	-

To what extent does your Head Start and/or Early Head Start program partner with the following community and state support services? Please mark each area once. Choices are: -High Level Collaboration -Moderate Collaboration -Limited Collaboration -No Collaboration -Not Applicable (Child Care Licensing)

High Level Collaboration (3)	42.9%
Moderate Collaboration (2)	28.6%
No Collaboration (2)	28.6%
Limited Collaboration (-)	-

To what extent does your Head Start and/or Early Head Start program partner with the following community and state support services? Please mark each area once. Choices are: -High Level Collaboration -Moderate Collaboration -Limited Collaboration -No Collaboration -Not Applicable (Libraries and/or local museums)

Moderate Collaboration (3)	42.9%
Limited Collaboration (3)	42.9%
High Level Collaboration (1)	14.3%
No Collaboration (-)	-

To what extent does your Head Start and/or Early Head Start program partner with the following community and state support services? Please mark each area once. Choices are: -High Level Collaboration -Moderate Collaboration -Limited Collaboration -No Collaboration -Not Applicable (Child Care Centers (for continuation of full-day, year-round services or as partners))

Limited Collaboration (3)	42.9%
Moderate Collaboration (2)	28.6%
No Collaboration (2)	28.6%
High Level Collaboration (-)	-

To what extent does your Head Start and/or Early Head Start program partner with the following community and state support services? Please mark each area once. Choices are: -High Level Collaboration -Moderate Collaboration -Limited Collaboration -No Collaboration -Not Applicable (Early Childhood Mental Health Services)

Moderate Collaboration (5)	71.4%
Limited Collaboration (2)	28.6%
High Level Collaboration (-)	-
No Collaboration (-)	-

To what extent does your Head Start and/or Early Head Start program partner with the following community and state support services? Please mark each area once. Choices are:-High Level Collaboration-Moderate Collaboration-Limited Collaboration-No Collaboration-Not Applicable (Adult Mental Health Counseling Services)

Moderate Collaboration (6)	85.7%
Limited Collaboration (1)	14.3%
High Level Collaboration (-)	-
No Collaboration (-)	-

To what extent does your Head Start and/or Early Head Start program partner with the following community and state support services? Please mark each area once. Choices are:-High Level Collaboration-Moderate Collaboration-Limited Collaboration-No Collaboration-Not Applicable (Homelessness Services)

Moderate Collaboration (4)	57.1%
No Collaboration (2)	28.6%
Limited Collaboration (1)	14.3%
High Level Collaboration (-)	-

To what extent does your Head Start and/or Early Head Start program partner with the following community and state support services? Please mark each area once. Choices are:-High Level Collaboration-Moderate Collaboration-Limited Collaboration-No Collaboration-Not Applicable (SNAP, TANF)

Moderate Collaboration (3)	42.9%
High Level Collaboration (2)	28.6%
Limited Collaboration (2)	28.6%
No Collaboration (-)	-

To what extent does your Head Start and/or Early Head Start program partner with the following community and state support services? Please mark each area once. Choices are:-High Level Collaboration-Moderate Collaboration-Limited Collaboration-No Collaboration-Not Applicable (Medicaid/Healthy Montana Kids )

Moderate Collaboration (3)	42.9%
Limited Collaboration (3)	42.9%
High Level Collaboration (1)	14.3%
No Collaboration (-)	-

To what extent does your Head Start and/or Early Head Start program partner with the following community and state support services? Please mark each area once. Choices are: -High Level Collaboration-Moderate Collaboration-Limited Collaboration-No Collaboration-Not Applicable (WIC)

Moderate Collaboration (3)	42.9%
High Level Collaboration (2)	28.6%
Limited Collaboration (2)	28.6%
No Collaboration (-)	-

To what extent does your Head Start and/or Early Head Start program partner with the following community and state support services? Please mark each area once. Choices are: -High Level Collaboration-Moderate Collaboration-Limited Collaboration-No Collaboration-Not Applicable (CACFP (Child and Adult Care Food Program))

High Level Collaboration (6)	85.7%
Moderate Collaboration (1)	14.3%
Limited Collaboration (-)	-
No Collaboration (-)	-

To what extent does your Head Start and/or Early Head Start program partner with the following community and state support services? Please mark each area once. Choices are: -High Level Collaboration-Moderate Collaboration-Limited Collaboration-No Collaboration-Not Applicable (Food Pantries)

Moderate Collaboration (4)	57.1%
Limited Collaboration (2)	28.6%
High Level Collaboration (1)	14.3%
No Collaboration (-)	-

To what extent does your Head Start and/or Early Head Start program partner with the following community and state support services? Please mark each area once. Choices are: -High Level Collaboration-Moderate Collaboration-Limited Collaboration-No Collaboration-Not Applicable (Local Health Department)

High Level Collaboration (4)	57.1%
Moderate Collaboration (2)	28.6%
Limited Collaboration (1)	14.3%
No Collaboration (-)	-

To what extent does your Head Start and/or Early Head Start program partner with the following community and state support services? Please mark each area once. Choices are: -High Level Collaboration-Moderate Collaboration-Limited Collaboration-No Collaboration-Not Applicable (Home Visiting (MIECHV/Healthy Montana Families))

Moderate Collaboration (2)	28.6%
Limited Collaboration (2)	28.6%
No Collaboration (2)	28.6%
High Level Collaboration (1)	14.3%

To what extent does your Head Start and/or Early Head Start program partner with the following community and state support services? Please mark each area once. Choices are: -High Level Collaboration-Moderate Collaboration-Limited Collaboration-No Collaboration-Not Applicable (Pediatric/Family Practitioner Practices/Clinics)

Moderate Collaboration (6)	85.7%
Limited Collaboration (1)	14.3%
High Level Collaboration (-)	-
No Collaboration (-)	-

To what extent does your Head Start and/or Early Head Start program partner with the following community and state support services? Please mark each area once. Choices are: -High Level Collaboration-Moderate Collaboration-Limited Collaboration-No Collaboration-Not Applicable (Dental Providers)

Moderate Collaboration (5)	71.4%
High Level Collaboration (1)	14.3%
Limited Collaboration (1)	14.3%
No Collaboration (-)	-

To what extent does your Head Start and/or Early Head Start program partner with the following community and state support services? Please mark each area once. Choices are: -High Level Collaboration-Moderate Collaboration-Limited Collaboration-No Collaboration-Not Applicable (Child Protective Services)

Moderate Collaboration (4)	57.1%
Limited Collaboration (2)	28.6%
High Level Collaboration (1)	14.3%
No Collaboration (-)	-

**Professional Development: Of the following choices, what do you think are the most important areas to focus on in the next year? (Please choose up to three)**

Support from T/TA provider to work with Head Start grantees to meet Head Start degree requirements for teachers, assistant teachers, education managers and other staff a...	57.1%	Assistance in connecting to training opportunities to train new employees and employees taking on new roles within Head Start agencies. (3)	42.9%
Connection and work with career counselors, apprenticeship and higher education institutions to increase the number of Head Start teachers, assistant teachers and edu...	57.1%	Increase in connections to training and coaching within the STARS to Quality program. (3)	42.9%
Assistance in understanding and navigating the state-wide professional development system. (3)	42.9%	Assistance in connecting Head Start agencies with higher education agencies that provide distance learning programs. (2)	28.6%

**Child Care and EHS/HS: Of the following choices, what are the most important areas to focus on in the next year? (Please choose up to three)**

Increase collaboration between state education agencies and state child care licensing agencies to improve the standards of quality and reduce regulatory barriers facing ...	85.7%	Increase collaboration between Governor's Office, Child Care Resource and Referral system, and HS/EHS to promote quality early education programs. (2)	28.6%
Increased collaboration between Head Start agencies and local child care programs to ensure that quality, full-working day and full-calendar year services are available...	85.7%	Additional information about child care quality improvement and licensing initiatives. (1)	14.3%
Additional linkages between Head Start, local Child Care Resource and Referral agencies, and the Early Childhood and Family Support Division. (3)	42.9%	Additional capacity in child care programs for quality infant-toddler care through linkages with Head Start professional development. (1)	14.3%

Data Collection Efforts: Work with state efforts to collect data regarding ECE program and child outcomes. Which one of these would be most helpful to focus on in the next year?

Continued Coordination between the Head Start data system(s) and OPI that includes the assignment of unique State Assigned Student Identifiers (SASIDs), HS data entr...	57.1%
Share Head Start data state wide with programs and partners to further Head Start mission. (1)	14.3%
Work to collect and share other relevant early childhood data with Head Start programs. (1)	14.3%
Assist in identifying training opportunities on effective data collection and interpretation. (1)	14.3%

Data Collection Efforts: Most HS programs currently have an MOU with the Office of Public Instruction(OPI) to put basic data into the AIM system for the purpose of being able to collect longitudinal data. What are your programmatic needs about AIM data system work ?

Additional training on how to input into the AIM system and deadlines for completion. (4)	57.1%
Longitudinal data reporting plan for information back to HS programs. (3)	42.9%
More information/education about the why this work is important for HS in Montana. (2)	28.6%
More information on individualized program specific training (-)	-
Interested in having the HSCO pursue tracking of younger students/EHS in the AIM system. (-)	-



Data Collection: What are the biggest barriers to sharing and using data about ECE in the next year? (Please choose up to three choices or check the "no problems" option)

Adequate trained staff to track and enter data. (3)	42.9%	Lack of ability input data into the AIM/OPI system for longitudinal data on long-term outcomes. (2)	28.6%
Adequate time for staff to track and enter data. (3)	42.9%	No problems with data collection. (2)	28.6%
Difficulties in finding clear and relevant data on ECE and other factors that affect EHS/HS children. (3)	42.9%	Difficulties in interpreting and using data for programmatic assessment. (-)	-

Collaborate with QRIS: In Montana, Best Beginnings STARS to Quality is the QRIS (Quality Rating Improvement System). What are the most important areas to focus on in the next year? (Please choose up to three)

Assist in identifying ways to limit impact of EHS/HS staff turnover on STARS to Quality levels. (4)	66.7%	Identify and share ways to increase the level of EHS/HS AIAN participants in the STARS to Quality program. (2)	33.3%
Reduce duplicate training requirements for HS/EHS staff in the STARS to Quality Program. (4)	66.7%	Facilitate communication between Head Start and the STARS to Quality program. (1)	16.7%
Increase in training available on assessment, outcomes and connection between QRIS requirements and Developmentally Appropriate Practices (DAP). (4)	66.7%	Promote benefits of how QRIS supports and aligns with Head Start Performance Standards. (1)	16.7%

STARS to Quality (QRIS): What factors are the most important for your program to fully use the STARS to Quality program? (Please choose up to three)

Communication about STARS to Quality program changes that effect EHS/HS. (5)	71.4%	Maintaining STAR levels with departure of staff. (3)	42.9%
Resources needed for STARS participation (time, program investments, changes within own program, etc.) (3)	42.9%	STARS training, coaching, and support. (3)	42.9%
		Accessing trainings at time and places convenient for staff. (2)	28.6%
		Applying STARS practices and precepts to EHS/HS programs. (1)	14.3%

School Transitions: Of the following choices, what would you like to see improve in the next year? (Please select three)

Facilitation of tracking EHS/HS student outcomes as they enter and progress through public school. (7)	100.0%
Consult with chief state school officers to foster understanding of Head Start comprehensive services, to align curricula and assessments, and to promote partnerships b...	71.4%
Enhance capacity of Head Start agencies to provide services to dual language learners and their families, and to promote and support appropriate curricula for children w...	57.1%
Expand partnerships with local education agencies, including pre-kindergarten and transition-to-kindergarten programs. (3)	42.9%
Facilitation of alignment between Head Start curricula and assessments with the Head Start Child Development and Early Learning Framework, with Montana early-lea...	28.6%

Please check all practices in place in communities you serve and in which Head Start staff and families are engaged?

IEP Meetings (7)	100.0%
Parent meetings with Kindergarten teachers (4)	57.1%
Staff meetings with kindergarten teachers (3)	42.9%
Transition boot camp (2)	28.6%
Data sharing (2)	28.6%

HSCO Priorities: Please choose the role that best characterizes the level of partnership you would like to have between your program and the State Collaboration Office on the following five HSCO priorities in the next year. (Partner with state child care systems)

Regular communication between my program and HSCO office (3)	42.9%
Work on specific projects or objectives within this priority (2)	28.6%
Ongoing collaboration and work (2)	28.6%
Information shared from HSCO office on an "as-needed" basis. (-)	-

HSCO Priorities: Please choose the role that best characterizes the level of partnership you would like to have between your program and the State Collaboration Office on the following five HSCO priorities in the next year. (Work with state efforts to collect data regarding early childhood education programs and child outcomes)

Ongoing collaboration and work (4)	57.1%
Work on specific projects or objectives within this priority (2)	28.6%
Regular communication between my program and HSCO office (1)	14.3%
Information shared from HSCO office on an "as-needed" basis. (-)	-

HSCO Priorities: Please choose the role that best characterizes the level of partnership you would like to have between your program and the State Collaboration Office on the following five HSCO priorities in the next year. (Support the expansion and access to high quality workforce and career development opportunities for staff, including recruitment and retention)

Regular communication between my program and HSCO office (4)	57.1%
Ongoing collaboration and work (2)	28.6%
Work on specific projects or objectives within this priority (1)	14.3%
Information shared from HSCO office on an "as-needed" basis. (-)	-

HSCO Priorities: Please choose the role that best characterizes the level of partnership you would like to have between your program and the State Collaboration Office on the following five HSCO priorities in the next year. (Collaborate with QRIS (STARS to Quality program))

Regular communication between my program and HSCO office (4)	57.1%
Ongoing collaboration and work (2)	28.6%
Work on specific projects or objectives within this priority (1)	14.3%
Information shared from HSCO office on an "as-needed" basis. (-)	-

HSCO Priorities: Please choose the role that best characterizes the level of partnership you would like to have between your program and the State Collaboration Office on the following five HSCO priorities in the next year. (Work with state school system to ensure continuity)

Regular communication between my program and HSCO office (5)	71.4%
Work on specific projects or objectives within this priority (1)	14.3%
Ongoing collaboration and work (1)	14.3%
Information shared from HSCO office on an "as-needed" basis. (-)	-

**Health Services:** Of the following physical, mental, and oral health factors, what do you think is most important to improve in the next year? (Please choose up to three).

Increase understanding of early childhood trauma, toxic stress, Adverse Childhood Experiences (ACEs) and how Head Start programs can better educate staff and parent...	100.0%	Connect dental health providers to programs so all Head Start children have a dental home. (1)	14.3%
Increase partnership with state mental health initiatives to ensure that low income children receive comprehensive mental health services. (6)	85.7%	Enhance state partnerships to ensure all children are enrolled in health insurance, including Healthy Montana Kids (HMK). (1)	14.3%
Promote partnerships to ensure all eligible children receive the full range of Early Periodic Screening, Diagnosis and Treatment (EPSDT), services through Federally Qual...	57.1%	Promote partnerships to support the unique needs of Early Head Start grantees through linkages with community services such as Women, Infants, and Children (WIC), L...	-

**Services to children who are experiencing homelessness:** Of the following choices, what do you think are the most important areas to focus on in the next year? (Please choose up to two)

Promote partnerships that support Head Start agencies in addressing barriers to serving children and families experiencing homelessness. (5)	71.4%
Improve coordination between Head Start agencies and state and local McKinney-Vento coordinators or directors. (3)	42.9%
Enable partnerships between Head Start agencies, Housing and Urban Development (HUD) continuum of Care networks, and state homeless education directors. (3)	42.9%
Assist Head Start state-based T/TA providers to coordinate the needs of Head Start agencies and the community to strengthen practices for serving children and familie...	28.6%

**Child Welfare (Protective and Preventive Services):** Of the following choices, what do you think are the most important areas to focus on in the next year? (Please choose up to two)

Increase partnerships between Head Start agencies and law enforcement, relevant community-based organizations, and substance abuse and mental health agencies to r...	85.7%
Facilitate linkages between home- visiting programs, such as Nurse-Family Partnership, Parents as Teachers, Strengthening Families and home-based Early Head Start ...	42.9%
Increase access to information and resources that will help Early Head Start and Head Start programs further promote child welfare. (2)	28.6%
Head Start grantees receive assistance to improve local coordination with child welfare. (1)	14.3%

**Services to Children with Disabilities:** Of the following choices, what do you think are the most important areas to focus on in the next year? (Please choose up to three)

Facilitate coordination between Head Start and Early Head Start grantees, local Education Agencies (LEAs), and Part C/Early Identification for approaches that promote t...	71.4%
Ensure that EHS/HS has representation on the Montana Family Support Services Advisory Council. (5)	71.4%
Collaborate with Head Start, Early Head Start, Part C, Part B, and other partners on state wide interagency activities, agreements, training and MOUs addressing the needs ...	57.1%
Facilitate the coordination and participation of local Head Start personnel in the state's child identification efforts (Child Find) and other early identification activities. (2)	28.6%
Work with IDEA, Part C and Part B, to promote policies and practices that support the effective inclusion of Head Start and Early Head Start children with disabilities. (1)	14.3%

**Family and Community Partnerships: Of the following choices, what do you think are the most important areas to focus on in the next year? (Please check up to three)**

Promote understanding of the Parent, Family and Community Engagement Framework among Head Start grantees and other early child care partners. (5)	71.4%
Increase state and community partners awareness of the EHS/HS model and the benefits these programs provide. (5)	71.4%
Increase the capacity of Head Start grantees to collaborate with local museums, public and school libraries, and other resources to provide learning experiences for Hea...	71.4%
Promote partnerships between Head Start agencies and local early childhood coalitions. (3)	42.9%
Assist Head Start agencies in developing public and private partnerships to increase and coordinate resources for Head Start and other early childhood programs. (-)	-

**EHS/HS Enrollment: Please choose the most important factor that affects enrollment in your EHS/HS programs. (Please use comments to identify other priorities or factors that affect enrollment.)**

Lack ability to serve families who are ineligible (primarily 130-200% of FPL), but could really use EHS/HS services (3)	42.9%
Lack of workforce to open or keep all classrooms open. (3)	42.9%
Too few eligible families apply (1)	14.3%
Lack of capacity to serve eligible applicants (-)	-
Limited pool of eligible families and children in service area (-)	-