



HEAD START

Program of Excellence

TEXAS HEAD START STATE COLLABORATION OFFICE

5 Year Needs Assessment Report & Strategic Plan
2020 - 2025



Texas Head Start
State Collaboration Office

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I extend a personal thank you to the THSSCO Advisory Board, Region VI Health Specialist, Oral Health Partners, Texas Substance Misuse Opioid Abuse Team, Texas Transition to Kindergarten Team, Texas Education Agency, community partners, stakeholders and the Head Start community for your participation in this process.

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THE HEAD START PROGRAM:

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 addresses school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families. 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 programs are free-of-charge to participants. Services are delivered in several options: center-based, home-based, combination models and Family Child Care.

Texas Head Start programs have been in existence since 1965, when the national program began. The Early Head Start Program, which began in 1994, focuses on expectant mothers and children from birth to age three.

HEAD START COLLABORATION OFFICES:

The Head Start State and National Collaboration Offices (HSSNCOs) exist “to facilitate collaboration among Head Start agencies...and entities that carry out activities designed to benefit low income children from birth to school entry, and their families. Collaboration directors provide a structure and a process for the Office of Head Start to work with State agencies and local entities to leverage their common interests around young children and their families to formulate, implement, and improve state and local policy and practice.

The Texas Head Start State Collaboration Office (THSSCO), under the administration of Dr. Alferma Giles, is part of the Texas State Center for Early Childhood Development within the Children’s Learning Institute (CLI) at The University of Texas Health Science Center at Houston.

The Texas Head Start State Collaboration Office plays an important role in helping our state make progress in improving the lives of young children and their families. The Collaboration Office assists with relevant state initiatives and brings the support and perspective of Head Start to the development of a comprehensive early childhood system in Texas working in collaboration and partnership with other agencies.

These partnerships:

- Help build early childhood systems and access to comprehensive services for all low-income children;
- Encourage widespread collaboration between Head Start and other appropriate programs, services, initiatives, and augment Head Start’s capacity to be a partner in state initiatives on behalf of children and families; and
- Facilitate the involvement of Head Start in the development of state policies, plans, processes and decisions affecting the Head Start target population and other low income families.

The following purposes of the Head Start State Collaboration Office are defined in Public Law 110-134 "Improving Head Start for School Readiness Act of 2007":

- Assist Head Start agencies to collaborate with entities involved in State and local planning processes to better meet the needs of low-income children from birth to school entry, and their families;
- Assist Head Start agencies to coordinate activities with the State agency responsible for administering the State program carried out under the Child Care and Development Block

Grant Act of 1990 (42 U.S.C. 9858 et seq.) and entities providing resource and referral services in the State, to make full-working-day and full calendar year services available to children;

- Promote alignment of curricula used in Head Start programs and continuity of services with the Head Start Child Outcomes Framework and, as appropriate, State early learning standards;
- Promote better linkages between Head Start agencies and other child and family agencies, including agencies that provide health, mental health, or family services, or other child or family supportive services, such as services provided under section 619 or part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.); and
- Carry out the activities of the State Director of Head Start Collaboration as authorized by law.

HSSCO methods by which we coordinate and lead efforts for diverse entities to work together

- **Communication:** Convene stakeholder groups for information sharing and planning. Be a conduit of information between the regional office and the State and local early childhood system.
- **Access:** Facilitate Head Start agencies' access to, and utilization of, appropriate entities so Head Start children and families can secure needed services and critical partnerships are formalized.
- **Systems:** Support policy, planning, and implementation of cross agency State systems for early childhood, including the State Advisory Council, that include and serve the Head Start community.

Scope of Work – HSSNCOs facilitate collaboration among Head Start agencies and State and local entities as charged by the Office of Head Start in the Regional Office

Priority 1. Partner with State child care systems, emphasizing EHS-CC Partnerships

By partnering with child care through the EHS CC partnerships, this reinforces relationship building with state-wide agencies and services so all families are able to access many of the comprehensive services to support their child's healthy development

Priority 2. Work with state efforts to collect data regarding ECE programs and child outcomes

Head Start (HS) heavily invests in collection of data. This data can help inform states to better meet the needs of children (birth to school age) from families with low income. Without the HS data, a large part of the picture for young families could be missing from the state's planning process in meeting the needs of all families

Priority 3. Support the expansion and access of high quality, workforce and career development opportunities for staff

Quality ECE depends on having a workforce that is well equipped with the skills, knowledge, and dispositions necessary to support the healthy development and learning of young children and their families. This goal is intended to provide support to grantees to enable them to meet the requirements as outlined in the HS Act 2007 and the HSPPS.

Priority 4. Collaborate with QRIS

QRIS is designed to provide a way for families to assess a program's strengths and make informed decisions to meet the needs of their family and child (ren). Including HS/EHS in QRIS allows for families to have the full picture of options available as they make decisions regarding the best alternatives for care for their child (ren).

Priority 5. Work with the state school systems to ensure continuity

The partnerships that HS Collaboration offices develop with SEAs and Pre-K programs help to build and support connections and relationships between schools, families, and classroom teachers, which in turn increases the likelihood of continuity between HS and KEA goals. The HS collaboration office can support this work through the statewide relationships that then translate to local grantees.

Priority 6. Regional/State Priorities (Regional Office Priorities previously)

This is an area where additional goals and results may be identified and tracked to meet more specific and evolving comprehensive needs in Regions and States. Some Regions may choose not to add any additional priorities, but may fold in any comprehensive service needs as needed within the other 5 priorities.

SUMMARY OF TEXAS HEAD START EARLY HEAD START PROGRAMS

According to the 2019 Program Information Report (PIR) data, Texas has funded enrollment for **79,284** children. A brief summary of program type and demographic data is below:

Funded Enrollment by Funding Source	
Total Funded Enrollment	79,284
ACF Funded Enrollment	79,178
Non ACF Funded Enrollment	106
MIECHV Funded Enrollment	0
Funded Enrollment by Type	
Center-based Option Full Day (5 days per week)	61,113
Center-based Option Full Day (5 days per week, full-working-day)	21,519
Center-based Option Full Day (5 days per week, full-working day, full-year)	15,056
Center-based Option Part Day (5 days per week)	14,673
Center-based Option Part Day (5 days per week, double session)	2,750
Center-based Option Full Day (4 days per week)	428
Center-based Option Part Day (4 days per week)	239
Center-based Option Part Day (4 days per week, double session)	100
Home-based Option	1,989
Family Child Care Program	104
Family Child Care Option (full-working-day enrollment)	104
Family Child Care Option (Full-working-day, full-calendar-year)	104
Locally Designed Option	252
Funded Enrollment of Pregnant Women (EHS Program)	
Total Funded Pregnant Women	510
Funded Enrollment at Child Care Partner	
The number of funded enrollment positions at center-based child care partners with whom the program has formal contractual arrangements	1,360
Total funded enrollment at child care partners (center based partner and family child care program option)	1,464
Children by Age	
	# of children at enrollment
a. Under 1 year	4,432
b. 1 year old	5,592
c. 2 years old	7,792
d. 3 years old	33,709

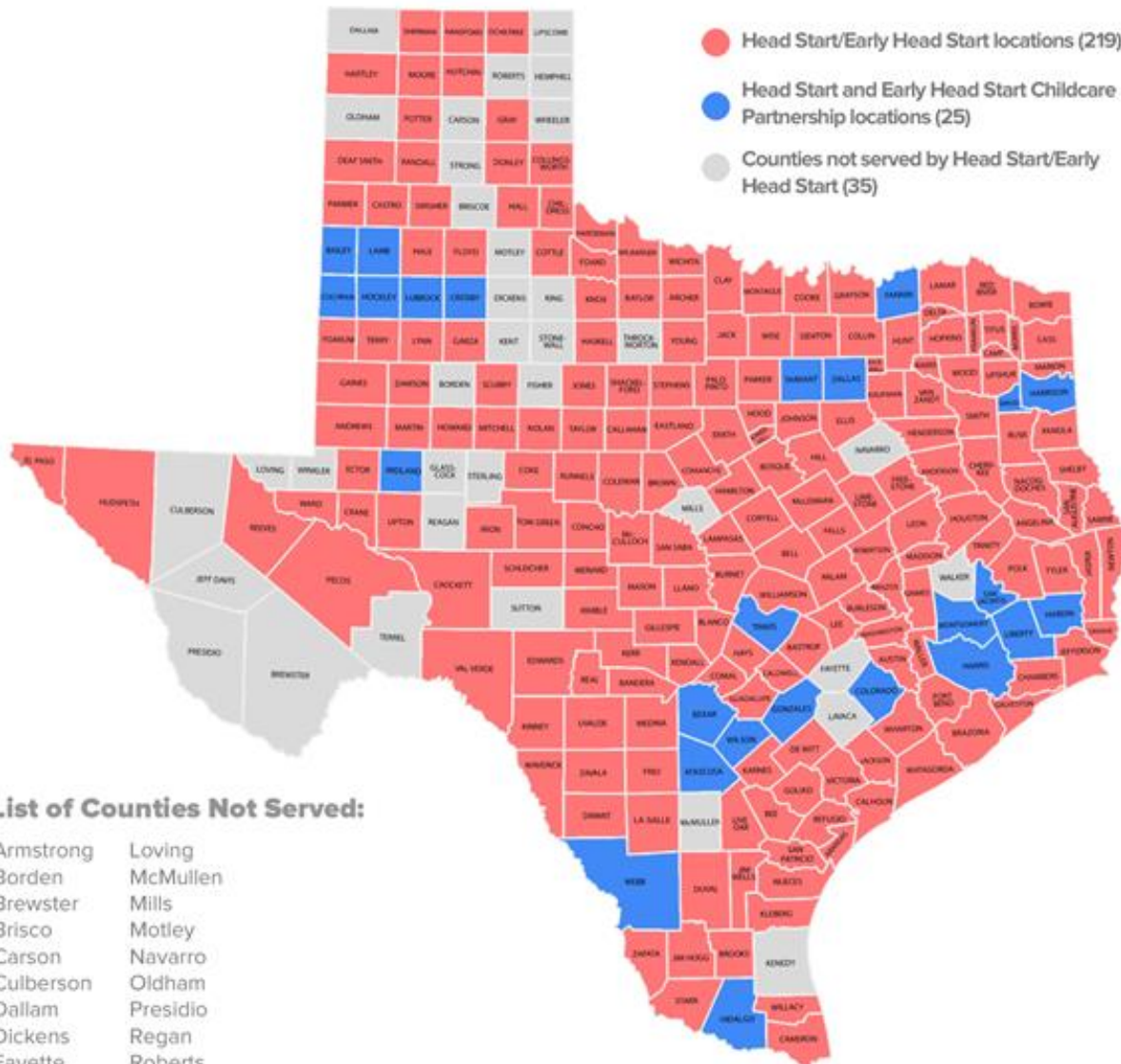
e. 4 years old		35,254
f. 5 years & older		355
Race and Ethnicity	(1) Hispanic or Latino Origin	(2) On-Hispanic or Non-Latino origin
American Indian/Alaska Native	190	140
Asian	45	549
Black or African American	948	16,120
Native Hawaiian/Pacific Islander	51	58
White	50,638	7,840
Biracial or Multi-Racial	2,154	1,890
Other Race	5,631	282
Unspecified Race	1,587	15
Primary Language of Family at Home		
a. English		60,408
b. Spanish		26,164
c. Native Central American, south American, and Mexican Languages		11
d. Caribbean Languages		59
e. Middle Eastern & South Asian Languages		527
f. East Asian Languages		134
g. Native North American/Alaska Native Languages		33
h. Pacific Island Languages		10
i. European & Slavic Languages		90
j. African Languages		368
k. Other		48
l. Unspecified		288



Texas Head Start Collaboration Office

The state of Texas is comprised of 254 counties.

Map of Counties served by Head Start/Early Head Start and Child Care Partners (2019-2020)



List of Counties Not Served:

Armstrong	Loving
Borden	McMullen
Brewster	Mills
Brisco	Motley
Carson	Navarro
Culberson	Oldham
Dallam	Presidio
Dickens	Regan
Fayette	Roberts
Fisher	Sterling
Glasscock	Stonewall
Hemphill	Sutton
Jeff Davis	Terrell
Kenedy	Throckmorton
Kent	Walker
King	Wheeler
Lavaca	Winkler
Lipscomb	

List of Programs with Head Start and Early Head Start Childcare Partnerships

Atascosa	Gregg	Midland
Bailey	Hardin	Montgomery
Bexar	Harris	San Jacinto
Cochran	Harrison	Tarrant
Colorado	Hidalgo	Travis
Crosby	Hockley	Webb
Dallas	Lamb	Wilson
Fannin	Liberty	
Gonzales	Lubbock	

HEAD START/EARLY HEAD START AND CHILDCARE PARTNERSHIP LOCATIONS:

There are 254 counties in Texas, with Harris, Dallas and Tarrant counties serving the largest populations. Head Start/Early Head Start have locations in 219 out of the 254 counties, with a total of 35 counties that does not serve Head Start Children.

THERE ARE 35 COUNTIES THAT ARE NOT SERVED BY HEAD START OR EARLY HEAD START:

Armstrong
Borden
Brewster
Brisco
Carson
Culberson
Dallam
Dickens
Fayette
Fisher
Glasscock
Hemphill

Jeff Davis
Kenedy
Kent
King
Lavaca
Lipscomb
Loving
McMullen
Mills
Motley
Navarro
Oldham

Presidio
Regan
Roberts
Sterling
Stonewall
Sutton
Terrell
Throckmorton
Walker
Wheeler
Winkler

PROGRAMS WITH HEAD START AND EARLY HEAD START CHILDCARE PARTNERSHIPS ARE LOCATED IN 25 COUNTIES:

Atascosa
Bailey
Bexar
Cochran
Colorado
Crosby
Dallas
Fannin
Gonzales

Gregg
Hardin
Harris
Harrison
Hidalgo
Hockley
Lamb
Liberty
Lubbock

Midland
Montgomery
San Jacinto
Tarrant
Travis
Webb
Wilson



NEEDS ASSESSMENT STUDY DESIGN

Study Objectives

The purpose of this assessment was to collect data from grantee and delegate directors on the needs of Head Start/Early Head Start programs in Texas. The project is in response to the changes in Federal statute P.L. 100-134 entitled “Improving Head Start for School Readiness Act of 2007”, and aligns with collaborative efforts of the National Office of Head Start. The goal of the project was to conduct a site-based assessment of Head Start/Early Head Start programs with specific focus on cooperation, coordination, and collaboration within eleven key activity areas.

The purpose of gathering this program information is to support the direction and inform the activities of the annually revised strategic plan for the Texas Head Start State Collaboration Office as well as identifying the T/TA needs for the state. The cumulative findings from this needs assessment will assist the collaboration director, State, and Regional T/TA Networks in supporting program needs in the collaboration and systems development work of Texas Head Start/Early Start programs. Our shared goal is to support and promote the success in serving Texas children and families. Any mention of Head Start in this report is inclusive of Early Head Start as well, unless otherwise specified.

Distribution

The survey was distributed electronically on February 19, 2020 using the online survey tool Qualtrics. Grantee and delegate directors received a survey link via email, which included instructions and a response date of March 20, 2020. Weekly completion reminder emails were sent during the survey period. The completion date was extended to March 25, 2020 to allow additional time for agencies to respond.

The THSSCO Five Year Needs Assessment is comprehensive of two (3) data sources:

1. Survey analysis and findings: The survey was conducted via Qualtrics and distributed to all Head Start/Early Head Start and Delegate agencies in the state of Texas.
2. Program Information Report (PIR) Statewide Data findings 2019, conducted by the Office of Head Start.
3. Texas Early Learning Strategic Plan, developed by the Texas Early Learning Council

Any mention of the Texas Early Learning Strategic Plan (TELSP), developed by the Texas Early Learning Council in the grant application is permitted with the inclusion of the following attribution:

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The survey was developed around eleven key priority areas:

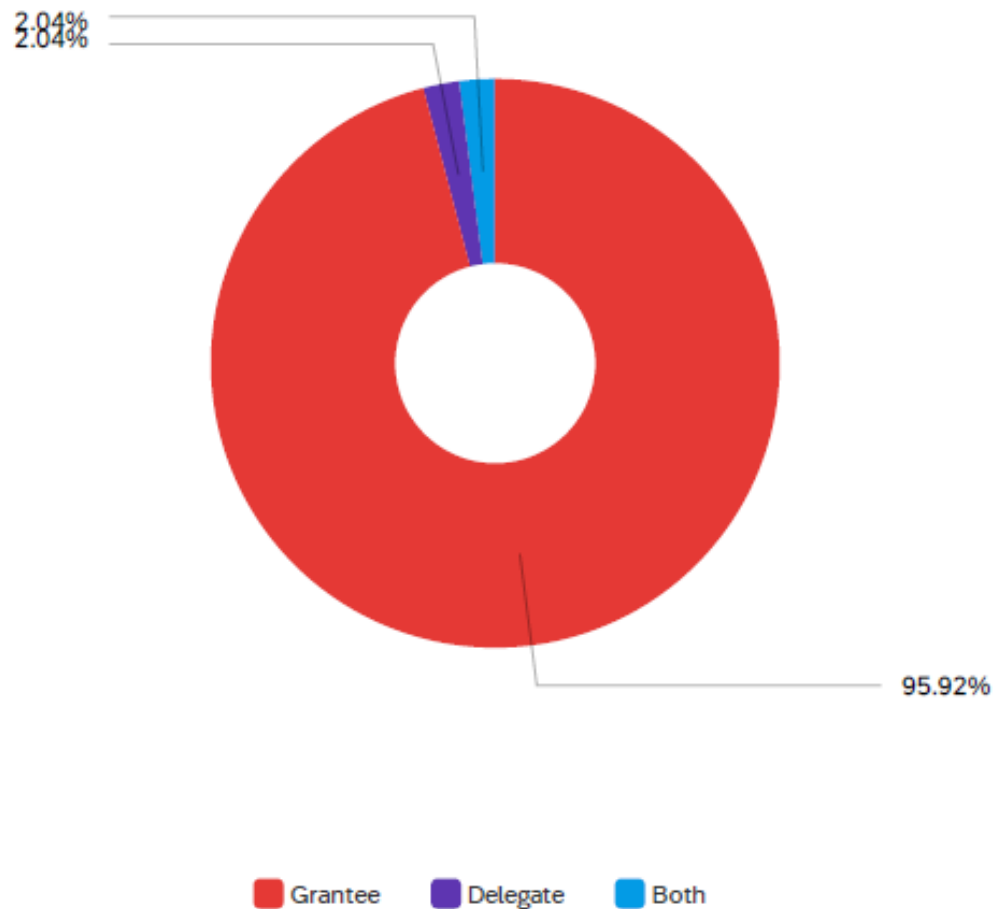
1. Health Care
2. Children Experiencing Homelessness
3. Welfare/Child Welfare
4. Child Care
5. Family Literacy Services
6. Children with Disabilities and Their Families
7. Community Services
8. Education (School Readiness, Head Start-K Partnership Development)
9. Head Start Transition and Alignment with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

NEEDS ASSESSMENT RESPONSE RATE AND AGENCY INFORMATION

The THSSCO Needs Assessment was sent via Qualtrics Survey link to 184 Head Start Grantee and Delegate Agencies across the state. The response rate included 49 respondents as reflected below:

After extending the survey response date, the number of responses did not increase. This also occurred during the same time that Head Start programs and schools were required to close, due to COVID-19. I can only assume that due to the closures, it affected the needs assessment responses.

1	Grantee	95.92%	47
2	Delegate	2.04%	1
3	Both	2.04%	1
			49



TEXAS HEAD START STATE COLLABORATION OFFICE 5 YEAR STRATEGIC PLAN 2020-2025

The Head Start Act, as amended December 12, 2007, requires Head Start State Collaboration Offices to conduct a needs assessment of Head Start programs in the state that includes the national priority areas noted in the Needs Assessment. The Head Start Act also requires Head Start State Collaboration Offices to use the results of the needs assessment to develop a strategic plan outlining how they will assist and support Head Start and Early 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. Head Start State Collaboration Offices must also annually update the needs assessment and strategic plan and make the results of the needs assessment and strategic plan available to the general public.

The Texas Head Start State Collaboration Office Advisory Board and agency partners provided input in the THSSCO Strategic Plan, which consisted of stakeholders from the Texas Education Agency (TEA), Texas Work Force Commission (TWC), Department of Family and Protective Services, Texas Head Start Association (THSA) Board, Region VI Head Start Training & Technical Assistance Network, and others. The activities of the Strategic Plan are prioritized by year. The areas identified, improvement strategies and action steps that will be implemented during the 2020-2025 are outlined in the eleven areas surveyed.

NEEDS ASSESSMENT SURVEY RESULTS

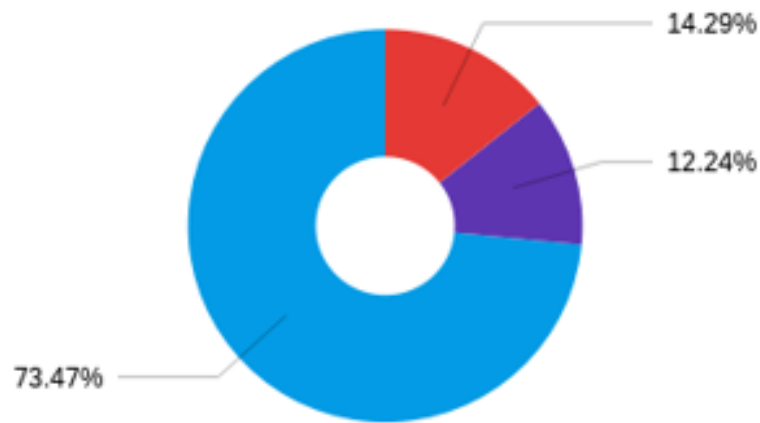
RESULTS OF THE NEEDS ASSESSMENT SURVEY BY PRIORITY AREA:

Programs were asked to indicate whether they feel that the activities, relationships, and/or resources of their program during the program year 2019-2020 provided adequate support to complete the tasks/objectives in each of the eleven (11) key areas surveyed. **Activities** refer to the activities of the program. **Relationships** refer to partnerships or collaboration with other organizations or service providers. **Resources** refer to all of the materials, knowledge, staff, money and other assets used to deliver program services.

Had adequate support to complete objective	More support was needed to complete objective	There was no need for this in our program
--	---	---

1. HEALTH CARE:

The results of the needs assessment revealed strengths, and challenges that programs experienced, along with partnerships that supported effective engagement in the area of health care during the 2019-2020 program year.



■ There was no need for this in our program
 ■ More support was needed to complete objective
■ Had adequate support to complete objective



There were 49 programs that provided responses relating to the adequate support of health **activities, relationships, and/or resources** during the program year **2019-2020**:

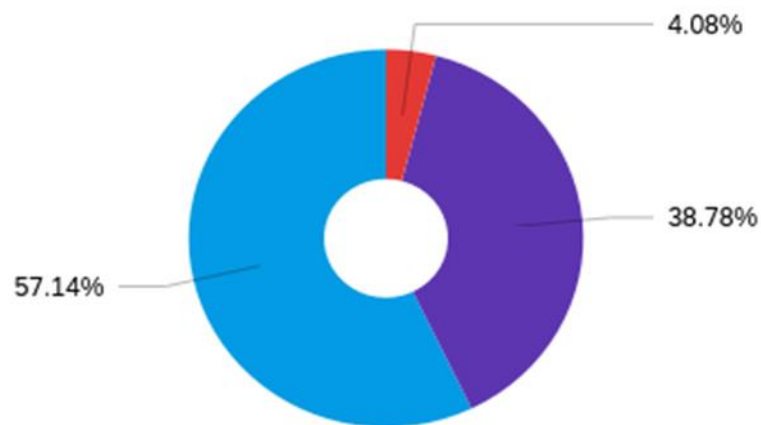
- 14.29% of programs do not have any coordinated activities with health or dental agencies/services providers
- 12.24% of programs coordinate one or more activities with health or dental agencies/service providers, but more is needed
- 73.47% of programs coordinate one or more activities with health or dental agencies/service providers, and enough are in place to meet the health and dental care needs of the children and families in their program

HEALTH CARE - STRENGTHS AND CHALLENGES	
Strengths	Challenges
Overall Head Start does well establishing partnerships with different agencies to support the medical and dental needs of head start children, including connecting children to medical and dental homes.	Head Start in Texas appears to experience difficulty working with agencies providing mental health screenings and services. Additional partnerships are needed.
Early Head Start/Child Care Partnerships improved services in communities in Texas.	Adequate number of partnerships with agencies to provide mental health services and to address childhood trauma.
Strong partnerships with medical and dental providers.	Support for medical services for undocumented children and families.
Enrolled children have up-to-date on a schedule of age appropriate preventive and primary health care.	Services and resources are needed with agencies that support opioid and substance abuse.
Key community members participate on the Head Start Health/Nutrition Advisory Committee.	Addressing needs of children that are identified as overweight, and those with and obesity issues.

Key Partnerships:

- Mobile Clinics that provides free medical services, including well child exams, immunizations and sick visits
- MOU's with medical and dental providers to provide dental services, screenings, and examinations for families, preventive health services, health education, health screenings, etc.
- MOU's with local LEA, agreements with ECI, contracts with local dentist and health care providers
- Mobile health and wellness resources and/or partners who are able to provide services on-site at Head Start locations
- MOU's and partnerships with Department of Health and Human Services, health clinics, health networks and other local health providers
- Partnerships with school based health services and clinics

Programs were asked: To what extent do you feel like you have enough coordination (working together on projects) activities with other agencies/ service providers to meet the health and dental care needs of the children and families in your program?

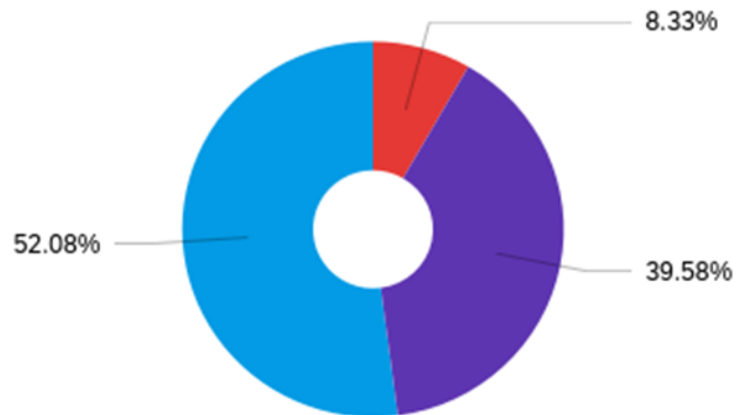


■ We do not have any coordinated activities with health or dental agencies/ service providers

■ We coordinate one or more activities with health or dental agencies/ service providers, but more is needed

■ We coordinate one or more activities with health or dental agencies/ service providers, and enough are in place to meet the health and dental care needs of the children and families in our program

Programs were asked: To what extent do you feel like you have enough formal written agreements (e.g. resource sharing, MOU) to meet the health and dental care needs of the children and families in your program?



- We do not have any formal written agreements in place with health or dental agencies/ service providers
- We have one or more formal written agreements with health or dental agencies/ service providers, but more is needed
- We have one or more formal written agreements with health or dental agencies/ service providers, and enough are in place to meet the health and dental care needs of the children and families in our program

PROGRAM INFORMATION REPORT (PIR) HEALTH DATA REFLECTS:

HEALTH SERVICES

Health Insurance - Children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.1 Number of all children with health insurance	81,820	82,738
a. Number enrolled in Medicaid and/or CHIP	76,400	76,916
b. Number enrolled in state-only funded insurance (for example, medically indigent insurance)	119	122
c. Number with private health insurance (for example, parent's insurance)	4,931	5,242
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	370	458
C.2 Number of children with no health insurance	5,314	4,396

Health Insurance - Pregnant Women (EHS Programs)

	(1) # of pregnant women at enrollment	(2) # of pregnant women at end of enrollment
C.3 Number of pregnant women with at least one type of health insurance	905	885
a. Number enrolled in Medicaid	793	757
b. Number enrolled in another publicly funded insurance program that is not Medicaid	24	25
c. Number with private health insurance	83	97
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	5	6
C.4 Number of pregnant women with no health insurance	99	119

Medical Home - Children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.5 Number of children with an ongoing source of continuous, accessible health care	83,609	84,011
C.6 Number of children receiving medical services through the Indian Health Service	23	26
C.7 Number of children receiving medical services through a migrant community health center	167	51

Medical Services - Children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.8 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care	49,840	70,863

	# of children at end of enrollment year
a. Of these, the number diagnosed by a health care professional with a chronic condition needing medical treatment since last year's PIR was reported	4,264
1. Of these, the number who have received or are receiving medical treatment	3,759
b. Specify the primary reason that children who needed medical treatment, for any chronic condition diagnosed by a health care professional since last year's PIR was reported, did not receive it:	
1. No health insurance	1
2. No pediatric care available in local area	
3. Medicaid not accepted by health provider	
4. Parents did not keep/make appointment	42
5. Children left the program before their appointment date	10
6. Appointment is scheduled for future date	9
7. No transportation	
8. Other	2

C.9 Number of all children who received medical treatment for the following chronic conditions since last year's PIR was reported, regardless of when the condition was first diagnosed by a health care professional:	# of children
a. Anemia	659
b. Asthma	2,092
c. Hearing Difficulties	376
d. Vision Problems	2,154
e. High Lead Levels	126
f. Diabetes	18

Body Mass Index (BMI) - Children (HS and Migrant Programs)

C.10 Number of all children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	# of children at enrollment
a. Underweight (BMI less than 5th percentile for child's age and sex)	3,334
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	45,331
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	9,532
d. Obese (BMI at or above 95th percentile for child's age and sex)	11,401

Pregnant Women - Services (EHS Programs)

C.14 Indicate the number of pregnant women who received the following services while enrolled in EHS	# of pregnant women
a. Prenatal health care	895
b. Postpartum health care	642
c. Mental health interventions and follow up	197
d. Substance abuse prevention	480
e. Substance abuse treatment	136
f. Prenatal education on fetal development	882
g. Information on the benefits of breastfeeding	882

Programs were asked: What additional partnerships or resources would help you in your efforts to assist children and families in your program access medical and dental services?

Summary of Responses: Health Care Services

- Additional partnerships and coordination of activities with dental agencies/service providers
- Partnership with agencies to conduct health fairs with medical and dental providers to complete screenings on site for uninsured children, parents with scheduling issues
- Partnerships with optometrist, dentist, dental vans, local clinics or hospitals (to provide vision exams, lead screening, onsite immunizations, dental screenings and medical check-ups; including partnerships to provide services for undocumented children and their families)
- Partnerships with agencies to provide training around disease prevention and universal precautions
- Partnership with Children's Health Insurance Program (CHIP)
- Partnerships are needed with agencies and medical providers that support undocumented children and families with medical and dental needs
- Partnerships with health care agencies to provide training and education around COVID-19 and other infectious diseases

Overall Summary: Health Care Services

- The PIR data reflects that the majority of enrolled children have some form of health insurance (Medicaid and or CHIP, state funded insurance, private health insurance or other. There were 81,820 children enrolled with health insurance, and 82,738 enrolled at the end of the enrollment year, resulting in 918 additional children being enrolled in health insurance
- The PIR data reflects that the majority of enrolled children have an ongoing source of continuous, assessable health care at the time of enrollment. At the end of the enrollment year, resulting in an additional 402 children being enrolled
- The PIR data reflects that there was an increase of 21,023 children with up-to-date on a schedule of age appropriate preventive and primary health care at the end of the enrollment year.
- Head Start children are receiving medical treatment
- The PIR data reflects that 9,532 children were overweight, with a Body Mass Index (BMI) at or above 85th percentile and below 95th percentile for the child's age and sex
- The PIR data reflects that 11,401 children are obese, with a BMI at or above 95th percentile for the child's age and sex
- Children are connected to dental homes, and received continuous, accessible dental care provided by a dentist
- Pregnant women were able to access health care
- Due to the effects of COVID-19, programs will need support to access food sources available to families in their local communities
- Due to the effects of COVID-19, Head Start programs will need support from partners to provide resources, material, training and information to address mental health, opioid abuse and substance misuse in families.

STRATEGIC PLAN – HEALTH CARE SERVICES

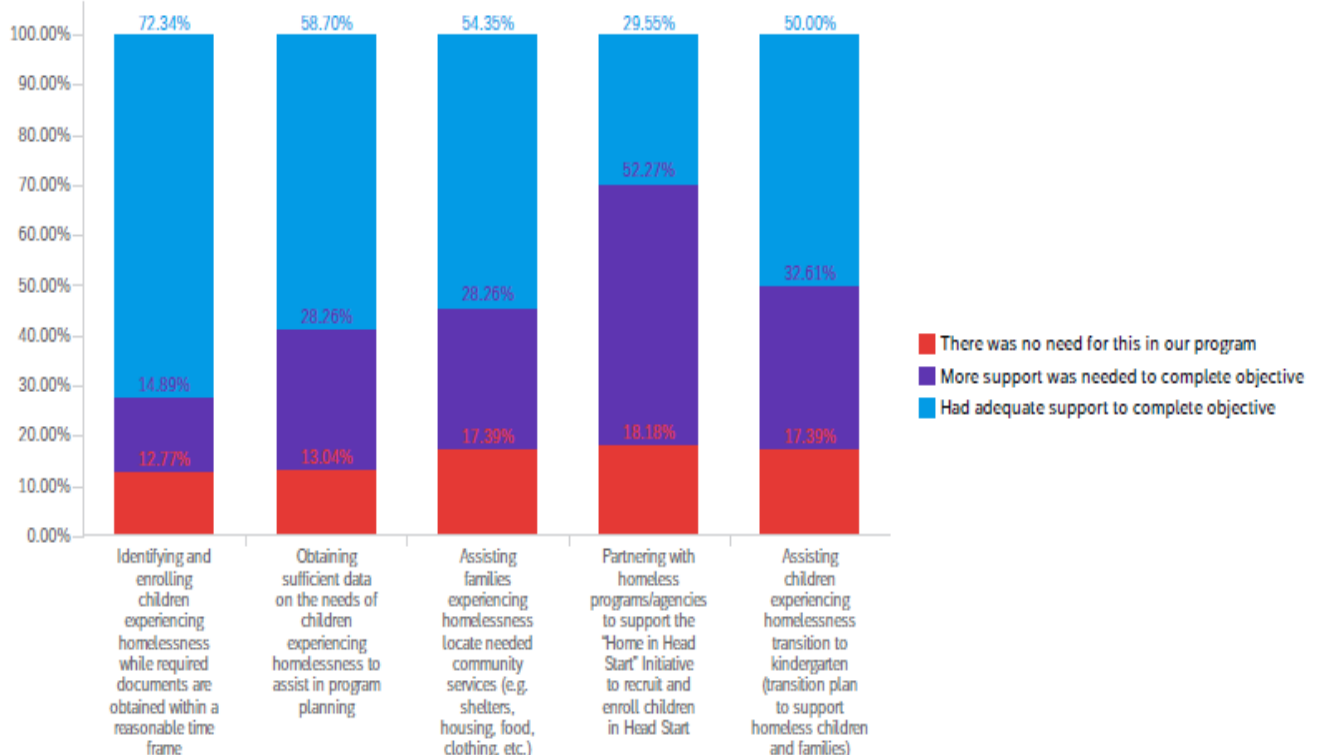
Area	Improvement Needed	Action Steps
Mental Health	Access to mental health services to address needs of children and families and to provide counseling, treatment, training and resources.	Establish a better partnership with state mental health agency to support access available services in local communities. (Year 1-5)
Obesity Prevention	Education, training and services needed to address the number of children that are overweight and suffering from obesity. The need to address exercise and physical activities to promote healthy outcomes.	Develop a plan of action with the Region VI Health Specialist to address weight and obesity issues in children and families. (Year 1-3) Develop a collaborative partnership with the Department of State Health Services obesity prevention program, to develop health and wellness practices to implement in Head Start Programs and homes. (Year 1-3)
Nutrition	The need to address proper diet and nutrition to support a healthy balance at home and at school to support good health practices and obesity prevention.	In the collaborative partnership with Department of State Health Services, address nutrition as an area of focus and support. (Year 1-3) Provide resources and information to families to access available healthy food sources and choices. (Year 1-5)
Health Services (medical and dental)	Access to health services available to uninsured and undocumented children and families.	Provide information on medical and dental providers that provide free and low cost services to uninsured and undocumented children and families. (Year 1-5) The THSSCO will work with the Pre-Natal-3 Collaborative to implement goals & activities in the PN-3 Plan. (Year 1-5) Increase the quality of and access to prenatal and postpartum health services for low-income mothers and health services for low-income infants & toddlers Increase the number of low-income infants, toddlers, & families who are universally screened and successfully connected to necessary services

2: SERVICES FOR CHILDREN EXPERIENCING HOMELESSNESS

The results of the needs assessment revealed strengths, and challenges that programs experienced, along with partnerships that supported effective engagement in the area of services for children experiencing homelessness during the 2019-2020 program year.

SERVICES FOR CHILDREN EXPERIENCING HOMELESSNESS STRENGTHS AND CHALLENGES	
Strengths	Challenges
The PIR data indicates there were 4,076 homeless families served during the program year.	Partnering with homeless programs/agencies to support the “Home at Head Start” Initiative to recruit and enroll children in Head Start.
Obtaining sufficient data on the needs of children experiencing homelessness to assist in program planning.	Identifying homeless families, that are difficult to locate, or does not identify themselves as being homeless (those who live in hotels, with relatives, those residing in temporary locations, etc.).
Most programs had adequate support to enroll homeless families.	The Texas Homeless Coalition was changed this program year, which has caused a delay in the on-going work and activities planned.

Programs were asked: Please indicate whether you feel that the activities, relationships, and/or resources of your program during the program year **2019-2020** provided adequate support to complete the following tasks/objectives.



1. Identifying and enrolling children experiencing homelessness while required documents are obtained within a reasonable time frame. From the 47 responses received, respondents indicated:
 - 12.77% - There was no need for this in their program
 - 14.89% - More support was needed to complete objective
 - 72.34% - Had adequate support to complete objective
2. Obtaining sufficient data on the needs of children experiencing homelessness to assist in program planning. From the 46 responses received, respondents indicated:
 - 13.04% - There was no need for this in their program
 - 28.26% - More support was needed to complete objective
 - 58.70% - Had adequate support to complete objective
3. Assisting families experiencing homelessness locate needed community services (e.g. shelters, housing, food, clothing, etc.). From the 46 responses received, respondents indicated:
 - 17.39% - There was no need for this in their program
 - 28.26% - More support was needed to complete objective
 - 54.35% - Had adequate support to complete objective
4. Partnering with homeless programs/agencies to support the “Home in Head Start” Initiative to recruit and enroll children in Head Start. From the 44 responses received, respondents indicated:
 - 18.81% - There was no need for this in their program
 - 52.27% - More support was needed to complete objective
 - 29.55% - Had adequate support to complete objective
5. Assisting children experiencing homelessness transition to kindergarten (transition plan to support homeless children and families). From the 46 responses received, respondents indicated:
 - 17.39% - There was no need for this in their program
 - 32.61% - More support was needed to complete objective
 - 50.00% - Had adequate support to complete objective

Key Partnerships: Services for Children Experiencing Homelessness

- Homeless coalition in local communities
- Local homeless shelters, Battered Women’s Shelter & Domestic Violence Centers
- Texas Children’s Hospital
- Agreements with Early Childhood Intervention (ECI) and Texas Workforce
- Local Housing Authority & Salvation Army
- Family Support Services

- Local Education Agency (LEA) and school districts
- ISD McKinney-Vento Liaison, to identify homeless families

Programs were asked: What other partnerships or resources would help you better identify and support families in your program experiencing homelessness?

Summary of Responses: Services for Children Experiencing Homelessness

- Better methods and resources needed to identify homeless families, especially those that are difficult to locate, or does not identify themselves as being homeless
- Partnerships with homeless shelters in all service areas
- Work in partnership with churches and religious institutions to identify homeless families
- Homeless shelters and agencies supporting rural areas
- Support to identify homeless families among immigrant populations
- Support for education and training programs to support homeless families
- Partnerships with local police departments
- MOU's with affordable housing programs
- Additional partnerships with local housing authority
- Resources to support housing loss for families affected by the COVID-19 virus
- Resources and partnerships to support and provide available services to homeless families affected by the COVID-19 virus
- Partnerships and resources will be needed to access local food banks to aid homeless and needy families affected by COVID-19

Overall Summary: Services for Children Experiencing Homelessness

- Additional resources needed to identify children from immigrant populations
- Partnerships to address the growing needs of homeless families due to COVID-19
- Texas Opioid Abuse and Substance Misuse State Team will need to determine a plan of action to address issues that affect homeless families
- Support for education and training programs for homeless families

STRATEGIC PLAN SERVICES FOR CHILDREN EXPERIENCING HOMELESSNESS

Area	Improvement Needed	Action Steps
Partnership with the Homeless Coalition Office	Establishing a working relationship with the newly appointed Homeless Coalition Office to develop a partnership to support Head Start programs as with the previous office.	Identify the lead of the new Homeless Coalition Office and share information on the previous partnership and working together moving forward. (Year 1)
Home At Head Start Initiative	Developing a partnership with programs, agencies and networks to support the “Home at Head Start” Initiative to recruit and enroll children in Head Start.	Partner with homeless agencies and networks (state and local) to support enrolling homeless children in Head Start. (Year 1-5)
Affordable Housing	Partnership needed with the Texas Department of Housing & Community Affairs (TDHCA) to determine resources and sustainable housing for Head Start families.	Provide programs with a list of agencies that aide homeless families to locate sustainable housing. (Year 1-5)
Employment Assistance	Developing a better working partnership with the Texas Workforce Commission.	Support programs with information on employment and assistance for their families. (Year 1-5)
Opioid Abuse & Substance Misuse	Inform Head Start programs of the resources available for effective intervention and advocacy to address the opioid crisis and substance use disorders.	The Texas State Team will continue to work together to provide information, resources, material and trainings at Head Start Conferences. (Year 1-3)

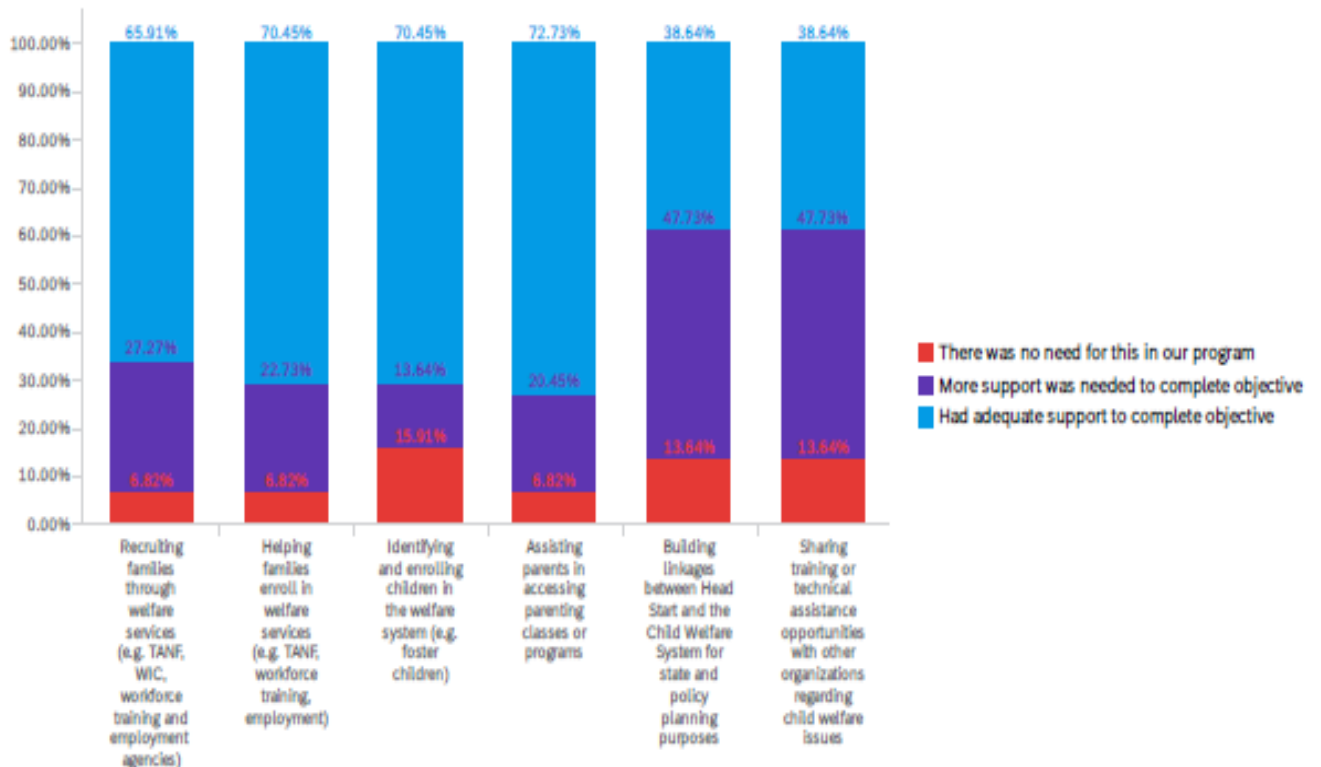


3: WELFARE/CHILD WELFARE

The results of the needs assessment revealed strengths, and challenges that programs experienced, along with partnerships that supported effective engagement in the area of welfare/child welfare during the 2019-2020 program year.

WELFARE/CHILD WELFARE - STRENGTHS AND CHALLENGES	
Strengths	Challenges
DFPS/State Office Educational Specialist participates on the THSSCO Advisory Board.	Building linkages between Head Start and the Child Welfare System for state and policy planning purposes.
Assisting parents in accessing parenting classes or programs.	Sharing training or technical assistance opportunities with other organizations regarding child welfare issues.
Identifying and enrolling children in the welfare system.	Accessing available services and resources.

Programs were asked: Please indicate whether you feel that the activities, relationships, and/or resources of your program during the program year 2019-2020 provided adequate support to complete the following tasks/objectives.



1. Recruiting families through welfare services (e.g. TANF, WIC, workforce training and employment agencies). From the 44 responses received, respondents indicated:
 - 6.82% - There was no need for this in their program
 - 27.27% - More support was needed to complete objective
 - 65.91% - Had adequate support to complete objective
2. Helping families enroll in welfare services (e.g. TANF, workforce training, employment). From the 44 responses received, respondents indicated:
 - 6.82% - There was no need for this in their program
 - 22.73% - More support was needed to complete objective
 - 70.45% - Had adequate support to complete objective
3. Identifying and enrolling children in the welfare system (e.g. foster children). From the 44 responses received, respondents indicated:
 - 15.91% - There was no need for this in their program
 - 13.64% - More support was needed to complete objective
 - 70.45% - Had adequate support to complete objective
4. Assisting parents in accessing parenting classes or programs. From the 44 responses received, respondents indicated:
 - 6.82% - There was no need for this in their program
 - 20.45% - More support was needed to complete objective
 - 72.73% - Had adequate support to complete objective
5. Building linkages between Head Start and the Child Welfare System for state and policy planning purposes. From the 44 responses received, respondents indicated:
 - 13.64% - There was no need for this in their program
 - 47.73% - More support was needed to complete objective
 - 38.64% - Had adequate support to complete objective
6. Sharing training or technical assistance opportunities with other organizations regarding child welfare issues. From the 44 responses received, respondents indicated:
 - 13.64% - There was no need for this in their program
 - 47.737% - More support was needed to complete objective
 - 38.64% - Had adequate support to complete objective

Key Partnerships: Welfare/Child Welfare

- Department of Family and Protective Services (DFPS); Child Protective Services (CPS)
- Child welfare agencies, additional formal partnerships would be beneficial
- Local Health and Human Services Agencies (HHS)
- Supplemental Nutrition Assistance Programs, Children's Health Insurance Program (CHIP), Medicaid and Long Term Care Services Programs
- Agreements and partnerships with local programs, charitable organizations and religious institutions
- Workforce Solutions

Programs were asked: What other partnerships or resources would help you better identify and support families in the welfare system or needing welfare resources?

Summary of Responses: Welfare/Child Welfare

- Partnerships with foster care agencies to identify families in needs to provide child care services and resources to support their needs.
- Partnerships with social services agencies
- Partnerships with local law enforcement, police and sheriff departments
- Partnership with child welfare for state and policy planning purposes, training and technical assistance opportunities for staff and families
- Partnerships with Temporary Assistance for Needy Families (TANF) and Women, Infants & Children (WIC) services
- Additions partnership with Texas Workforce to assist families with welfare issues relating to the COVID-19 pandemic.

Overall Conclusion: Welfare/Child Welfare

- The majority of programs have good working relationships with DFPS, CPS and HHS agencies
- Programs need more efficient and effective ways to access services in the welfare system
- Partnerships needed with other social services agencies to address current issues in the state
- Participation in available trainings to educate staff and families to support navigating the welfare system

STRATEGIC PLAN - WELFARE/CHILD WELFARE

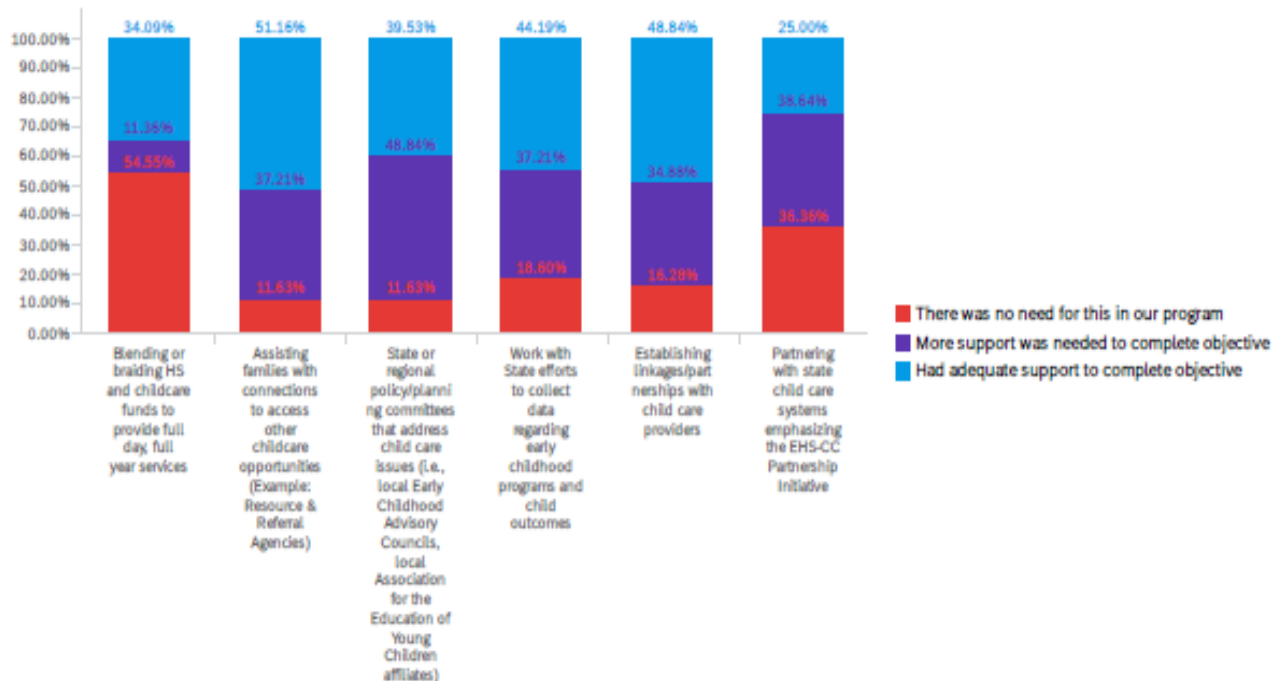
Area	Improvement Needed	Action Steps
Relationship with Welfare Agencies	Establishing a better working relationship that outlines how Head Start and other agencies might share collaborative efforts to better support and serve children and families. (TANF, WIC & Foster Care and other social service agencies).	Strengthen the relationship with welfare agencies with support from the THSSCO Advisory Board. (Year 1)
Accessing the Welfare System	Participation in DFPS/CPS Consortium.	Encourage school staff, local providers and community stakeholders to identify, collaborate and resolve issues dealing with child welfare and education. (Year 1-4)
Policy Planning Support Enrollment in Head Start	Supporting policy planning. Supporting families in DFPS, CPS and DFPS to enroll in Head Start.	Update and redistribute Letter of Agreement between Texas Department of Family and Protective Services (DFPS). (Year 1-5)
Staff Support	Providing information and resources to grantee and delegate staff to support better engagement with welfare agencies.	Support Head Start/Early Head Start programs to access services and engagement for families (mental health services, homelessness, foster care, etc.) (Year 1-3)
Training Opportunities	DFPS and CPS participation in trainings at the THSA and Region VI Head Start Association Institutes.	Invite DFPS and CPS to present trainings relating to current issues and challenges facing children and families, as well as mandatory Head Start related trainings. Encourage participation in trainings of interest made available through Texas A&M AgriLife Extension's Child Care Online Training . (Year 1-5)

4: CHILD CARE

The results of the needs assessment revealed strengths, and challenges that programs experienced, along with partnerships that supported effective engagement in the area of child care during the 2019-2020 program year.

CHILD CARE STRENGTHS AND CHALLENGES	
Strengths	Challenges
Assisting families with connections to access other childcare opportunities (Example: Resource & Referral Agencies).	Blending or braiding HS and childcare funds to provide full day, full year services.
Contacts with CPS and Texas DFPS to provide resources to families.	Partnering with state child care systems emphasizing the EHS-CC Partnership Initiative.
The THSSCO Director was appointed to serve on the Texas Early Learning Council, and participates on the Inter-Agency Workgroup.	Identify affordable childcare options and other resources across the State for both low and middle income families.
	Head Start's Involvement in initiatives at the state level.

Programs were asked: Please indicate whether you feel that the activities, relationships, and/or resources of your program during the program year 2019-2020 provided adequate support to complete the following tasks/objectives.



1. Blending or braiding HS and childcare funds to provide full day, full year services. From the 44 responses received, respondents indicated:
 - 54.55% - There was no need for this in their program
 - 11.36% - More support was needed to complete objective
 - 34.09% - Had adequate support to complete objective
2. Assisting families with connections to access other childcare opportunities (Example: Resource & Referral Agencies). From the 43 responses received, respondents indicated:
 - 11.63% - There was no need for this in their program
 - 37.21% - More support was needed to complete objective
 - 51.16% - Had adequate support to complete objective
3. State or regional policy/planning committees that address child care issues (i.e., local Early Childhood Advisory Councils, local Association for the Education of Young Children affiliates). From the 43 responses received, respondents indicated:
 - 11.63% - There was no need for this in their program
 - 48.84% - More support was needed to complete objective
 - 39.53% - Had adequate support to complete objective
4. Work with State efforts to collect data regarding early childhood programs and child outcomes. From the 43 responses received, respondents indicated:
 - 18.60% - There was no need for this in their program
 - 37.21% - More support was needed to complete objective
 - 44.19% - Had adequate support to complete objective
5. Establishing linkages/partnerships with child care providers. From the 43 responses received, respondents indicated:
 - 16.28% - There was no need for this in their program
 - 34.88% - More support was needed to complete objective
 - 48.84% - Had adequate support to complete objective
6. Partnering with state child care systems emphasizing the EHS-CC Partnership Initiative. From the 44 responses received, respondents indicated:
 - 36.36% - There was no need for this in their program
 - 38.64% - More support was needed to complete objective
 - 25.00% - Had adequate support to complete objective

Key Partnerships: Child Care

- Contracts with CPS and Texas DFPS to support enrolling age eligible children
- Family Support Services
- Some partnerships with Texas Workforce Commission and Workforce Solutions
- Local Education Agencies and Regional Education Service Center
- Partnering with early childhood programs to provide services to children

Programs were asked: What other partnerships or resources would help you better identify and support families needing child care resources?

Summary of Responses: Child Care

- Additional partnerships needed with Texas Workforce to collaborate with early childhood centers and to extend hours to include before and after school care and subsidy care
- Partnerships with community child care centers to support providing child care after hours
- Working with state efforts to collect data regarding early childhood programs and child outcomes
- Establishing partnerships with child care providers

Overall Conclusion: Child Care

- There is a need for additional funding for Early Head Start/Child Care partnerships
- Partnering with state child care systems emphasizing the EHS-CC Partnership Initiative
- Additional need for extended day services
- There is a need to blend or braiding Head Start and childcare funds to provide full day, full year services
- Accessing childcare options and other resources across the State for both low and middle income families in rural and suburban areas
- There is a need for accessing and sharing data in Head Start programs with early childhood programs to encourage partnerships
- Programs are coordinating or partnering with a variety of agencies at the state, regional, and local levels to assist them with the childcare needs of their families including state, regional, and local agencies

STRATEGIC PLAN – CHILD CARE

Area	Improvement Needed	Action Steps
Early Head Start/Child Care Partnerships	Additional Early Head Start/Child Care partnerships are needed to provide quality childcare for infants and toddlers.	<p>Provide information and resources to Early Head Start Grantees to encourage partnering with local child care programs, including grant and other funding opportunities. (Year 1-5)</p> <p>Work with the Texas Early Learning Council and the Texas Inter-Agency Workgroup to supporting goal 2 in the TELSP, strategy 2.4: Increase children’s access to high-quality programs, supports and services across the early childhood system. (Year 1-5)</p> <p>The THSSCO will work with the Pre-Natal-3 Collaborative to implement goals & activities in the PN-3 Plan. Increase the number of and access to high-quality child care programs serving low-income infants & toddlers. (Year 1-5)</p>
Head Start’s Involvement in Initiatives at the State Level	Ensure that Head Start is represented in state level early education discussions and engagement.	<p>THSSCO representation on the Texas Early Learning Council, Early Childhood Intervention Advisory Board, BUILD State Team and Inter-Agency Workgroup to coordinate activities and communicate Head Start issues that will be implemented in the Texas Early Learning Strategic Plan.</p> <p>Supporting goal 5 in the Texas Early Learning Strategic Plan (TELSP), strategy 5.1: Engage in intentional planning at the community level, informed by local needs and stakeholder input. (Year 1-5)</p>
Blending or Braiding Head Start and Child Care Funds	The need to blend or braid funds from two or more funding sources to support child care needs.	<p>Work with the Texas Early Learning Council and the Texas Inter-Agency Workgroup to supporting goal 5 in the TELSP, strategy 5.6: Support programs in braiding and blending funding streams to maximize resources to increase kindergarten readiness. (Year 1-3)</p> <p>The THSSCO will focus efforts to include EHS/CC Partnership opportunities in this work and engagement. (Year 2-4)</p>
State Policy Planning	Support from the state or regional policy planning committees that address child care issues.	Work with the Texas Early Learning Council and the Texas Inter-Agency Workgroup to supporting goal 6 in the TELSP, strategies 6.1

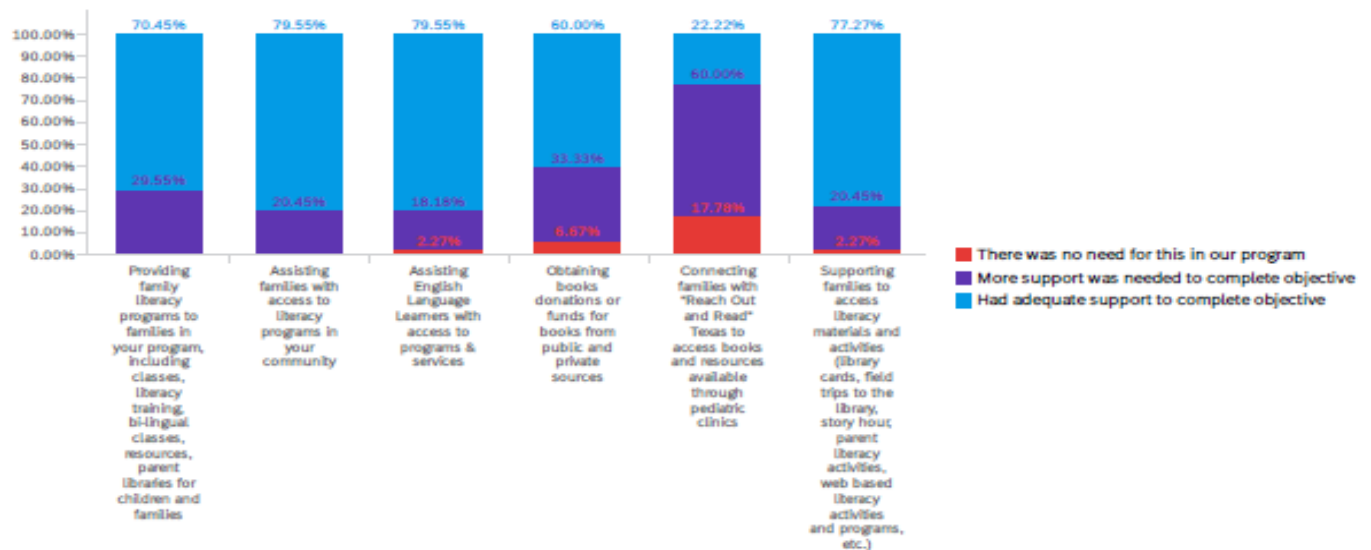
		& 6.2. (Year 2-4) Improve overall gaps child care services and to determine workable solutions. (Year 1-3)
Data Sharing & Planning	Coordination across early childhood data systems.	Work with the Texas Early Learning Council and the Texas Inter-Agency Workgroup to supporting goal 6 in the TELSP, strategies 6.7: Support communities and stakeholders in utilizing data provided through existing data platforms to inform quality improvement and systems planning at the local level. (Year 3-5) Engage to address effective data sharing across systems. (Year 3-5)

5: FAMILY LITERACY

The results of the needs assessment revealed strengths, and challenges that programs experienced, along with partnerships that supported effective engagement in the area of family literacy during the 2019-2020 program year.

FAMILY LITERACY STRENGTHS AND CHALLENGES	
Strengths	Challenges
Providing family literacy programs to families in your program, including classes, literacy training, bi-lingual classes, resources, parent libraries for children and families.	Connecting families with “Reach Out and Read” Texas to access books and resources available through pediatric clinics.
Assisting families with access to literacy programs.	Linkages to literacy resources in local communities where services are limited.
Supporting families to access literacy materials and activities.	Partnering with larger corporations to donate books and literacy materials.

Programs were asked: Please indicate whether you feel that the activities, relationships, and/or resources of your program during the program year **2019-2020** provided adequate support to complete the following tasks/objectives.



1. Providing family literacy programs to families in your program, including classes, literacy training, bi-lingual classes, resources, parent libraries for children and families. From the 44 responses received, respondents indicated:
 - 0.00% - There was no need for this in their program
 - 29.55% - More support was needed to complete objective
 - 70.45% - Had adequate support to complete objective
2. Assisting families with access to literacy programs in your community. From the 44 responses received, respondents indicated:
 - 0.00% There was no need for this in our program
 - 20.45% More support was needed to complete objective
 - 79.55% Had adequate support to complete objective
3. Assisting English Language Learners with access to programs & services. From the 44 responses received, respondents indicated:
 - 2.27% There was no need for this in our program
 - 16.18% More support was needed to complete objective
 - 79.55% Had adequate support to complete objective

4. Obtaining books donations or funds for books from public and private sources. From the 45 responses received, respondents indicated:
 - 6.67% There was no need for this in our program
 - 33.33% More support was needed to complete objective
 - 60.00% Had adequate support to complete objective
5. Connecting families with “Reach Out and Read” Texas to access books and resources available through pediatric clinics. From the 45 responses received, respondents indicated:
 - 17.78% There was no need for this in our program
 - 60.00% More support was needed to complete objective
 - 22.22% Had adequate support to complete objective
6. Supporting families to access literacy materials and activities (library cards, field trips to the library, story hour, parent literacy activities, web based literacy activities and programs, etc.). From the 44 responses received, respondents indicated:
 - 2.27% There was no need for this in our program
 - 20.45% More support was needed to complete objective
 - 77.27% Had adequate support to complete objective

Key Partnerships: Family Literacy

- Partnerships with local libraries (providing site visits and classroom story time)
- Partnerships with suppliers of free literacy materials
- Adult education and literacy programs, particularly for English language learners
- United Way to access books for children
- Local HEB (Read3) literacy program
- Working relationship with book vendors (Half Price & Scholastic Books)

Programs were asked: What other partnerships or resources would help you better identify and support families needing family literacy resources?

Summary of Responses: Family Literacy

- Connecting families to Reach Out and Read Texas
- Partnering with larger corporations and vendors to donate books for reading at home and family libraries (Barnes & Noble, Half Price Books, Amazon Online, etc.)
- Resources to support literacy education training and programs for families
- Partnerships with agencies, religious institutions, local high schools, colleges and universities to conduct read alouds to children

Overall Conclusion: Family Literacy

- Most programs were unaware of Reach Out and Read Texas, and request additional information to access the resources provided
- Most programs provide a family library for children and families to access books and literacy materials
- Strong family engagement events that support literacy programs and family literacy activities
- Nearly all programs feel family literacy services are needed to support their families
- Programs have a variety of partnerships currently in place that promote literacy, but additional ones are needed
- Partnerships with corporations and vendors to donate books

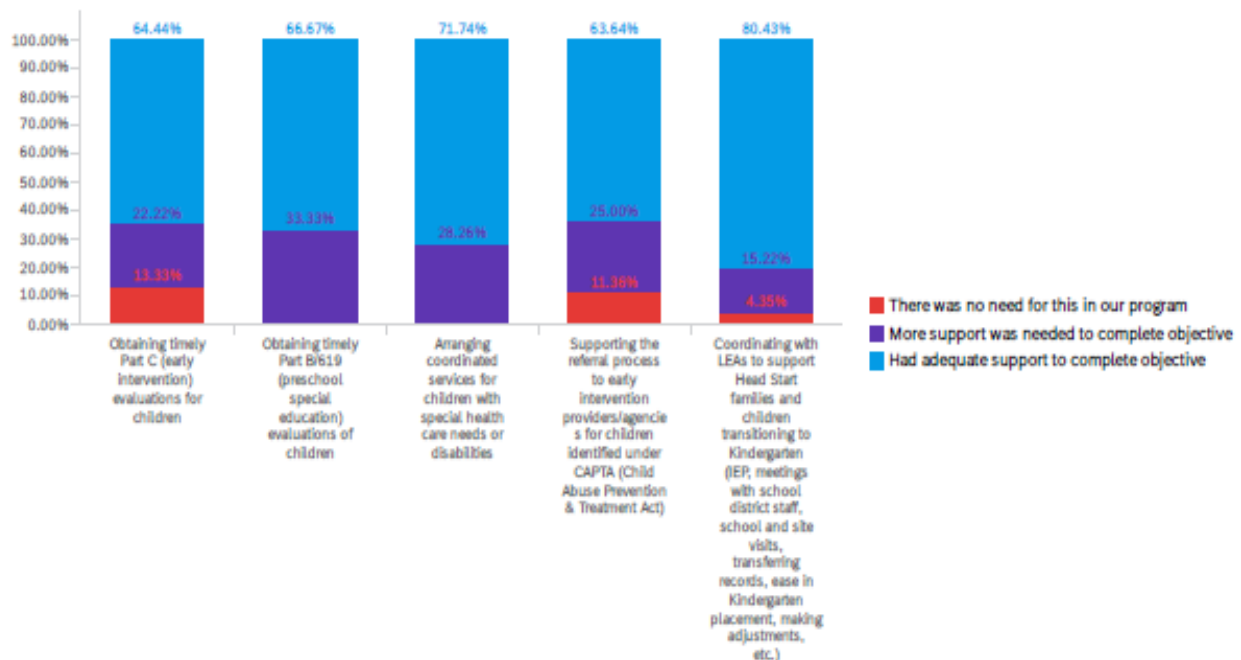
STRATEGIC PLAN – FAMILY LITERACY		
Area	Improvement Needed	Action Steps
Reach Out and Read Texas	Information to access Reach Out And Read	Connect programs with the Read Out and Read Texas Website , Encourage full and active participation and usage of available services and resources provided. (Year 1-2)
Linkages to Literacy Resources	Providing linkages to available early childhood and family literacy resources and materials.	Provide links to literacy programs and resources that are easily accessible. Encourage programs to take full advantage of the opportunities provided: (Year 1-5) Children’s Learning Institute Engage (CLIEngage) The Education Institute(TEI) Literacy Texas
Literacy & Family Literacy Partnerships	Establishing relationships with agencies, organizations and institutions to provide resources and services that promote early childhood and family literacy.	Enhance and or develop partnerships with agencies, organizations and institutions to provide resources and to support literacy needs. (Year 1-3)

6: SERVICES FOR CHILDREN WITH DISABILITIES

The results of the needs assessment revealed strengths, and challenges that programs experienced, along with partnerships that supported effective engagement in the area of services for children with disabilities in the 2019-2020 program year.

SERVICES FOR CHILDREN WITH DISABILITIES STRENGTHS AND CHALLENGES	
Strengths	Challenges
Coordinating with LEAs to support Head Start families and children transitioning to Kindergarten.	There were a high number of children with IEP's, eligible to receive special education related services.
Arranging coordinated services for children with special health care needs or disabilities.	Shared trainings with Head Start and ISD to streamline services for children and families.
Obtaining timely Part B/619 (preschool special education) evaluations of children.	Partnerships for services in rural areas.
PIR data reflects that children with diagnosed primary disabilities received services.	Addressing the social emotional needs of children and families due to COVID-19.

Programs were asked: Please indicate whether you feel that the activities, relationships, and/or resources of your program during the program year 2019-2020 provided adequate support to complete the following tasks/objectives.



1. Obtaining timely Part C (early intervention) evaluations for children. From the 45 responses received, respondents indicated:
 - 13.33% There was no need for this in our program
 - 22.22% More support was needed to complete objective
 - 64.44% Had adequate support to complete objective
2. Obtaining timely Part B/619 (preschool special education) evaluations of children. From the 45 responses received, respondents indicated:
 - 0.00% There was no need for this in our program
 - 33.33% More support was needed to complete objective
 - 66.67% Had adequate support to complete objective
3. Arranging coordinated services for children with special health care needs or disabilities. From the 46 responses received, respondents indicated:
 - 0.00% There was no need for this in our program
 - 28.26% More support was needed to complete objective
 - 71.74% Had adequate support to complete objective
4. Supporting the referral process to early intervention providers/agencies for children identified under CAPTA (Child Abuse Prevention & Treatment Act). From the 44 responses received, respondents indicated:
 - 11.36% There was no need for this in our program
 - 25.00% More support was needed to complete objective
 - 63.64% Had adequate support to complete objective
5. Coordinating with LEAs to support Head Start families and children transitioning to Kindergarten (IEP, meetings with school district staff, school and site visits, transferring records, ease in Kindergarten placement, making adjustments, etc.). From the 46 responses received, respondents indicated:
 - 4.35% There was no need for this in our program
 - 15.22% More support was needed to complete objective
 - 80.43% Had adequate support to complete objective

PROGRAM INFORMATION REPORT (PIR) DISABILITIES DATA REFLECTS:

DISABILITIES SERVICES

Preschool Disabilities Services (HS and Migrant Programs)

	# of children
C.25 Number of children enrolled in the program who have an Individualized Education Program (IEP) indicating they have been determined eligible by the LEA to receive special education and related services	7,566
a. Of these, the number who were determined eligible to receive special education and related services:	

	# of children
1. Prior to enrollment into the program for this enrollment year	4,564
2. During this enrollment year	3,002
b. Of these, the number who have not received special education and related services	70

Infant and Toddler Part C Early Intervention Services (EHS and Migrant Programs)

	# of children
C.26 Number of children enrolled in the program who have an Individualized Family Service Plan (IFSP) indicating they have been determined eligible by the Part C Agency to receive early intervention services under the Individuals with Disabilities Education Act (IDEA)	2,273
a. Of these, the number who were determined eligible to receive early intervention services:	
1. Prior to enrollment into the program for this enrollment year	1,582
2. During this enrollment year	674
b. Of these, the number who have not received early intervention services under IDEA	2

C.27 Diagnosed primary disability	(1) # of children determined to have this disability	(2) # of children receiving special services
a. Health impairment(i.e. meeting IDEA definition of 'other health impairments')	300	298
b. Emotional disturbance	63	62
c. Speech or language impairments	5,957	5,846
d. Intellectual disabilities	112	112
e. Hearing impairment, including deafness	84	82
f. Orthopedic impairment	38	37
g. Visual impairment, including blindness	31	31
h. Specific learning disability	23	23
i. Autism	366	364
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	493	490
l. Multiple disabilities (excluding deaf-blind)	40	40
m. Multiple disabilities (including deaf-blind)	1	1

Key Partnerships: Services for Children with Disabilities

- Partnerships with Early Childhood Intervention (ECI)
- Easter Seals, Child Find to support obtaining efficient evaluations
- Partnerships with therapy groups that provide physical, occupational and stretch therapy to children who may not qualify for ECI
- Local ISD's prioritize slots for children with disabilities to provide timely assessments
- MOU's with area Part C ECI Agencies
- MOU's, partnerships and agreements with LEA's to provide support and to access services for children with disabilities

Programs were asked: What other partnerships or resources would help you better support children with disabilities?

Summary of Responses: Services for Children with Disabilities

- Partnerships for services in rural areas where resources are scarce or doesn't exist
- Better coordination and alignment with school districts to ensure timely referral process from LEA
- Additional mental health consultants with experience working with children 5 years old and under
- Partnerships to access materials from programs on different disabilities for parents in different languages
- Programs indicated the need for additional partnerships and collaborations with local school districts to ensure that children with disabilities receive timely evaluations and referrals
- Partnerships with pediatricians and medical providers
- Shared trainings with Head Start and ISD to streamline services for children and families
- Additional cross-sector/cross-program partnerships (Easter Seals, local ECI programs)

Overall Conclusion: Services for Children with Disabilities

- PIR data reflects that across all services for children with disabilities objectives, the majority of respondents indicated that children are receiving services
- The PIR data reflects that the number of children enrolled in the program with an Individualized Family Service Plan (IFSP), determined eligible by the Part C Agency to receive ECI services are receiving them
- The PIR data reflects that of the children determined to have a diagnosed primary disability or disabilities are receiving services
- Provide and inform programs of training opportunities specific to children with disabilities offered by partnering agencies

- Support needed in rural programs to locate services for children with disabilities and to identify resources for families
- Ensure that Head Start Program Performance Standards and the Texas Early Learning Standards align to meet state policies around special education and Head Start requirements

STRATEGIC PLAN – SERVICES FOR CHILDREN WITH DISABILITIES		
Area	Improvement Needed	Action Steps
Services in Rural Areas	Improve the assistance provided for rural programs with locating services for children with disabilities and identifying resources for families.	<p>Include the challenges that are prevalent in rural areas as a part of the activities of the Early Childhood Intervention Advisory Committee (ECI). The THSSCO Director serves on the ECI Committee.</p> <p>Provide links to available resources to support families to access needed services for children 0-3:</p> <p>Early Childhood Intervention (ECI)</p> <p>Parent Companion</p> <p>(Year 1-5)</p>
Alignment of State Policies	Addressing difficulties in alignment of state policies around special education and Head Start requirement	<p>Work the Inter-Agency Workgroup to ensure that aligned state policies around special education and Head Start requirements are implemented. Refer to the: Early Childhood Outcomes and Pre-Kindergarten Guidelines Alignment developed by The Early Childhood Outcomes Center, Region 13 ESC, and TEA.</p> <p>The THSSCO Director serves on the Early Childhood Intervention Advisory Committee, which advises the Texas Health and Human Services Commission Division for Early Childhood Intervention Services on development and implementation of policies that constitute the statewide ECI system.</p> <p>(Year 2-3)</p>

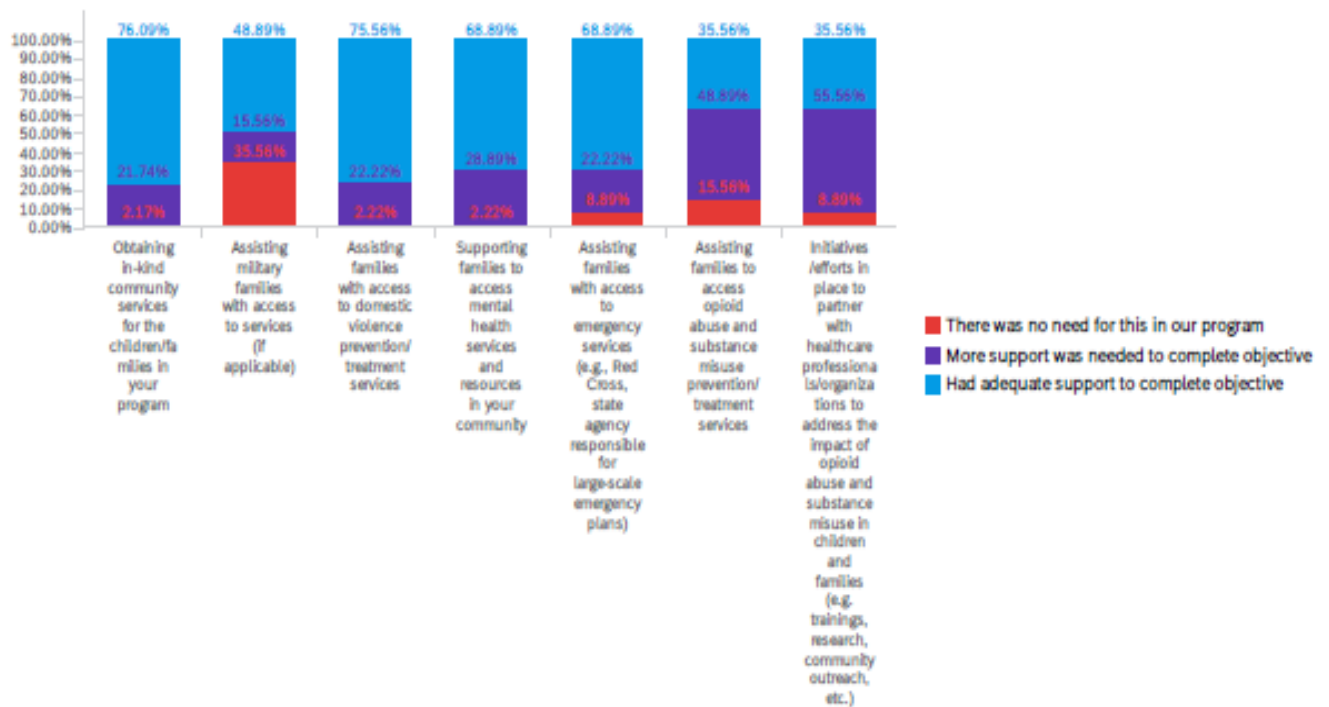
Social Emotional Needs of Children with Disabilities Due to Stress From COVID-19	Addressing the social emotional needs and other concerns of children and families due to the challenges of COVID-19.	<p>Provide links to resources to support children and families with issues and concerns that were heightened as a result of the COVID-19 pandemic. (Year 1-3)</p> <p>The Texas Special Education Information Center</p> <p>The Meadows Mental Health Policy Institute</p> <p>Navigate Life Texas</p> <p>211 Texas</p>
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7: COMMUNITY SERVICES

The results of the needs assessment revealed strengths, and challenges that programs experienced, along with partnerships that supported effective engagement in the area of community services in the 2019-2020 program year.

COMMUNITY SERVICES STRENGTHS AND CHALLENGES	
Strengths	Challenges
Obtaining in-kind from community service agencies for the children/families.	Assisting families with access to emergency services. Rural and remote areas are affected more than others, as service providers are not in close proximity to families.
Assisting families with access to domestic violence prevention/treatment services in most areas.	Initiatives/efforts in place to partner with healthcare professionals/organizations to address the impact of opioid abuse and substance misuse in children and families.
PIR data reflects that the overall number of enrolled children received mental health services from mental health professionals; however, additional services are still needed, especially now, due to COVID-19. Rural areas are still need assistance to access services.	Data to support Head Start to determine the areas most affected by opioid abuse and substance misuse.
Staff reaching beyond the norm to provide families with resources during the COVID-19 pandemic.	Training family services staff on family engagement by local agencies to determine the best approach to work with families. Many families are afraid to report or share concerns due to immigration status and language barriers.
Strong Health Advisory Committees working with community partners and families.	Rural and remote areas have limited services and resources to address the overwhelming needs of children and families.

Programs were asked: Please indicate whether you feel that the activities, relationships, and/or resources of your program during the program year **2019-2020** provided adequate support to complete the following tasks/objectives.



- Obtaining in-kind community services for the children/families in your program. From the 46 responses received, respondents indicated:
 - 2.17% There was no need for this in our program
 - 21.74% More support was needed to complete objective
 - 76.09% Had adequate support to complete objective
- Assisting military families with access to services (if applicable) From the 45 responses received, respondents indicated.
 - 35.56% There was no need for this in our program
 - 15.56% More support was needed to complete objective
 - 48.89% Had adequate support to complete objective
- Assisting families with access to domestic violence prevention/treatment services. From the 45 responses received, respondents indicated:
 - 2.22% There was no need for this in our program
 - 22.22% More support was needed to complete objective
 - 75.56% Had adequate support to complete objective

4. Supporting families to access mental health services and resources in your community. From the 45 responses received, respondents indicated:
 - 2.22% There was no need for this in our program
 - 28.89% More support was needed to complete objective
 - 68.89% Had adequate support to complete objective
5. Assisting families with access to emergency services (e.g., Red Cross, state agency responsible for large-scale emergency plans). From the 45 responses received, respondents indicated:
 - 8.89% There was no need for this in our program
 - 55.56% More support was needed to complete objective
 - 35.56% Had adequate support to complete objective
6. Assisting families to access opioid abuse and substance misuse prevention/treatment services. From the 45 responses received, respondents indicated:
 - 15.56% There was no need for this in our program
 - 48.89% More support was needed to complete objective
 - 35.56% Had adequate support to complete objective
7. Initiatives/efforts in place to partner with healthcare professionals/organizations to address the impact of opioid abuse and substance misuse in children and families (e.g. trainings, research, community outreach, etc.). From the 45 responses received, respondents indicated:
 - 8.89% There was no need for this in our program
 - 55.56% More support was needed to complete objective
 - 35.56% Had adequate support to complete objective



PROGRAM INFORMATION REPORT (PIR) MENTAL HEALTH DATA REFLECTS:

Mental Health Services

C.23 Indicate the number of enrolled children who were served by the mental health (MH) professional(s) since last year's PIR was reported.	# of children at end of enrollment year
a. Number of children for whom the MH professional consulted with program staff about the child's behavior / mental health	8,253
1. Of these, the number for whom the MH professional provided three or more consultations with program staff since last year's PIR was reported	2,558
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	3,435
1. Of these, the number for whom the MH professional provided three or more consultations with the parent(s) / guardian(s) since last year's PIR was reported	963
c. Number of children for whom the MH professional provided an individual mental health assessment	2,227
d. Number of children for whom the MH professional facilitated a referral for mental health services	1,596

Mental Health Referrals

	# of children at end of enrollment year
C.24 Number of children who were referred by the program for mental health services outside of Head Start since last year's PIR was reported	1,208
a. Of these, the number who received mental health services since last year's PIR was reported	783

Key Partnerships: Community Services

- Local Housing Authority
- Local Fire Department and Law Enforcement
- Education Service Centers and local LEA's
- United Way for job assistance programs to support parents with employment
- Local medical providers and clinics
- Health and Family Service agencies
- Community Health agencies
- Working relationship with local shelters
- Some partnerships with alcohol and drug abuse programs, additional partners needed

Programs were asked the following: Identify initiatives you have in place to partner with health care professionals/organizations to address the impact of opioid abuse and substance misuse in children and families.

Summary of Responses: Community Services

- Community Health Services provides trainings and resources at Health Advisory Committee and parent meetings

- Working relationship with local social services agency to identify families in need of Head Start services supports enrollment and provides information to aide and assist families.
- Texas Department of Human Services and the Center for Health Care Services on opioid use provides supportive resources
- Behavioral Health Centers, crisis centers and health care providers
- Local Alcohol and Drug Abuse Centers provide on-site training and resources for staff and families
- Partnerships with social service agencies to help identify families in need and to make referrals
- Strong Health Advisory Committees working with community partner and families
- Texas Department of Health & Human Services and the Center for Health Care Services on Opioid use. Additional partners are needed, especially in rural and remote communities

Additional questions: Community Services

What did you find successful in helping your agency set up partnerships with healthcare professionals/organizations to address the impact of opioid abuse and substance misuse in children and families in your agency? (e.g., key personnel, connections, funding sources, etc.)

- Networking, reaching out to providers to assist families at the site level
- Working with partners with established MOU's to provide services and resources to children and families in English and Spanish
- Training and technical assistance funds were used for training staff and families
- Some agencies did not have formal partnerships, but were able to access services through their community of networks
- Programs were able to communicate with families using key communication strategies learned, and meetings and health partnerships
- Communicating local available resources to families
- Licensed Master Social Workers assist families, build trust and provide educational and resourceful information

What challenges have arisen regarding the initiation and/or sustainability of these partnerships?

- Parents don't always utilize the resources provided. It may be due to (work, transportation or immigration status)
- Funding limitations prevent the amount of services in some areas. The need is greater than what funding will provide
- Implementing new policies, procedures and necessary training, along with the lack of participation and response from parents affected
- Building trust and being sensitive to the needs of families to provide support. Many are afraid to share, live in abusive environments, or have immigration issues
- Most state or government agencies and local representatives are not authorized to sign partnerships
- Mental Health and substance abuse services are challenging in rural areas

Barriers to engaging healthcare professionals/organizations/agencies (e.g. pediatricians/physicians, mental health professionals, early childhood developmental specialists, etc.) **in supporting your initiatives/efforts.**

- Healthcare systems process of prior approvals and referrals to specialist causes delays in providing services
- Families often remain private and often refuse to report needs for mental health, substance abuse or domestic violence; therefore referrals aren't made, and agencies can't provide services
- Engaging in conversations and networking with community members
- Training family services staff on family engagement by local agencies to support providing better services
- Flexible office hours of community services agencies to provided services after hours and on weekends to support working parents and those attending school
- Services and resources are lacking and often unavailable or not provided in rural areas and some unpopulated areas

Overall Conclusion: Community Services

- Partnerships with agencies are needed to provide multiple services in rural areas where resources are scarce.
- Training family services staff on family engagement by local agencies to support better family engagement
- PIR data reflects that the overall number of enrolled children received mental health services from mental health professionals. There were 8,253 children served during the program year. Additional services are needed in rural areas
- Better coordination and alignment needed to work with school districts to share resources
- Services for domestic violence and substance abuse, particularly services that accept Medicaid, and support to engage with undocumented families, those with immigration issues and language barriers
- Letters of collaboration or MOUs with community service providers to help programs formalize coordinated activities
- Additional partnerships are needed to address concerns and to provide training to staff and families in the areas of (mental health, childhood trauma substance abuse, alcoholism, domestic violence, child abuse/neglect and other related concerns) affecting children and families due to COVID-19.

STRATEGIC PLAN – COMMUNITY SERVICES

Area	Improvement Needed	Action Steps
Opioid Abuse and Substance Misuse	Determine resource repository or application to use for access to: Data, videos, materials, tools, information and locations of services for families.	Implement the Texas State Opioid Abuse and Substance Misuse Team plan that was developed in December/2019. (Year 1-3)
Policies Relating to Opioid Abuse and Substance Misuse	Work to ensure that statutes and policies relating to substance abuse are consistent to provide the necessary resources to benefit families' long term.	Implement the Texas State Opioid Abuse and Substance Misuse Team plan that was developed in December/2019. (Year 1-3)
Training & Education	Training and educating family services staff in the areas of opioid misuse and substance abuse by local agencies to support better family engagement.	The Texas State Opioid Abuse and Substance Misuse Team will provide information on agencies to aide in supporting Head Start programs with training and education at the local level. (Year 1)
Child Abuse and Neglect	Addressing overwhelming child abuse, neglect and childhood trauma that has intensified due to COVID-19.	Collaborate with The Texas Association for the Protection of Children TexProtects to support our effort to reduce and prevent child abuse and neglect. (Year 1-2)
Partnerships and Collaboration to Support COVID-19 Concerns	The need to address COVID-19 issues/concerns, programs will need support to provide training, counseling, referrals, educational resources, materials and services for staff, children and families to address mental health issues, substance abuse, alcoholism, domestic violence, child abuse/neglect and many other challenges that families are facing.	Work with the THSSCO Advisory Board, Inter-Agency Workgroup and other state and local partners to provide the support needed to address areas identified. (Year 1-5) Partnering with Mental Health Service agencies to provide services and resources. First3Years Texas Department of State Health Services MentalHealthTex.org Substance Abuse and Mental Health Services Administration

8: EDUCATION (School Readiness, Head Start-Pre-K Partnership Development)

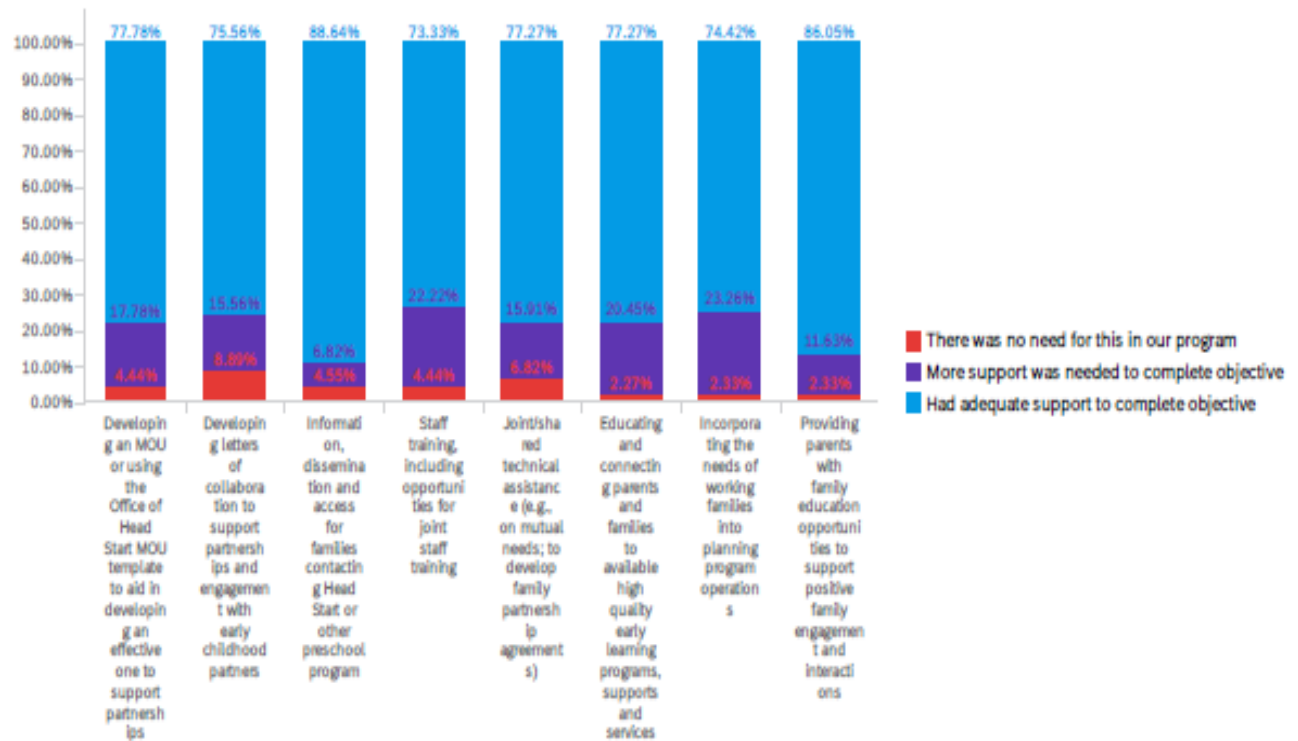
Head Start programs are required to have an MOU with publicly-funded Pre-K programs in their service areas. The MOU must include a review of, and plans to coordinate activities as appropriate.

The results of the needs assessment revealed strengths, and challenges that programs experienced, along with partnerships that supported effective engagement in the area of education during the 2019-2020 program year.

EDUCATION STRENGTHS AND CHALLENGES (School Readiness, Head Start-Pre-K Partnership Development)	
Strengths	Challenges
Information, dissemination and access for families contacting Head Start or other preschool program.	Alignment of systems to support Head Start engagement.
Providing parents with family education opportunities to support positive family engagement and interactions	Loss of Head Start enrollment due to state funded pre-k.
Developing an MOU or using the Office of Head Start MOU template to aid in developing an effective one to support partnerships.	Requesting to convert enrollment slots to serve three year old children to maintain funded enrollment.
Joint/shared technical assistance	Head Starts participation in the states Quality Rating Improvement System (QRIS).



Programs were asked: Please indicate whether you feel that the activities, relationships, and/or resources of your program during the program year **2019-2020** provided adequate support to complete the following tasks/objectives.



1. Developing an MOU or using the Office of Head Start MOU template to aid in developing an effective one to support partnerships. From the 45 responses received, respondents indicated:
 - 4.44% There was no need for this in our program
 - 17.78% More support was needed to complete objective
 - 77.78% Had adequate support to complete objective
2. Developing letters of collaboration to support partnerships and engagement with early childhood partners. From the 45 responses received, respondents indicated:
 - 8.89% There was no need for this in our program
 - 15.56% More support was needed to complete objective
 - 75.56% Had adequate support to complete objective
3. Information, dissemination and access for families contacting Head Start or other preschool program. From the 44 responses received, respondents indicated:
 - 4.55% There was no need for this in our program
 - 6.82% More support was needed to complete objective
 - 88.64% Had adequate support to complete objective

4. Staff training, including opportunities for joint staff training. From the 45 responses received, respondents indicated:
 - 4.44% There was no need for this in our program
 - 22.22% More support was needed to complete objective
 - 73.33% Had adequate support to complete objective
5. Joint/shared technical assistance (e.g., on mutual needs; to develop family partnership agreements) From the 44 responses received, respondents indicated:
 - 6.82% There was no need for this in our program
 - 15.91% More support was needed to complete objective
 - 77.27% Had adequate support to complete objective
6. Educating and connecting parents and families to available high quality early learning programs, supports and services. From the 44 responses received, respondents indicated:
 - 2.27% There was no need for this in our program
 - 20.45% More support was needed to complete objective
 - 77.27% Had adequate support to complete objective
7. Incorporating the needs of working families into planning program operations. From the 43 responses received, respondents indicated:
 - 2.33% There was no need for this in our program
 - 23.26% More support was needed to complete objective
 - 74.42% Had adequate support to complete objective
8. Providing parents with family education opportunities to support positive family engagement and interactions. From the 43 responses received, respondents indicated:
 - 2.33% There was no need for this in our program
 - 11.63% More support was needed to complete objective
 - 86.05% Had adequate support to complete objective

Key Partnerships: Education

- Overall, the majority of programs have little to no difficulty coordinating activities with publicly-funded Pre-K programs
- Formal agreements, collaborations and partnerships with local LEA's.
- Texas Workforce Commission (child care division)
- Collaborations with colleges and universities

Programs were asked: What other partnerships or resources would help you better coordinate activities with education programs that promote school readiness?

Summary of Responses: Education (School Readiness, Head Start-Pre-K Partnership Development)

- Engaging state Head Start and local school district collaboration to align school readiness goals
- Training from the Texas Education Agency (TEA) on guidelines for MOU's to support Head Start and ISD staff that will meet Head Start Program Performance Standards and TEA regulations
- Additional partnerships with local school districts to share resources
- Partnerships needed with quality early childhood programs
- Additional Early Head Start/Child Care partnerships are needed. Availability in rural communities are limited

Overall Conclusion: Education (School Readiness, Head Start-Pre-K Partnership Development)

- Due to the rapid implementation of House Bill 3 (HB3), partnerships were more difficult to develop, due to lack of time
- The need to engage in early discussions on how to better coordinate partnerships and resources with LEA's to promote school readiness
- Coordinating with education programs at the LEA to partner to serve children in a full day capacity, providing additional support to families
- There is a need for access to high quality, affordable child care services, especially in rural areas
- The need for additional Head Start programs to successfully participate in Texas Rising Start (TRS), the states Quality Rating Improvement System (QRIS)

STRATEGIC PLAN – EDUCATION
(School Readiness, Head Start-Pre-K Partnership Development)

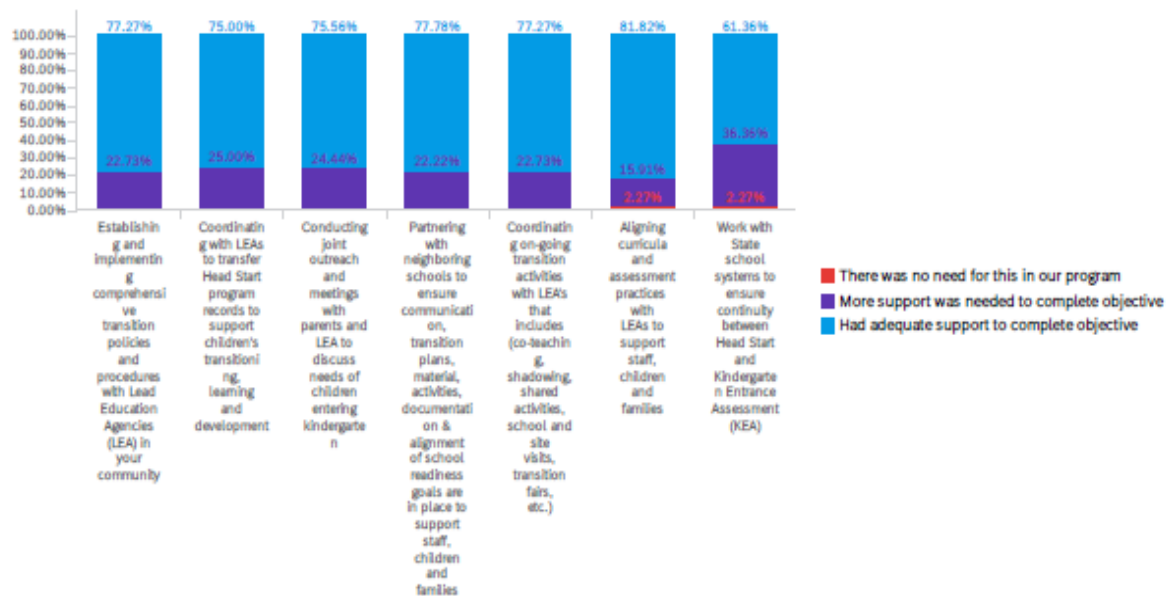
Area	Improvement Needed	Action Steps
Alignment of School Readiness Goals	Work to improve: Early childhood programs in Texas are aligned to ensure children are ready and able to learn by Kindergarten. (Goal 1 -Texas Early Learning Strategic Plan - TELSP).	The THSSCO director serves on the Texas Early Learning Council and the Texas Inter-Agency Workgroup to represent Head Start, supporting goal 1 in the TELSP, strategies: 1.1, 1.2 & 1.3. (Year 1-5)
Coordinated Data Systems	Work toward the coordination and implementation of a streamlined data system.	Include Head Start in the state data collection efforts, longitudinal studies and data tracking system, to supporting goal 6 in the TELSP strategies: 6.1, 6.2, 6.6 & 6.7. (Year 1-5)
Head Starts Participation in Texas Rising Star (QRIS)	Identify and share ways to increase the level of Head Start participation in Texas Rising Star (QRIS) to promote quality early learning programs.	Encourage Head Start programs to volunteer to participate in Texas Rising Star (QRIS) to support quality child care options. Supporting goal 2 in the TELSP, strategy 2:3 - Increase the number of high quality programs. (Year 1-5)
Partnerships With School Districts	Strengthen existing partnerships and the development of collaborative partnerships between Head Start programs and LEA's where the needs exist.	Work with the TEA to strengthen existing partnerships and to develop additional ones in communities to supporting goal 6 in the TELSP strategy 6:4 – Increase understanding of quality across program setting and implications for partnership opportunities. (Year 1-5)
Full Day Child Care Services	Increase collaboration between Head Start agencies and local child care programs to ensure quality full day/full year services are available.	Work with the Texas Early Learning Council and the Texas Inter-Agency Workgroup to supporting goal 2 strategies in the TELSP: 2.1, 2.2, 2.3, 2.5 & 2.7. (Year 1-5)

9: HEAD START TRANSITION AND ALIGNMENT WITH K-12

The results of the needs assessment revealed strengths, and challenges that programs experienced, along with partnerships that supported effective engagement in the area of Head Start transition and alignment with K-12 (Education) during the 2019-2020 program year.

HEADSTART TRANSITION AND ALIGNMENT WITH K-12 STRENGTHS AND CHALLENGES	
Strengths	Challenges
Aligning curricula and assessment practices with LEA's to support staff, children and families.	Stronger partnerships are needed between Head Start Center Directors and local ISD Principals to better support the transition process.
Partnering with neighboring schools to ensure communication, transition plans, material, activities, documentation & alignment of school readiness goals are in place to support staff, children and families.	Work with State school systems to ensure continuity between Head Start and Kindergarten Entrance Assessment (KEA).
Coordinating with LEAs to transfer Head Start program records to support children's transition, learning and development.	Additional MOU's or letters of collaboration with local school districts.
Coordinating on-going transition activities with LEA's that includes (co-teaching, shadowing, shared activities, school and site visits, transition fairs, etc.).	Competition between Head Start and school district pre-k.

Programs were asked: Please indicate whether you feel that the activities, relationships, and/or resources of your program during the program year **2019-2020** provided adequate support to complete the following tasks/objectives.



1. Establishing and implementing comprehensive transition policies and procedures with Lead Education Agencies (LEA) in your community. From the 44 responses received, respondents indicated:
 - 0.00% There was no need for this in our program
 - 22.73% More support was needed to complete objective
 - 77.27% Had adequate support to complete objective
2. Coordinating with LEAs to transfer Head Start program records to support children's transition, learning and development. From the 44 responses received, respondents indicated:
 - 0.00% There was no need for this in our program
 - 25.00% More support was needed to complete objective
 - 75.00% Had adequate support to complete objective
3. Conducting joint outreach and meetings with parents and LEA to discuss needs of children entering kindergarten. From the 45 responses received, respondents indicated:
 - 0.00% There was no need for this in our program
 - 24.44% More support was needed to complete objective
 - 75.56% Had adequate support to complete objective
4. Partnering with neighboring schools to ensure communication, transition plans, material, activities, documentation & alignment of school readiness goals are in place to support staff, children and families. From the 45 responses received, respondents indicated:
 - 0.00% There was no need for this in our program
 - 22.22% More support was needed to complete objective
 - 77.78% Had adequate support to complete objective
5. Coordinating on-going transition activities with LEA's that includes (co-teaching, shadowing, shared activities, school and site visits, transition fairs, etc.). From the 44 responses received, respondents indicated:
 - 0.00% There was no need for this in our program
 - 22.73% More support was needed to complete objective
 - 77.27% Had adequate support to complete objective
6. Aligning curricula and assessment practices with LEAs to support staff, children and families. From the 44 responses received, respondents indicated:
 - 2.27% There was no need for this in our program
 - 15.91% More support was needed to complete objective
 - 81.82% Had adequate support to complete objective

7. Work with State school systems to ensure continuity between Head Start and Kindergarten Entrance Assessment (KEA). From the 44 responses received, respondents indicated:
- 2.27% There was no need for this in our program
 - 36.36% More support was needed to complete objective
 - 61.36% Had adequate support to complete objective

Key Partnerships: Head Start Transition and Alignment with K-12

- Partnerships with other early childhood education programs in local school districts
- Formal agreements with LEA's
- Head Start programs in school district pre-k
- Partnering with schools to plan kindergarten transition activities

Programs were asked: What other partnerships or resources would help you better coordinate activities with local education agencies and assist families with transition?

Summary of Responses: Head Start Transitions and Alignment with K-12

- Strengthening the coordination of transition activities between local school and Head Start
- Regional Education Service Centers
- Additional information on TX-KEA for children transitioning in rural communities
- School districts awareness of Head Start partnerships that support transitions
- Additional MOU's or letters of collaboration with local school districts
- More systematic approaches to transitions (Head Start & LEA's should be able to use the same enrollment documents) to support enrollment in local schools

Overall Conclusion: Head Start Transitions and Alignment with K-12

- The majority of programs indicated that they had adequate support to meet the overall objectives around transition and alignment with K-12; however, the individual responses in regards to other partnerships and resources needed indicates different responses
- Responses indicate that stronger partnerships are needed between Head Start Center Directors and local ISD Principals to better support the transition to kindergarten process
- Improved collaborations with ISD's needed to simplify the enrollment process and to ensure quality services for children and families, including children with disabilities
- Supporting the alignment of transitioning children from Head Start programs into local school districts at the state level

STRATEGIC PLAN

HEAD START TRANSITION AND ALIGNMENT WITH K-12

Area	Improvement Needed	Action Steps
Transition to Kindergarten Materials	Implementing the Administration for Children and Families/Office of Head Start (ACF/OHS) Transition to Kindergarten (TTK) Summit plan and activities with Head Start grantees and delegates.	<p>The THSSCO director will work with the Texas Transition Team to emphasize the implementation of the Transition To Kindergarten (TTK) materials developed for the Office of Head Start by The National Center on Early Childhood Development Teaching, and Learning (NCECDTL). (Year 1-5)</p> <p>Materials were distributed to all grantee and delegate programs in March/2020 and will be Re-distributed ongoing. (Year 1-5)</p> <p>Early Childhood Learning & Knowledge Center (ECLKC)</p>
Transition to Kindergarten Summit	Implementing the ACF/OHS TTK Summit.	The THSSCO director will work with the Texas Transition Team to engage ten (10) Head Start (HS) Grantees and neighboring school districts to participate in joint transition activities and a Transition To Kindergarten (TTK) Summit to promote successful transitions of children. (Year 1-3)
Transition Trainings and Presentations	Increase TTK training efforts.	<p>TTK trainings/presentations will be offered at the Texas Head Start Association Institute. (Year 1-5)</p> <p>Provide a link to access information to support engagement with school districts: (Year 1-5)</p> <p>Partner with Your Local Head Start</p>
Integrated Enrollment Data System	Work to simplify and integrate the Head Start and ISD enrollment process.	Work with the Texas Early Learning Council and the Texas Inter-Agency Workgroup to support goal 5 in the TELSP, strategy: 5.3 – Develop effective procedures for effective transitions between programs and Goal 6, strategy: 6:1 – Align administrative processes across state agencies that affect early childhood programs. 6:2 – Establish processes and procedures for effective cross-agency coordination that includes strategies for reducing duplicative efforts and efficiently utilizing resources. (Year 1-3)
Partnerships with School Districts	Developing MOU's to work and engage with school districts.	The THSSCO director will provide the information link to access the (OHS) formalized partnerships with the National Association of Elementary School Principals

		<p>(NAESP) and the School Superintendents Association (AASA) to improve the transition of Head Start children as they enter elementary school, available on the ECLKC website. (Year 1-5)</p> <p>Provide a link to access information to support engagement with school districts: (Year 1-5)</p> <p>OHS-Elementary School Connections</p> <p>Partner with Your Local Head Start</p>
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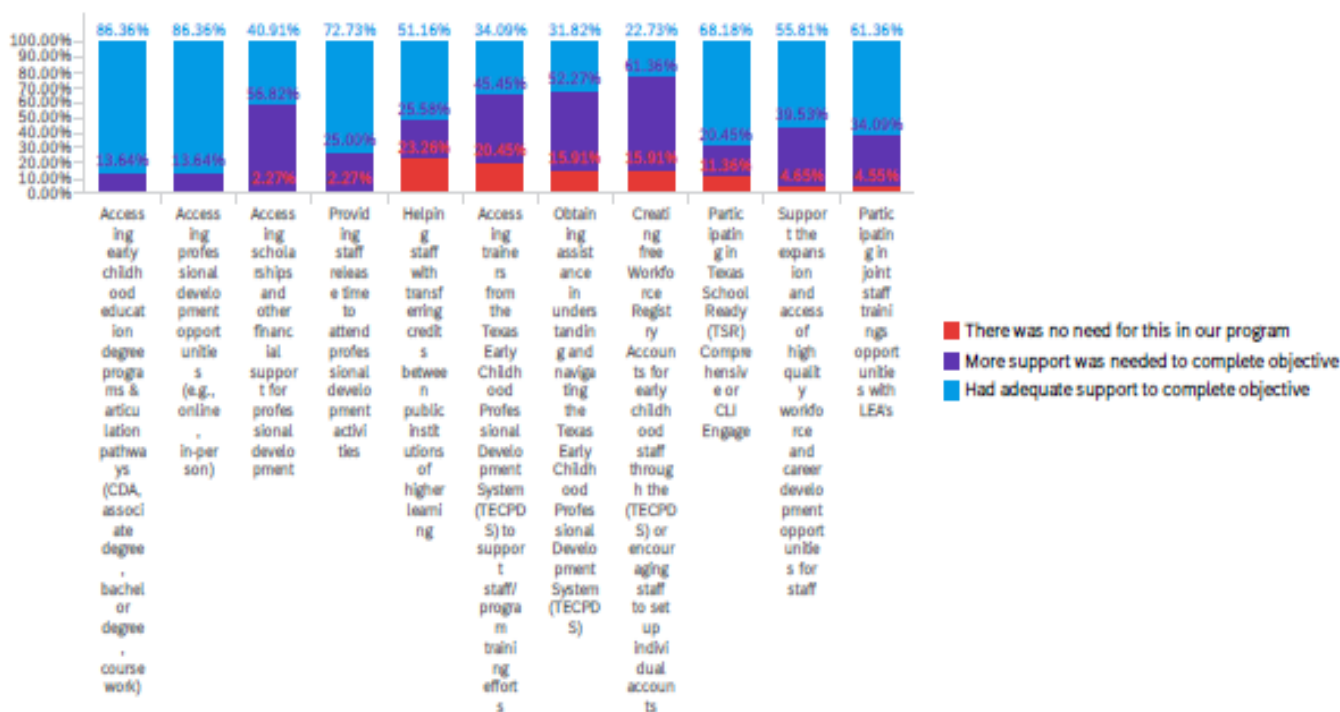


10: PROFESSIONAL DEVELOPMENT

Please indicate whether you feel that the activities, relationships, and/or resources of your program during the program year **2019-2020** provided adequate support to complete the following tasks/objectives.

PROFESSIONAL DEVELOPMENT STRENGTHS AND CHALLENGES	
Strengths	Challenges
Accessing early childhood education degree programs & articulation pathways.	Accessing scholarships and other financial support for professional development.
Accessing professional development opportunities.	Accessing trainers from the Texas Early Childhood Professional Development System (TECPDS) to support staff/program training efforts.
Providing staff release time to attend professional development activities. Most had adequate support to complete the objective, but more support is needed.	Creating free Workforce Registry Accounts for early childhood staff through the (TECPDS) or encouraging staff to set up individual accounts.
	Obtaining assistance in understanding and navigating the Texas Early Childhood Professional Development System (TECPDS).

Programs were asked: Please indicate whether you feel that the activities, relationships, and/or resources of your program during the program year **2019-2020** provided adequate support to complete the following tasks/objectives.



1. Accessing early childhood education degree programs & articulation pathways (CDA, associate degree, bachelor degree, coursework). From the 44 responses received, respondents indicated:
 - 0.00% There was no need for this in our program
 - 13.64% More support was needed to complete objective
 - 86.36% Had adequate support to complete objective
2. Accessing professional development opportunities (e.g., online, in-person). From the 44 responses received, respondents indicated:
 - 0.00% There was no need for this in our program
 - 13.64% More support was needed to complete objective
 - 86.36% Had adequate support to complete objective
3. Accessing scholarships and other financial support for professional development. From the 44 responses received, respondents indicated:
 - 2.27% There was no need for this in our program
 - 56.82% More support was needed to complete objective
 - 40.91% Had adequate support to complete objective
4. Providing staff release time to attend professional development activities. From the 44 responses received, respondents indicated:
 - 2.27% There was no need for this in our program
 - 25.00% More support was needed to complete objective
 - 72.73% Had adequate support to complete objective
5. Helping staff with transferring credits between public institutions of higher learning. From the 43 responses received, respondents indicated:
 - 23.26% There was no need for this in our program
 - 25.58% More support was needed to complete objective
 - 51.16% Had adequate support to complete objective
6. Accessing trainers from the Texas Early Childhood Professional Development System (TECPDS) to support staff/program training efforts. From the 44 responses received, respondents indicated:
 - 20.45% There was no need for this in our program
 - 45.45% More support was needed to complete objective
 - 34.09% Had adequate support to complete objective

7. Obtaining assistance in understanding and navigating the Texas Early Childhood Professional Development System (TECPDS). From the 44 responses received, respondents indicated:
 - 15.91% There was no need for this in our program
 - 61.36% More support was needed to complete objective
 - 31.82% Had adequate support to complete objective
8. Creating free Workforce Registry Accounts for early childhood staff through the (TECPDS) or encouraging staff to set up individual accounts. From the 44 responses received, respondents indicated:
 - 15.91% There was no need for this in our program
 - 61.36% More support was needed to complete objective
 - 22.73% Had adequate support to complete objective
9. Participating in Texas School Ready (TSR) Comprehensive or CLI-Engage. From the 44 responses received, respondents indicated:
 - 11.36% There was no need for this in our program
 - 20.45% More support was needed to complete objective
 - 68.18% Had adequate support to complete objective
10. Support the expansion and access of high quality workforce and career development opportunities for staff. From the 43 responses received, respondents indicated:
 - 4.65% There was no need for this in our program
 - 39.53% More support was needed to complete objective
 - 55.81% Had adequate support to complete objective
11. Participating in joint staff trainings opportunities with LEA's. From the 44 responses received, respondents indicated:
 - 4.55% There was no need for this in our program
 - 34.09% More support was needed to complete objective
 - 61.36% Had adequate support to complete objective

Key Partnerships: Professional Development

- Partnerships with local community colleges and universities to provide professional development training for staff
- Partnering with local LEA's and school districts training opportunities
- Regional Education Service Centers assist to support professional development needs

Respondents were asked: What other partnerships or resources would help you access professional development opportunities for you and your staff?

Summary of Responses: Professional Development

- Increasing partnerships with local school districts to share time and space (pre-service and in-service trainings)
- Partnerships with local community colleges for pathways to obtain associate degrees in early childhood education
- Partnerships with 4 year accredited colleges/universities to obtain undergraduate and graduate degrees
- Additional information needed on TECPDS (what it provides, workforce accounts and trainings)
- Information on available scholarships and financial aid for education staff to obtain degrees

Overall Conclusion: Professional Development

- Accessing scholarships and other financial support for professional development
- Accessing trainers from the TECPDS
- Creating free Workforce Registry Accounts
- Assistance to navigate the TECPDS
- Central location needed to access information on professional development opportunities
- Additional partnerships and support is needed with school districts to participate in training opportunities
- Assist programs with access to professional development programs and opportunities, including additional remote and on-line learning opportunities that are now in high demand due to COVID-19



STRATEGIC PLAN – PROFESSIONAL DEVELOPMENT

Area	Improvement Needed	Action Steps
Financial Aid and Scholarships	<p>Accessing financial aid and scholarship assistance for Head Start staff.</p>	<p>The THSSCO will work with the TECPDS Advisory Board to provide information regarding scholarships, and support for staff to obtain degrees. (Year 1-5)</p> <p>Encourage Head Start participation in T.E.A.C.H Texas Early Childhood Scholarship application process. (Year 1-3)</p>
Professional Development	<p>Accessing available free and low cost professional development opportunities offering face-to-face and on-line learning for early childhood professionals, including infant and toddler teachers.</p> <p>Accessing additional virtual and web-based professional development options to support teachers as a result of COVID-19.</p>	<p>Work with the TECPDS staff, Advisory Board, Texas Early Learning Council and the Texas Inter-Agency Workgroup to support goal 4 in the TELSP, strategy: 4.1 – Provide high-quality professional development opportunities across the early childhood workforce. (Year 1-5)</p> <p>Texas Early Childhood Professional Development System (TECPDS)</p> <p>Texas Infant-Toddler Network (ITSN)</p> <p>Children’s Learning Institute Engage (CLIEngage)</p> <p>National Association for the Education of Young Children (NAEYC)</p> <p>Texas A&M AgriLife Extension</p> <p>Texas Teacher Academy</p> <p>Promote Texas School Ready (TSR) participation</p>
TECPDS Workforce Registry	<p>Increase awareness of and use of the TECPDS.</p> <p>Encourage non registered Head Start Staff to register for Texas Workforce Registry accounts in the TECPDS.</p>	<p>Provide the links to access the redesigned TECPDS, and support system navigation and orientation of the trainer and workforce registry and other features. (Year 1)</p> <p>Work with the TECPDS Senior Program Manager to conduct On Boarding Training for identified Head Start staff. (Year 1-2)</p> <p>Work with the TECPDS staff, Advisory Board, Texas Early Learning Council and the Texas Inter-Agency Workgroup to support goal 4 in the TELSP, strategy: 4.5 – Increase the number of early childhood professionals with an account through the workforce registry through the TECPDS. (Year 1-2)</p> <p>Texas Workforce Registry</p> <p>Texas Trainer Registry</p>

Texas Core Competencies for Early Childhood Professionals	Review and update the existing Texas Core Competencies for Early Childhood Professionals	Work with the TECPDS staff and Advisory Board to support goal 4 in the TELSP, strategy: 4.3 – Update the Texas Core Competencies for early Childhood Professionals and the associated career lattice. (Year 3-4) Texas ECE Career Pathway
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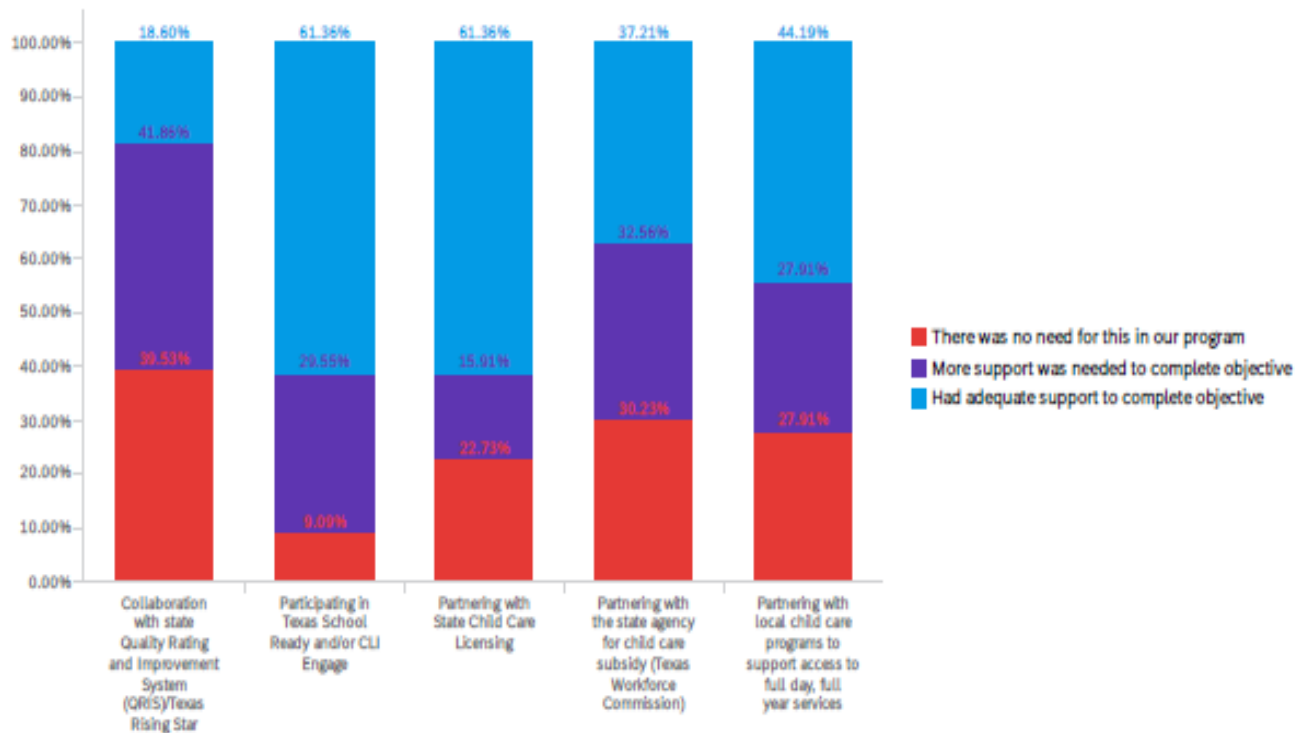
11: EARLY CHILDHOOD SYSTEMS

Please indicate whether you feel that the activities, relationships, and/or resources of your program during the program year **2019-2020** provided adequate support to complete the following tasks/objectives.

EARLY CHILDHOOD SYSTEMS STRENGTHS AND CHALLENGES	
Strengths	Challenges
Participating in Texas School Ready and Children's Learning Institute Engage (CLIEngage).	Collaboration with state Quality Rating and Improvement System (QRIS)/ Texas Rising Star.
Partnering with State Child Care Licensing.	Partnering with the state agency for child care subsidy.



Programs were asked: Please indicate whether you feel that the activities, relationships, and/or resources of your program during the program year **2019-2020** provided adequate support to complete the following tasks/objectives.



1. Collaboration with state Quality Rating and Improvement System (QRIS)/ Texas Rising Star.

From the 43 responses received, respondents indicated:

- 39.53% There was no need for this in our program
- 41.86% More support was needed to complete objective
- 18.60% Had adequate support to complete objective

2. Participating in Texas School Ready and Children's Learning Institute Engage (CLIEngage).

From the 44 responses received, respondents indicated:

- 9.09% There was no need for this in our program
- 29.55% More support was needed to complete objective
- 61.36% Had adequate support to complete objective

3. Partnering with State Child Care Licensing. From the 44 responses received, respondents indicated:

- 22.73% There was no need for this in our program
- 15.91% More support was needed to complete objective
- 61.36% Had adequate support to complete objective

4. Partnering with the state agency for child care subsidy. From the 44 responses received, respondents indicated:
 - 30.23% There was no need for this in our program
 - 32.56% More support was needed to complete objective
 - 37.21% Had adequate support to complete objective
5. Partnering with local child care programs to support access to full day, full year services.
 - 27.91% There was no need for this in our program
 - 27.91% More support was needed to complete objective
 - 44.19% Had adequate support to complete objective

Key Partnerships: Early Childhood Systems

- Participating in Texas School Ready
- Working relationship with the Texas Workforce Commission
- Collaboration with community child care providers
- Working with Workforce Solutions
- Partnership with Regional Education Service Centers
- Partnerships with early childhood providers
- Participating in CLIEngage

Respondents were asked: What other partnerships or resources would help you engage with early childhood systems?

Summary of Responses: Early Childhood Systems

- Opportunities for additional teachers to participate in Texas School Ready and CLIEngage
- Support for Head Start to participate in Texas Rising Start (QRIS)
- Partnering with local child care programs to support access to full day services in rural areas

Overall Conclusion: Early Childhood Systems

- Collaboration with state Quality Rating and Improvement System (QRIS)/Texas Rising Star remains a challenge in the state
- Enhance partnership with the Texas Workforce Commission to support access to child care services
- Work to improve effective communication with staff and families
- Improve collaboration efforts with state agencies

STRATEGIC PLAN - EARLY CHILDHOOD SYSTEMS

Area	Improvement Needed	Action Steps
Participating In Texas School Ready and Children's Learning Institute Engage	Strengthen relationships between HS/EHS and Texas School Ready.	Work with Head Start/Early Head Start administrators and the Texas Head Start Association to promote participation in Texas School Ready and Children's Learning Institute Engage (CLIEngage).
Communication Strategies	Establish and enhance effective communication strategies to meet the changing and challenging demands in today's culture. (Ex: COVID-19)	The THSSCO director and the Texas Head Start Association THSA Calling Team will work to implement alternative communication strategies such as a statewide texting campaign to engage families. (Year 1-3)
Texas Early Childhood Program Standards Comparison Tool	Engage with state agency stakeholders to make updates to the Texas Early Childhood Program Standards Comparison Tool to improve and enhance collaborative efforts.	<p>Work with the Texas Early Learning Council and the Inter-Agency Workgroup to support goal 6 in the TELSP, strategy: 6.1 – align administrative processes across state agencies that affect early childhood programs. (Year 3-5)</p> <p>Update and disseminate the Texas Early Childhood Program Standards Comparison Tool. (Year 3-5)</p>
Child Care Partnerships	Support access to full day, full year services, including those in rural areas.	Work with the Texas Early Learning Council and the Texas Inter-Agency Workgroup to support goal 2 and 5 in the TELSP, strategies: 2.1, 5.2 & 5.6 (Year 1-5)



STRATEGIC PLAN – OVERARCHING NEEDS

Area	Improvement Needed	Action Steps
Employment and Housing	Addressing COVID 19 challenges: Access to available jobs and housing to support unstable living conditions.	Work with Texas Workforce and Housing Association to determine available employment options and affordable housing in local communities. (Year 1-3)
Addressing Additional Mental Health Needs Due to COVID-19	Addressing COVID-19 challenges: Mental health, social emotional development and training (staff, children and families).	Develop a partnership with the Texas Institute for Excellence in Mental Health to support the need to improve mental wellness in the lives of staff, children and families.(Year 1-3)
Family Support Services	Addressing COVID-19 challenges: Substance abuse, alcoholism, domestic violence, child abuse & trauma informed care. Strengthening family services Addressing stress in staff and families to support life/work balance for staff and families.	The Texas State Opioid Abuse and Substance Misuse Team will provide information on agencies to aide in supporting Head Start programs with training and education at the local level. (Year 1-3) Work with the Inter-Agency Workgroup to address family support issues and challenges. (Year 1-2) Texas Child Protective Services Child Welfare Information Gateway
Emergency Preparedness	Address emergency preparedness: Establish partnerships and share connections with local emergency response programs (fire, police, food pantries, crisis centers, etc.). Review and update of grantee emergency preparedness, response and recovery plans. (EPRRP).	Establish a partnership with the Texas Division of Emergency Management Operations to develop emergency preparedness/recovery plans at the local level. (Year 1-3) Early Childhood Learning & Knowledge Center (ECLKC)
Virtual Learning	Establish partnerships to support remote work and virtual learning options.	Work with the Children’s Learning Institute (CLI) to provide information and support to access options to participate in virtual learning, training and establishing remote ways to provide better support to staff, children and families. (Year 1-2)

**LIST OF RESPONDING
HEAD START/EARLY HEAD START PROGRAMS**

Alabama-Coushatta Tribe of Texas	Galveston County Community Action, Inc.
AVANCE Houston	Greenville ISD
AVANCE San Antonio, Inc	Hitchcock ISD
Aldine ISD	Jumpstart Enrichment for Tomorrow's Students
Ascension Depaul Services	Kerrville ISD
Austin ISD	Kickapoo Traditional Tribe of Texas
BCFS Health and Human Services	Mount Pleasant ISD
Baker Ripley	Nueces County Community Action Agency
Beaumont ISD	Parent/Child Incorporated
Bonham ISD	Pecos County Community Action Agency
Brazoria County Head Start Early Learning Schools, Inc.	Port Arthur ISD
Center for New Communities	Rolling Plains Management
Central Texas Opportunities	South Plains Community Action Association, Inc
College Station ISD	South San Antonio ISD
Community Action Corporation of South Texas	Terrell ISD
Community Action Incorporated of Central Texas	Tri-County Community Action, Inc.
Community Services of Northeast Texas, Inc.	Tyler ISD
Concho Valley Council of Governments	Upbring
Cooper ISD	Webb County
Detroit ISD	West Orange-Cove CISD
Education Service Center Region 14	West Texas Opportunities, Inc.
Education Service Center Region 16	Williamson-Burnet County Opportunities, Inc.
Education Service Center Region 20	
Education Service Center Region 7	

LIST OF NON-RESPONDING HEAD START/EARLY HEAD START PROGRAMS

AVANCE, Inc. - Las Colonias Early Head Start	Hidalgo County Head Start Program
Abilene Independent School District	Hill Country Community Action Association, Inc.
BCFS Education Services	Kaufman Independent School District
Brazos Valley Community Action Program	Kickapoo Traditional Tribe of Texas
CDI HS/Multi-State Migrant and Seasonal	Kids Are First, Inc
CDI HS/Starr and Zapata Counties, TX	Lubbock Independent School District
Cen-Tex Family Services Inc	Lumin Education
Center for Transforming Lives	Lutheran Social Services of the South, Inc.
Central Texas 4C, Inc.	Mi Escuelita Preschools, Inc.
Child Care Associates	Motivation Education & Training, Inc.
Child Care Group	Neighbors In Need of Services, Inc
Child, Inc.	North Texas Parent & Child Development, Inc
City of San Antonio	Opportunities for Williamson And Burnet Counties
County of Webb	Plano Independent School District
Denton Independent School District	Paris Independent School District
Economic Opportunities Advancement Corporation of Planning Region XI	Region 10 Education Service Center
Education Service Center Region 19	Region VII Education Service Center
Education Service Center Region XIV	Region IX Education Service Center
Education Service Center Region XV	San Felipe Del Rio Consolidated Independent School District
Family Service Association of San Antonio, Inc.	Region VII Education Service Center
Galena Park Independent School District	Region IX Education Service Center
Greater Opportunities of Permian Basin, Inc	San Felipe Del Rio Consolidated Independent School District
Greater East Texas Community Action Program	SER-Jobs for Progress National, Inc.
Gulf Coast Community Services Association	Sulphur Springs Independent School District
Harris County Department of Education	Swisher County Head Start
Head Start of Greater Dallas, Inc.	Texarkana Special Education Ctr Inc

Texas City Independent School District	West Texas Opportunities
Texas Tech University	
Texas Tech University Center for Early Head Start	
The University of Texas - Rio Grande Valley	

THSSCO Prioritized Activities 2019-2020

Health Care:

- Engages with the Region VI Training and Technical Assistance Specialist (Monthly conference calls to provide support to the THSSCO to address health need of children, supporting training at conferences and provides input in the development of the needs assessment and strategic plan. The T/TA team provides Health Manager Net-work meetings, wellness institutes, virtual learning opportunities for staff and new this year, the Region VI Children with Special Health Care Needs Institute.
- The THSSCO Director participates in the Office of Head Start (OHS) Region VI Office of Head Start initiative, “Preparing and Planning to Address the Opioid Crisis and Substance Use Disorders: Creating a Path Forward to Support Head Start Children, Families. Serving as the Texas State Team lead for a workgroup of nine leaders in the state with experience in areas that address substance use disorders in young children and their families. The team engages to understand how Head Start/Early Head Start, child care, and home visiting programs can help young children and their families who are impacted by opioid use disorders and other substance use disorders. The team worked to develop a state plan for Texas, to support HS/EHS Grantees and their families.
- Provides leadership to the Texas Oral Health (OHP) Partners participating in quarterly meetings, to support Head Start Programs with oral health needs.
- Participates in the Early Childhood Obesity Prevention Committee (ECOPC), to revisit the purpose of ECOPC meetings and to review the current work taking place to identify changes to the committee, meeting structure, goals and activities.
- New Partnership: The THSSCO Director and the Houston Health Department developed a partnership to support Harris County Head Start Programs with Lead Poisoning education, training sharing enrollment information and filling vacant slots. A partnership letter was developed to use to support engagement with the Houston Health Department.

Children with Disabilities:

- Serve as a member of the Governor Appointed Early Childhood Intervention Advisory Council, and participates in quarterly Early Childhood Intervention (ECI) Meetings.
- Under the Preschool Development Grant, a new training was been developed for ECI programs to use when making connections with local childcare centers and communities, titled “All Together Now.” The training covers:
 - Understanding ECI services
 - Exploring typical developmental milestones
 - Identifying potential developmental red flags

- Discussing concerns with parents
 - Creating inclusive classrooms
 - Working with an ECI provider
- The THSSCO Director participated with the State Systemic Improvement Plan workgroup to create the Texas Early Childhood Suspension and Expulsion Matrix (TECSEM), a cross-walk and overview of federal and state agency policies and efforts related to suspension and expulsion.
- A new poster was developed with homeless and family violence centers in mind for exposure to ECI services.

Welfare/Child Welfare

- Participates on the Texas Early Childhood Suspension and Expulsion workgroup, which includes a workgroup of state agency staff and early childhood stakeholders convened to conduct a comprehensive landscape analysis and review of efforts to prevent the suspension and expulsion of young children in Texas. The workgroup reviewed all federal and state policies and standards and created the Texas Early Childhood Suspension and Expulsion Matrix (TECSEM). The TECSEM provides an overview and comparison of all federal and state policies, standards, and supports in place to prevent the suspension and expulsion of young children in Texas.
- Collaborates with the Texas Association of Infant Mental Health on issues relating to the social emotional development of infants & toddlers.
- Worked with the THSSCO Board Member from Texas Department of Family & Protective Services (DFPS) to develop a letter of collaboration to support engagement with DFPS to better serve children enrolled in Head Start from the foster care system, provide resources, participate in enrollment efforts, and provide training at the Texas Head Start Association Institute.

Professional Development:

- The THSSCO Director supported the enhancements and growth of the Texas Early Childhood Professional Development System (TECPDS), which included a total and complete web design and web features. Texas Workforce Registry via The Children's Learning Institute Engage platform, and the offering of free accounts to all early childhood professionals in the state. The measurable results are reflected in the growth in the number of the accounts reflected in the registry. As of the date of this report, the TECPD Dashboard reflects the following data:

Dashboard

Summary:	
Number of Total Trainers: 1155	Number of Active Trainers: 776
Number of Active Calendar Items: 25	Number of Active Trainings: 8962
Number of Active Center Directors: 3428	Number of Active Trainer Announcements: 41
Number of Active Practitioners: 27130	Number of Active Job Postings: 0

Ongoing activities for Early Childhood Systems Development:

- The THSSCO Director was appointed by Governor Greg Abbot to serve on the Texas Early Learning Council, which includes (participating in meetings, activities, workgroups and the development of the Texas Early Learning Strategic Plan).
- Participates on the Texas BUILD State Team. The work and engagement is supported by cross-sector state teams that lead to equitable access to state programs, services and initiatives that benefit young children, their families and communities. BUILD supports state leaders' efforts to develop a comprehensive early childhood system tailored to the needs of their state's young children and families.
- Participates in the Inter-Agency Workgroup to support the implementation of the activities identified in the Texas Early Learning Strategic Plan. The workgroup participates in bi-monthly meetings to engage in discussions around the agency alignment document, review the list of agency initiatives contributing to the state activities, denote those requiring legislative action, and determine the activities that are approachable to complete for this fiscal year.
- Participates on the Early Childhood Education Workgroup managed by TexProtects, as part of the statewide Prenatal to 3 (PN-3) Collaborative. The goals of the Early Childhood Education PN-3 Workgroup include:
 1. Increase access to high quality child care for low-income children with working parents.
 2. Strengthen the early childhood education workforce through additional professional development, wage supports, and other efforts.
- Participated in the First3Years & Good Reason Houston's Round Table Discussion, hosted by Children at Risk. The meeting focused on new child care and Pre-K Legislation that was passed in the 86th Texas Legislative Session, including the impact these changes will have on the community, to provide feedback and help shape the future of early learning in Texas, and to learn more about how we can be involved in statewide efforts through the Texas Rising Star 4-year review process, Pritzker Prenatal to 3 coalition, and more.
- Participates with the Houston Infant Toddler Coalition to collectively develop and implement strategies for strengthening our system of programs and services to increase positive early experiences for infants and toddlers and to better meet the needs of the families with young children in Houston.
- Participates in the Home Visiting Coalition meetings. Home visiting involves trained personnel providing targeted services for parents and their children in their homes.

Activities for the Office of Head Start (OHS), National Head Start Association, Regional, State, local policies, planning and processes:

- Participates in board meetings, conferences, institutes, trainings, strategic planning, committee workgroups, conference calls and activities with: the Region VI Head Start Association, Texas Head Start Association, National Head Start Association, Administration for Children & Families/Office of Head Start, Office of Head Start/Collaboration Office, State Leadership, Region Leadership, Kitchen Table-Talk and National Head Start Association/Head Start Collaboration Office.

Services for Children Experiencing Homelessness:

- The THSSCO leads the OHS Home at Head Start Initiative to support the enrollment of homeless children to fill vacant slots, and to refer children from shelters to local programs.
- Participates in the HSSCO Learning Community on Homelessness, working to articulate shared areas of practice including IDEA, transition to K, coordination of state Pre-k, coordination with McKinney-Vento, and Title I. Other topics, include shared space, transportation, professional development and other resources, to outline of how each of these areas may relate to supporting children and families experiencing homelessness.
- Participated with the Texas Homeless Coalition to provide information to programs to access available local, community and state resources. The coalition no longer provides services to the state at this time.

Transition to Kindergarten:

- Participates in the Office of Head Start/Public Schools Collaboration Demonstration Project trainings, virtual meetings, and served as the facilitator for BCFS, the Central Texas Team in WebEx and face-to-face meetings from June/2019 through the present time.
- Participates in the Office of Head Start Transition to Kindergarten (TTK) initiative. Serve as the Texas Team group leader to implement the OHS/TTK plan to support programs with transitioning children from Head Start to Kindergarten, which includes but is not limited to participating in all of the OHS trainings and meetings, as well as providing trainings, face-to-face and virtual meetings, conducting a TTK Summit, and other transition activities at the state level, providing TTK materials, suggestions and guidance for grantees. The Texas Team goals:
 1. Strengthening Head Start public school transitions in Texas
 2. Provide tools, support and information to Head Start grantees to use to strengthen transition efforts with public schools
- The Texas TTK Team developed a plan to conduct a TTK Summit that was scheduled for March 23, 2020; however, due to COVID-19, the event was cancelled and has not been rescheduled.
- The Texas TTK Team planned to conduct a modified TTK Summit Session at the Texas Head Start Association Institute scheduled for July, 27-30, 2020. The institute was cancelled due to COVID-19, and has not been rescheduled.

RESOURCES AND REFERENCES

- [Office of the Administration for Children & Families/Office of Head Start](#)
- [Children's Learning Institute \(CLI\)](#)
- [Children's Learning Institute Engage \(CLIEngage\)](#)
- [Early Childhood Learning & Knowledge Center \(ECLKC\)](#)
- [Early Childhood Outcomes and Prekindergarten Guidelines Alignment](#)
- [First3Years](#)
- Head Start/Early Head Start Map - Bang Pham/Web Master
- [Help For Parents/Hope For Kids](#)
- [Houston Health Department](#)
- [National Head Start Association \(NHSA\)](#)
- Photos used: [Think Stop](#)
- Qualtrics Survey – Jennifer Lindley/Senior Program Manager-Communications and Outreach
- [Reach Out & Read Texas](#)
- [Region VI Head Start Association](#)
- [Office of Regional Operations/Region VI Office of Head Start](#)
- [TEACH](#)
- [Texans Care For Children](#)
- [Texas A&M AgriLife Extension Service](#)
- [Texas Association for the Education of Young Children](#)
- [Texas Department of Family & Protective Services](#)
- [Texas Early Childhood Professional Development System \(TECPDS\)](#)
- [Texas Early Childhood Suspension and Expulsion Matrix](#)
- [Texas Early Learning Council \(TELC\)](#)
- [Texas Education Agency \(TEA\)](#)
- [Texas Family Literacy Resource Center](#)
- [Texas Head Start Association \(THSA\)](#)
- [Texas Head Start State Collaboration Office \(THSSCO\)](#)
- [Texas Health and Human Services Commission](#)
- [Texas Home Visiting](#)
- [Texas Institute for Excellence in Mental Health](#)
- [Texas Pre-K Guidelines](#)
- [Texas Rising Star \(QRIS\)](#)
- [Texas School Ready \(TSR\)](#)
- [TexProtects](#)