Priority One- Partnering with State Child Care Systems

Question: Can you identify at least one barrier or challenge you have experienced this year with the EHS-CC partnership?

Grantee Responses:

- A clear understanding of how to show evidence of layering subsidy with grant funds.
- Merging performance standards with state license requirements.
- Staffing our partner sites - difficulty maintaining qualified staff.
- Establishing classrooms to meet Head Start requirements, minor facility renovations.
- Head Start regulations are written for federal grantees/delegate agencies- not for grantees with independent partners, who employ and manage their staff.
- The ability for the child care partner to understand our agency financial policies and procedures.

Question: Please share how the child care subsidy has benefited your program and community.

Grantee Responses:

- The set amount works for budgeting and assisting with quality improvement.
- Increased pay for teachers and more families with low income the opportunity for childcare.
- CAPS subsidy slots assigned directly to the partnership has been a significant help. It would have been nearly possible to operate without grant specific slots.
- The subsidy has provided funding to the partner that enables the enrollment of children who are not funded by the grant or childcare. It enables childcare centers to have funds available to assist the project with purchase of goods and services.
- Our partnership is able to serve more eligible children in EHS because of the subsidy funding layer; more families able to benefit from EHS comprehensive services.
- We are able extend Head Start services 6.5 hours to 10 hours for working families.

Priority Two: Data Collection Efforts-Attendance

Have you updated your written ERSEA procedures to reflect the changes in the Head Start Program Performance Standards 1302.16 regarding absenteeism?

Grantee Response:

- **Yes:** 81%
- **No**: 19%

Question: Has the GHSA/Head Start Collaboration Office statewide data collection regarding chronic absenteeism assisted your program with making improvements to your attendance promotion practices?

Grantee Response:

- **Yes**-56.25%
- **No**-43.75%

Question: Select the barriers for regular child attendance at your program (identified through your agency's self-assessment.)

Grantee Response:

- Transportation listed number one barrier **62%**
- Sickness/chronic illness listed second **21%**

Priority Three: Workforce and Career Development Opportunities

Question: Select a topic from the list below that would best describe a key professional learning need for your staff who work with children.

Grantee Responses:

- Implementing a system of health and safety practices that ensures children are kept safe at all times, and incorporating Care for Our Children Basics guidance. **0%**
- Providing individualized services and supports to meet a child's needs while the local education agency determines eligibility with IDEA requirements. **9.38%**
- Effective implementation of the curriculum and how to ensure curriculum fidelity**. 9.38%**
- Effective integration of child assessment data in individual and small group planning to include developmentally appropriate learning experiences in all domains. **18.75%**
- Including teaching practices that focus on both English language acquisition and the continued development of the home language for preschool age dual language learners. **18.75%**
- Implementing effective classroom management and positive learning environments, including support for children with challenging behaviors. **40.63%**
- Other: **3.13%**

Question: Select a topic from the list below that would best describe a key professional learning need for your staff who work with families:

Grantee Responses:
- Creating welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families and the community. **3.13%**
- Identifying community resources that support family well-being, including safety, health, mental health, and economic stability. **9.38%**
- Preparing parents to exercise their rights and responsibilities concerning the education of their children in the elementary school setting, including services and supports available children with disabilities. **12.50%**
- Two generation approaches that address the prevalent needs of families. **15.63%**
- Understanding how to prioritize family needs in order to assign staff and resources based on the urgency and intensity of identified family needs and goals. **25%**
- Implementing parent activities that are designed to foster parental confidence and skills related to their child's dual language learning, literacy, and bi-literacy development. **31.25%**

Priority Four: Collaboration with Quality Rating and Improvement Systems

Question: Is your grantee currently participating in the DECAL Quality Rated program?

Grantee Response:

- **Yes:** 78.13%
- **No:** 21.88%

Question: Did you find the Quality Rated state technical assistance to be beneficial to your success?

 Grantee Response:

- **Yes:** 96%
- **No:** 4%

Question: Why is your grantee currently not participating in the DECAL Quality Rated program?

Grantee Responses:

- School districts in Georgia are not yet eligible to participate in QRIS. DECAL/Quality Rated has not established a protocol for Board of Education programs.
- We are planning to participate school year.
- We are gathering additional information regarding this process.

Priority Five: School Readiness-Head Start/Kindergarten Continuity

Question: Does your grantee currently implement a research-based, coordinated coaching strategy for all education staff?

Grantee Response:

- **Yes:** 53.13%
- **No:** 46.88%

Question: Please select the best statement that represents your current coaching staff.

- We have one or more staff designated with the "Coach" job title whose only role is to assess all education staff to identify strengths, areas of support, and provide intensive coaching to staff identified as needing more support. **52.94%**
- We have education leadership staff, who in addition to their regular duties, also provide coaching to staff who need additional support. **47.06%**

Question: Please identify your research-based approach for coaching education staff at your program.

Grantee Responses:

- Practice-Based Coaching **76.47%**
- Steps to Success Mentor Coaching **0%**
- My Teaching Partner™ (MTP™) Coaching **5.88%**
- Other: **17.65%**

Priority Six: Targeting Special Categories of Enrollment

Question: To what do you attribute any improvement with your services to children with disabilities?

Sample of Grantee Responses:

- Employment of a Disability Coordinator
- Healthy Beginnings – System of Care process to identifying more children earlier who are suspected of Special needs. This approach is now implemented at all centers each month.
- State and Head Start early learning programs are engaged in high levels of collaboration, they are able to leverage each other's resources, resulting in a higher number of children with special needs receiving comprehensive EHS/HS center based, combination and home based services.
- Working relationship with Babies Can't wait, local physicians and the Public Health Department.

Question-Foster Care- Have you developed a working partnership with your local Division of Family and Children Services (DFCS) office?

Grantee Response:

- **Yes**: 93.75%
- **No:** 6.25%

Question: Have you invited your local McKinney-Vento liaison and/or homeless and youth coordinators to participate in joint training with your grantee this year?

Grantee Response:

- **Yes:** 18.75%
- **No**: 81.25%

Priority Seven: Two Generation Approach for Health and Well-Being

Question: Have you included program-wide professional development related to trauma-informed care so that staff will be aware of the negative effects of toxic stress on child development?

Grantee Response:

- **Yes:** 59.38%
- **No:** 40.63%

Question: Has your grantee been able to adopt a research-based parenting curriculum that builds on parents' knowledge and offers parents the opportunity to practice parenting skills to promote children's learning and development?

Grantee Response:

- **Yes:** 59.38%
- **No:** 40.63%