

TEXAS HEAD START STATE COLLABORATION OFFICE

Alferma Giles, Ph.D. - Director

7000 Fannin St., Suite 1920
Houston, TX 77030



UPDATED NEEDS ASSESSMENT REPORT & STRATEGIC PLAN 2021-2022



TABLE OF CONTENT

TABLE OF CONTENT AREA	PAGE #
Introduction	3
Purpose, Head Start Collaboration Offices & Texas Head Start Program	4
2020 Texas Head Start Profile	5-6
Map of Texas Counties & Count of those with Head Start/Early Head Start Locations	7
Counties with Head Start/Early Head Start and Partnership Locations	8-9
Needs Assessment – Responding Agencies	10-11
Needs Assessment – None Responding Agencies	11-13
Needs Assessment Survey Results	13-1
Needs Assessment Responses	13-28
THSSCO Strategic Plan & Recommendations 2021-2022	29-33
Key Priority Area #1 - Health	29-31
Key Priority Area #4 - Child Care	31-32
Additional Recommendations	33
THSSCO Accomplishments 2020-2021	34-39
Resources & References	40
THSSCO Advisory Board 2020-2021	41

INTRODUCTION

The Head Start Act (as amended December 12, 2007) requires the Head Start Collaboration Offices (HSCOs) to conduct an annual needs assessment of Head Start and Early Head Start grantees. The purpose of the 2020 Head Start Collaboration Needs Assessment is to evaluate perceptions held by Head Start and Early Head Start programs to inform strategic planning for the year. The Office of Head Start does not specify the methodology or instrument used to collect information. The THSSCO Updated Needs Assessment Survey was distributed electronically using the online survey tool Qualtrics. The survey link was sent to grantee and delegate agency administrators on March 1, 2021 with a completion request date of March 31, 2021.

The goal is to assess how Head Start and Early Head Start programs collectively respond to the activity areas identified during program year 2020-2021. The Texas Head Start Collaboration Office (THSSCO) Updated Needs Assessment is comprehensive of 2 data sources, as the usual inclusion of the Program Information Report (PIR) was not published for 2020, due to the COVID-19 Pandemic:

1. **The THSSCO Needs Assessment Survey**
2. **2020 Texas Head Start Fact Sheet**

The 2020-2021 Needs Assessment is an annual updated version that focuses on the two (2) Key Federal Priority Areas noted in **bold** front. The selections were based on identified program and state needs that occurred during the program year:

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



PURPOSE

The intent of this report is to understand the landscape of Head Start/Early Head Start programs in Texas, identify key findings that support ongoing collaboration, or the development of new collaborations as well as the development of recommendations, based on the two data sources identified above. The recommendations included in the report will drive the work of the Head Start Collaboration in the upcoming year and will inform state and local partners about Head Start and Early Head Start perceptions and needs across the state.

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 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.

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.

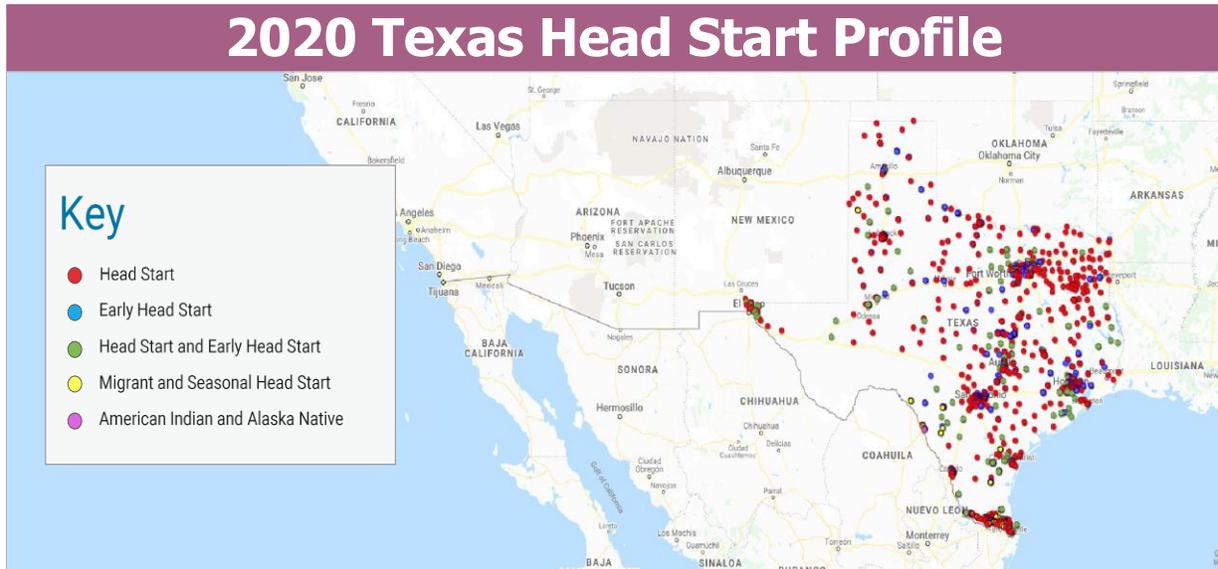
The methods by which Head Start Collaboration offices coordinate and lead efforts for diverse entities to work together:

- **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, which include and serves the Head Start community.

TEXAS HEAD START PROGRAM

Texas has operated Head Start programs since 1965, when the national program began. The Early Head Start Program, which began in 1995, focuses on expectant mothers and children from birth to age three.

Head Start is a community-based, comprehensive early education program that gives young children from at-risk backgrounds the skills they need to be successful in school and life.



Head Start's Accessibility and Reach in Texas

In their own words...

"I was a working mom who was laid off and decided to go to school. I enrolled my son in Head Start and from the moment I was greeted by a staff member, I knew my child would be safe. The teachers were excited to share every new discovery or achievement my son made. I was able to finish school and get employed in the career of my choice. If not for Head Start, I wouldn't be the person I am today."

Graciela Martinez
Dallas, Texas

Funding

\$642,927,658

FY18 Funding (excluding Migrant & Seasonal)

Head Start Jobs

20,776

Head Start and Early Head Start Jobs in Texas

62,670

Funded *Head Start* (HS) Slots
31% of eligible children ages 3 - 5 had access to HS

11,374

Funded *Early Head Start* (EHS) Slots
6% of eligible children under 3 had access to EHS

5,100 Funded *Migrant/Seasonal* (M/S) Slots

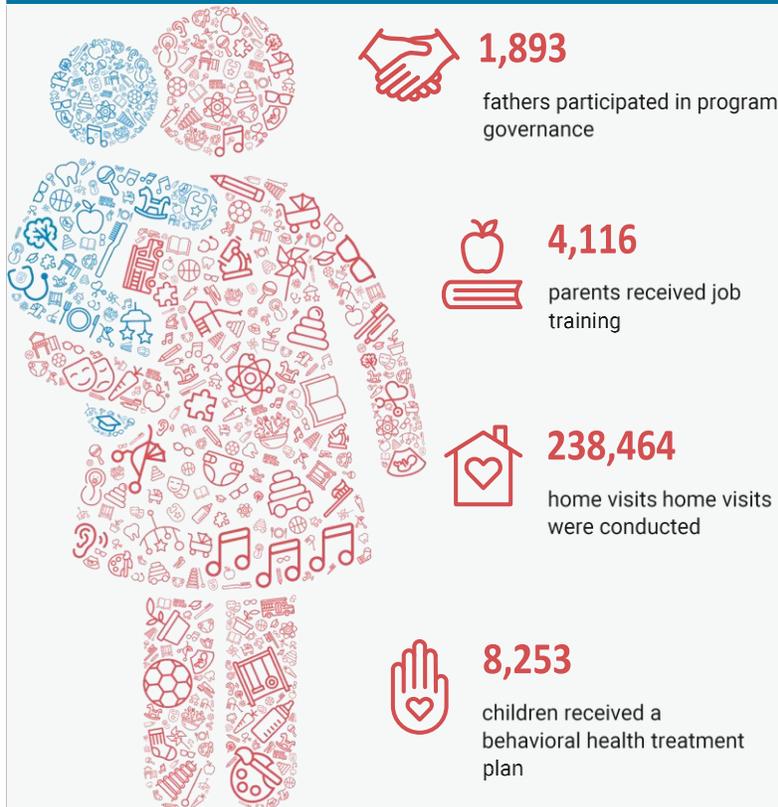
34 Funded *American Indian/Alaska Native* Slots

Head Start's Model: Nationwide, Comprehensive, Multi-Generational

In the 55 years since Head Start began, families and society have changed dramatically, but our commitment to partnering with vulnerable children and families remains unwavering. From early math and reading skills to confidence and resilience, Head Start helps children build the skills they need to be successful in school and life. Our comprehensive approach meets the needs of the whole child, addressing health and well-being as well as ABC's and 123's. The proof of our success is in the outcomes—our 37 million alumni have gone on to succeed in all walks of life, breaking the cycle of poverty in communities across the country.



Comprehensive Services in Texas



Long-Term Impact

Head Start participants are **12% less likely to live in poverty** as adults and **29% less likely to receive public assistance**.

“Evidence suggests Head Start not only helps kids develop and allows parents to go to work, but **it may also help at risk kids from ending up in the foster care system.**”

Head Start parents have **steeper increases in their educational attainment** by the time their children are six years old.

MAP OF TEXAS COUNTIES

Texas has **254** counties. Head Start/Early Head Start Grantees and Delegate Agencies operate in **220** counties throughout the state. There are currently **34** counties that do not have a Head Start Program.

The map below represents counties in Texas. The counties which have Head Start/Early Head Start programs, and counties with Early Head Start/Child Care Partnerships are listed below the map.



COUNTIES WITH HEAD START/EARLY HEAD START AND PARTNERSHIP LOCATIONS:

Anderson
Andrews
Angelina
Aransas
Archer
Atascosa
Austin
Bailey
Bandera
Bastrop
Baylor
Bee
Bell
Bexar
Blanco
Bosque
Bowie
Brazoria
Brazos
Brooks
Brown
Burleson
Burnet
Caldwell
Calhoun
Callahan
Cameron
Camp
Cass
Castro
Chambers
Cherokee
Childress
Clay
Cochran
Coleman
Collin
Collingsworth
Colorado
Comal
Comanche
Concho
Cooke
Coryell
Cottle
Crane
Crockett

Crosby
Dallas
Dawson
Deaf Smith
Delta
Denton
DeWitt
Dimmit
Donley
Duval
Eastland
Ector
Edwards
El Paso
Ellis
Erath
Falls
Fannin
Floyd
Foard
Fort Bend
Franklin
Freestone
Frio
Gaines
Galveston
Garza
Gillespie
Goliad
Gonzales
Gray
Grayson
Gregg
Grimes
Guadalupe
Hale
Hall
Hamilton
Hansford
Hardeman
Hardin
Harris
Harrison
Hartley
Hays
Henderson
Hidalgo

Hill
Hockley
Hood
Hopkins
Houston
Howard
Hudspeth
Hunt
Hutchinson
Jack
Jackson
Jasper
Jefferson
Jim Hogg
Jim Wells
Johnson
Jones
Karnes
Kaufman
Kendall
Kerr
Kimble
Kinney
Kleberg
Knox
La Salle
Lamar
Lamb
Lampasas
Lee
Leon
Liberty
Limestone
Live Oak
Llano
Lubbock
Lynn
Madison
Marion
Martin
Mason
Matagorda
Maverick
McCulloch
McLennan
Medina
Menard

Midland
Milam
Mitchell
Montague
Montgomery
Moore
Morris
Nacogdoches
Navarro
Newton
Nolan
Nueces
Ochiltree
Orange
Palo Pinto
Panola
Parker
Parmer
Pecos
Polk
Potter
Rains
Randall
Real
Red River
Reeves
Refugio

Robertson
Rockwall
Runnels
Rusk
Sabine
San Augustine
San Jacinto
San Patricio
San Saba
Schleicher
Scurry
Shackelford
Shelby
Sherman
Smith
Smith
Smith
Somervell
Starr
Stephens
Swisher
Tarrant
Taylor
Terry
Titus
Tom Green
Travis

Trinity
Tyler
Upshur
Upton
Uvalde
Val Verde
Van Zandt
Victoria
Waller
Ward
Washington
Webb
Wharton
Wheeler
Wichita
Wilbarger
Willacy
Williamson
Wilson
Wise
Wood
Yoakum
Young
Zapata
Zavala



NEEDS ASSESSEMENT – RESPONDING AGENCIES

The THSSCO 2020-2021 Needs Assessment was sent via Qualtrics Survey link to Head Start Grantee and Delegate Agencies. Of the 94 surveys sent, there were 50 respondents and 44 non-respondents. The respondents attested that they were the Agency Executive Director or Director, had full knowledge of the operations of their program and completed this survey to the best of their ability.

Grantee/Delegate Agency Name	Location
Austin ISD	Austin
Alabama Coushatta Reservation Tribal Council	Livingston
South San Antonia Independent School District	San Antonio
BCFS Education Services	Fredericksburg
Kerrville Independent School District	Kerrville
Jumpstart Enrichment for Tomorrow's Students	Snyder
Kickapoo Traditional Tribe of Texas	Eagle Pass
Nueces County Community Action Agency	Corpus Christi
Bonham Independent School District	Bonham
Community Action, Inc. of Central Texas	San Marcos
Cen-Tex Family Services Inc	Bastrop
Community Services of Northeast Texas, Inc.	Linden
Kids Are First, Inc	Carrizo Springs
Motivation Education & Training, Inc.	New Caney
Child Care Associates	Fort Worth
Galena Park ISD	Galena Park
Region 16 Education Service Center	Amarillo
Daughters of Charity Services of San Antonio	San Antonio
Denton Independent School District	Denton
Tri-County Community Action, Inc	Center
Neighbors In Need of Services, Inc	Rio Hondo
Head Start of Greater Dallas, Inc.	Dallas
Cooper Independent School District	Cooper
Pecos County Community Action Agency	Fort Stockton
Webb County Commissioners	Laredo
The University of Texas - Rio Grande Valley	Edinburg
Paris Independent School District	Paris
Region VII Education Service Center	Kilgore
South Plains Community Action Association, Inc.	Levelland
Mi Escuelita Preschools, Inc.	Dallas
Concho Valley Council of Governments	San Angelo
Family Service Association of San Antonio, Inc., EHS	San Antonio
Beaumont Independent School District	Beaumont
Rollings Plains Mgmt Corp Of Baylor Cottle Foard Hardem	Crowell
West Orange-Cove Consolidated I.S.D.	Orange
Community Council of South Central Texas, Inc.	Seguin
West Texas Opportunities	Lamesa

Detroit ISD Head Start	Detroit
Education Service Center Region 19	El Paso
Port Arthur Independent School District	Port Arthur
AVANCE - Houston, Inc.	Houston
SER-Jobs for Progress National, Inc.	Irving
Region IX Education Service Center	Wichita Falls
Region 10 Education Service Center	Richardson
BCFS Education Services	Floresville
Community Action Corporation of South Texas	Alice
Economic Opportunities Advancement Corporation of Planning Region XI	Waco
Hitchcock Independent School District	Hitchcock
Greater Opportunities of Permian Basin, Inc.	Odessa
Brazos Valley Community Action Program	Bryan
TOTAL RESPONSES	50

NON-RESPONDING AGENCIES:

Grantee/Delegate Agency Name	Location
Abilene Independent School District – Head Start	Abilene
Abilene Independent School District – Early Head Start	Abilene
Aldine Independent School District	Houston
AVANCE, Inc. – Head Start	San Antonio
AVANCE-San Antonio, Inc. – Head Start	San Antonio
AVANCE-San Antonio, Inc. – Early Head Start	San Antonio
BakerRipley – Head Start	Houston
BCFS Education Services – Head Start	Boerne
Brazoria County Head Start Early Learning Schools, Inc.	Angleton
CDI HS/Multi-State Migrant and Seasonal	Laredo
Center for Transforming Lives	Fort Worth
Central Texas 4C, Inc.	Temple
Central Texas Opportunities, Inc.	Coleman
Child, Inc.	Austin
ChildCareGroup	Dallas

City of San Antonio	San Antonio
College Station Independent School District (No contact request by administrator)	College Station
Community Services of Northeast Texas, Inc.	Linden
County of Webb	Laredo
Education Service Center Region XIV	Abilene
Education Service Center Region XV	San Angelo
Family Service Association of San Antonio, Inc.	San Antonio
Greater East Texas Community Action Program	Nacogdoches
Greenville Independent School District	Greenville
Gulf Coast Community Services Association	Houston
Harris County Department of Education	Houston
Hidalgo County Head Start Program	McAllen
Hill Country Community Action Association, Inc.	San Saba
Lumin Education	Dallas
Lutheran Social Service of the South, Inc.	Austin
North Texas Parent & Child Development, Inc	Wichita Falls
Opportunities for Williamson And Burnet Counties	Georgetown
Parent Child Incorporated	San Antonio
Pharr-San Juan-Alamo Independent School District	Pharr
Plano Independent School District	Plano
Region 14 Education Service Center	Abilene
San Felipe Del Rio Consolidated Independent School District	Del Rio
Sulphur Springs Independent School District	Sulphur Springs
Swisher County Head Start	Tulia
Terrell Independent School District	Terrell
Texarkana Special Education Ctr Inc.	Texarkana
Texas City Independent School District	Texas City

Texas Tech University	Lubbock
Tyler Independent School District	Tyler
TOTAL NON-RESPONDING AGENCIES	44

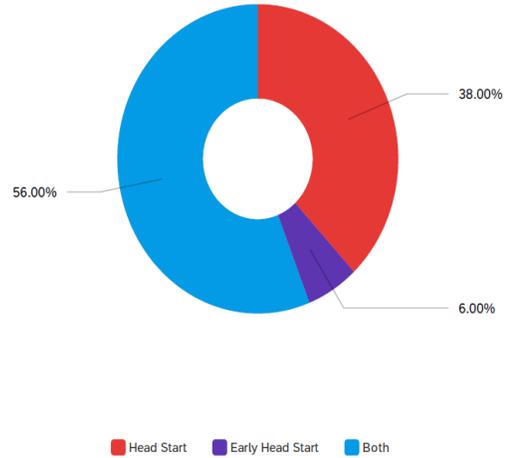
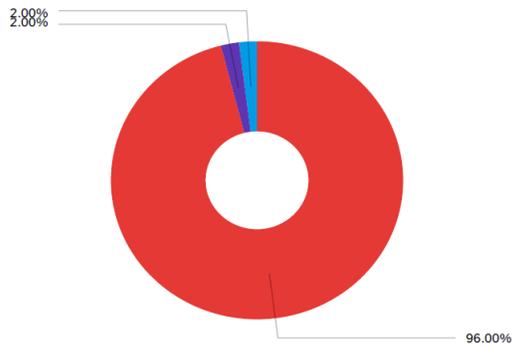
Respondents were asked to confirm their position as agency director and to indicate the number of years staff served in their current position:

Position	1-3 Years	3-5 Years	5 or more Years
Program Administrator/Director	19	10	21

Agency Type and Services Provided:

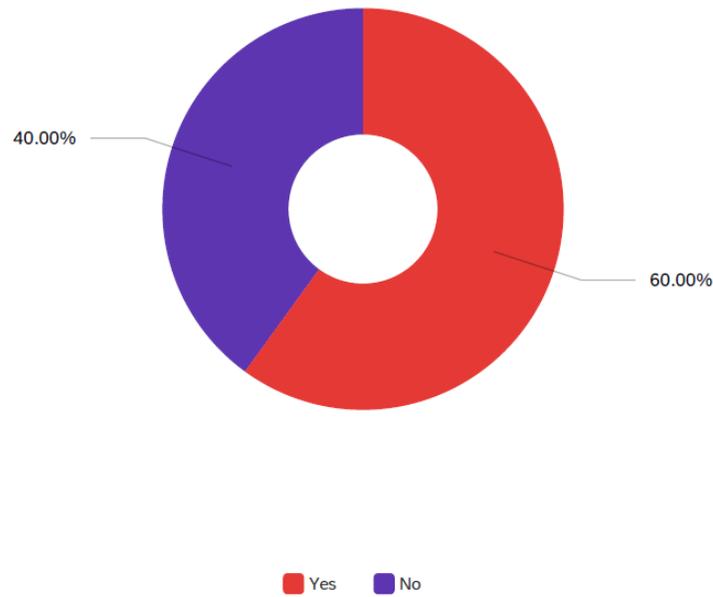
Agency Type	Response	%
Grantee	48	96%
Delegate	1	2%
Both	1	2%
Total	50	100%

Services Provided	Response	%
Head Start	19	38%
Early Head Start	3	6%
Both	28	56%
Total	50	100%



Respondents were asked:

1. Do any of your centers also operate as a licensed child care program?



Responses:

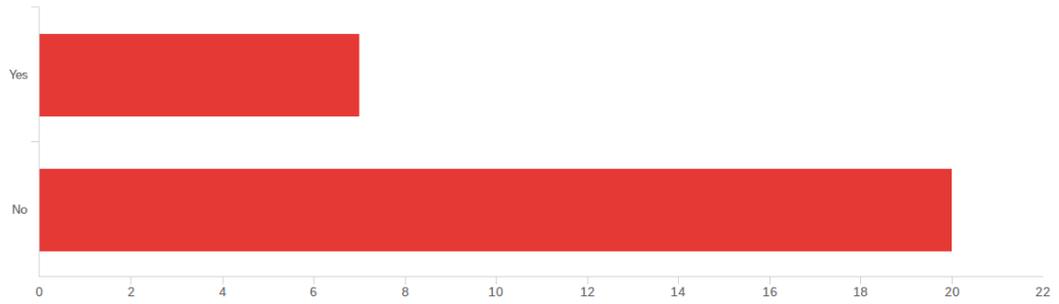
Yes 60% = 30

No 40% = 20

2. Approximately how many of those center's operation hours are funded by Head Start and childcare?

Head Start	Child Care
19 Responses = 138.5 hours	23 Responses = 0
5 Responses = 100%	1 Response = 1
1 Response = 64%	1 Response = 36%

3. Does your program accept child care subsidies?

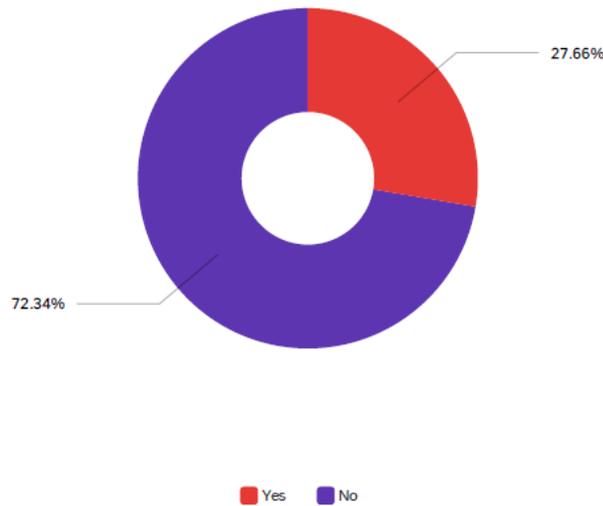


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Does the program accept child care subsidies?	1.00	2.00	1.74	0.44	0.19	27

#	Field	Choice Count
1	Yes	25.93% 7
2	No	74.07% 20

27

4. Does grantee have any Early Head Start/child care partnerships?



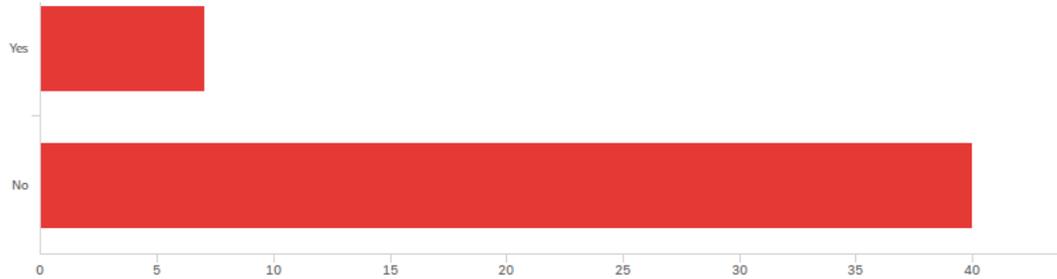
#	Field	Choice Count
1	Yes	27.66% 13
2	No	72.34% 34

47

5. How many Early Head Start/Child Care Partnerships does the grantee have? 86

6. How many children does your program serve in partnership? 3,609

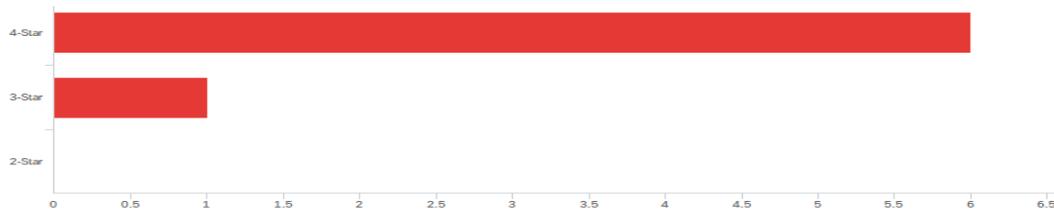
7. Does your Head Start program participate in Texas Rising Star (QRIS) with a child care partner?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Does your Head Start program participate in Texas Rising Star (QRIS) with a child care partner?	1.00	2.00	1.85	0.36	0.13	47

#	Field	Choice Count
1	Yes	14.89% 7
2	No	85.11% 40
		47

8. What is the program's TRS star level?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is the program's TRS star level?	1.00	2.00	1.14	0.35	0.12	7

#	Field	Choice Count
1	4-Star	85.71% 6
2	3-Star	14.29% 1
3	2-Star	0.00% 0
		7

NEEDS ASSESSMENT SURVEY KEY ACTIVITY RESULTS:

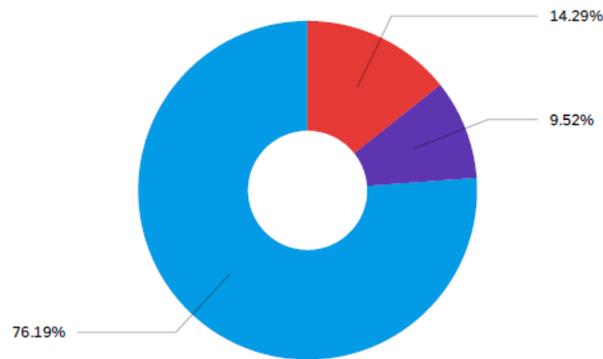
Respondents were asked:

1. Please indicate whether you feel that the activities, relationships, and/or resources of your program during the program year 2020-2021 provided adequate support to complete the following tasks/objectives. Activities refer to the activities of your program such as parent nights, health fairs, visits to children’s homes by staff 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:

AREA 1: HEALTH CARE SERVICES

#	Field	Choice	Count
1	There was no need for this in our program	14.29%	6
2	More support was needed to complete objective	9.52%	4
3	Had adequate support to complete objective	76.19%	32
			42

Showing rows 1 - 4 of 4



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

2. Please describe your program's experience of having health and safety needs met during the COVID-19 pandemic (whether positive and/or negative).

Overall Strengths:

- School district followed the CDC guidelines to meet the health and safety needs during COVID-19.
- Health Centers were instrumental in helping programs navigate challenges related to the pandemic.
- Supplies were provided to keep the centers and classrooms sanitized, along with appropriate PPE.
- Teachers and staff received COVID-19 training.
- Programs were able to adjust meet CDC guidelines and health and safety recommendations for staff; (COVID -19 health and safety checks, social distancing, wearing mask, washing hands, sanitation, etc.).
- Meals were provided for families.
- Referrals were made to local agencies to support housing and rental assistance.
- Office of Head Start COVID funding through the Cares Act was instrumental in keeping families and staff safe. It allowed programs to purchase technology, supplies, PPE, heating, ventilation, air conditioning, additional space, etc.
- Working with community health professionals to meet health requirements or permission to allow staff to pick up necessary documentation.
- Implementing COVID-19 protocol for our staff and families; including a drop off and pick up procedure, which includes screening each parent and child.
- Support from local government agencies.
- Support from Nurses and Physician's Assistants.
- Continued guidance from local and state health authorities, constant information disseminated by OHS and the Health Manager Network helped to make guided and informed decisions for programs.
- Programs worked closely with local Health Departments and Health Specialists from the Office of Head Start Regional Office, to develop procedures and to put plans in place to create a safe environment for children.
- Health Advisory Committee members provided training for staff and updated procedures.
- Child Care Licensing Inspectors were supportive and offered guidance to support in person and virtual learning.
- Adjusting and staggering arrival, dismissal, recess, and other activities and implementing a no visitors policy.
- Assisting with technology (internet, hot spots, devices), so the campus could provide virtual learning opportunities for the remainder of the school year and through summer school in June.

Overall Challenges:

- Staff shortages due to the effects of COVID-19.
- Programs experienced difficulties completing screenings on the children learning virtually. They were not available for in-person screenings to be completed during the day; therefore, limited vision/hearing screenings were completed.
- Some families faced difficulty having their health needs met.
- Some families have not turned in some of the health requirements.
- Assisting undocumented families obtain COVID-19 testing.
- Some COVID-19 instructions or protocols were not consistent across the different doctors, clinics, and health units and this was confusing.
- Adjusting the number of children per class, based on room sizes, to ensure social distancing among children and staff, and offering virtual learning.
- It took a while for the CARES funding to actually reach grantees, which prolonged getting centers equipped with necessary supplies to best serve families.

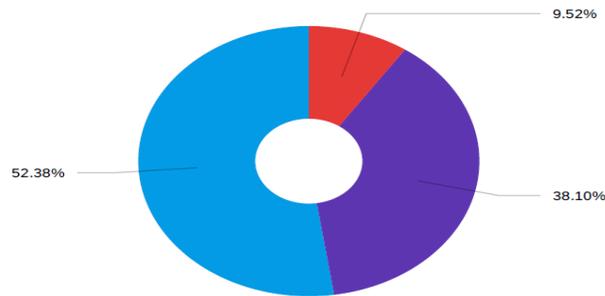
3. Identify key partnerships you have made to better support children and families in your program access medical and dental services during the COVID-19 pandemic.

- Dental offices, family health centers, health departments, health care providers and community clinics
- Local LEA's, ISD's, city and county officials.
- Health Services Advisory Committee partners to provide all needed resources to our Head Start and Early Head Start families and children.
- Local clinics, medical and pediatric offices and mental health services.
- Collaboration with the Department of State Health Services regarding guidelines and vaccine availability.
- Local Food Banks. Some provided personnel and sanitary care packages to help families obtain information to care for their needs.
- Support from local nurses and Physician Assistants.
- Local colleges and universities supported vaccine distribution.

Overall Challenges:

- Some programs didn't have any formal agreements for services.
- Some programs indicated not having medical and dental partnerships with the everyone during quarantine.

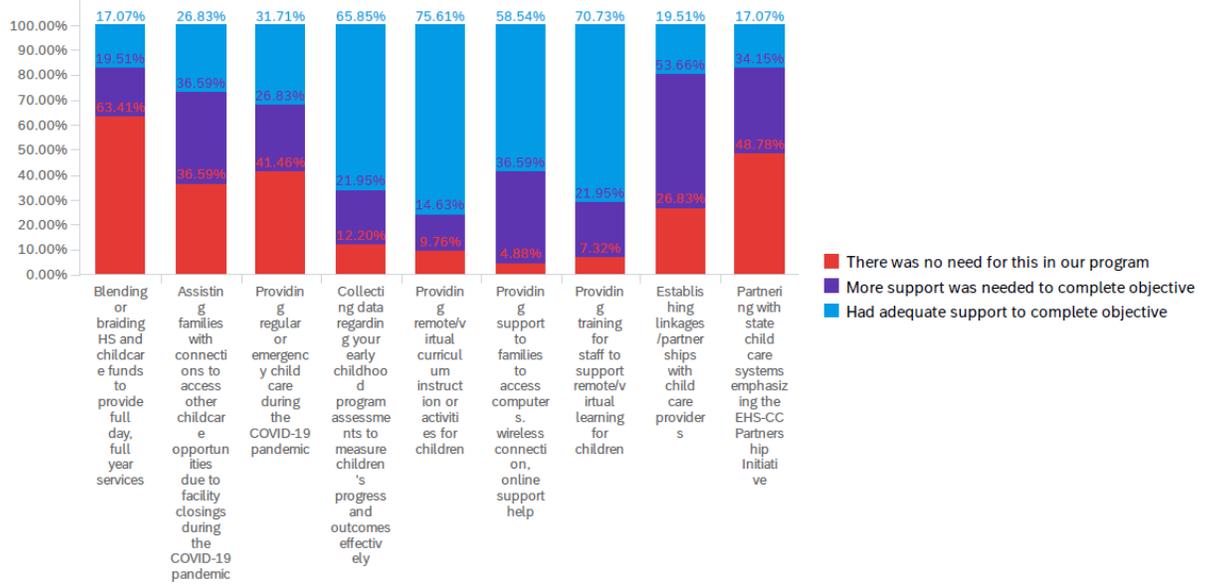
4. To what extent do you feel like you have enough coordination (working together on projects or activities) with other agencies/service providers to meet the health and dental care needs of the children and families in your program during the 2020-2021 program year as it relates to the COVID-19 pandemic?



- 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

#	Field	Choice Count
1	We do not have any coordinated activities with health or dental agencies/ service providers	9.52% 4
2	We coordinate one or more activities with health or dental agencies/ service providers, but more is needed	38.10% 16
3	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	52.38% 22
		42

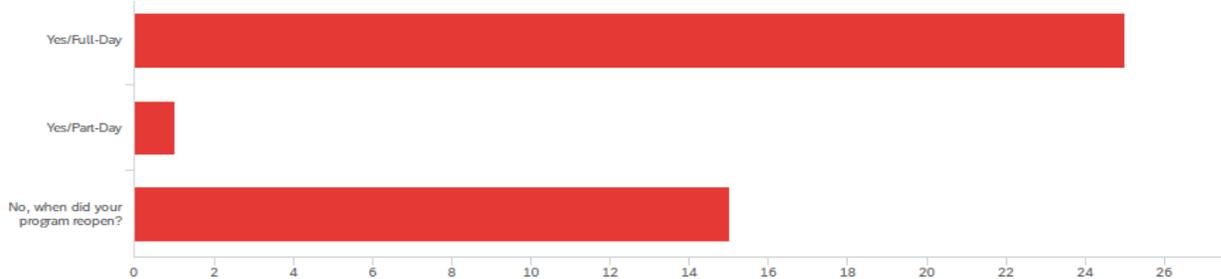
5. Please indicate whether you feel that the activities, relationships, and/or resources of your program during the program year 2020-2021 provided adequate support to complete the following tasks/objectives. Activities refer to the activities of your program such as parent nights, health fairs, visits to children’s homes by staff 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.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Blending or braiding HS and childcare funds to provide full day, full year services	1.00	3.00	1.54	0.77	0.59	41
2	Assisting families with connections to access other childcare opportunities due to facility closings during the COVID-19 pandemic	1.00	3.00	1.90	0.79	0.62	41
3	Providing regular or emergency child care during the COVID-19 pandemic	1.00	3.00	1.90	0.85	0.72	41
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
4	Collecting data regarding your early childhood program assessments to measure children's progress and outcomes effectively	1.00	3.00	2.54	0.70	0.49	41
5	Providing remote/virtual curriculum instruction or activities for children	1.00	3.00	2.66	0.65	0.42	41
6	Providing support to families to access computers. wireless connection, online support help	1.00	3.00	2.54	0.59	0.35	41
7	Providing training for staff to support remote/virtual learning for children	1.00	3.00	2.63	0.62	0.38	41
8	Establishing linkages/partnerships with child care providers	1.00	3.00	1.93	0.68	0.46	41
9	Partnering with state child care systems emphasizing the EHS-CC Partnership Initiative	1.00	3.00	1.68	0.75	0.56	41

#	Field	There was no need for this in our program	More support was needed to complete objective	Had adequate support to complete objective	Total
1	Blending or braiding HS and childcare funds to provide full day, full year services	63.41% 26	19.51% 8	17.07% 7	41
2	Assisting families with connections to access other childcare opportunities due to facility closings during the COVID-19 pandemic	36.59% 15	36.59% 15	26.83% 11	41
3	Providing regular or emergency child care during the COVID-19 pandemic	41.46% 17	26.83% 11	31.71% 13	41
4	Collecting data regarding your early childhood program assessments to measure children's progress and outcomes effectively	12.20% 5	21.95% 9	65.85% 27	41
5	Providing remote/virtual curriculum instruction or activities for children	9.76% 4	14.63% 6	75.61% 31	41
6	Providing support to families to access computers, wireless connection, online support help	4.88% 2	36.59% 15	58.54% 24	41
7	Providing training for staff to support remote/virtual learning for children	7.32% 3	21.95% 9	70.73% 29	41
8	Establishing linkages/partnerships with child care providers	26.83% 11	53.66% 22	19.51% 8	41
9	Partnering with state child care systems emphasizing the EHS-CC Partnership Initiative	48.78% 20	34.15% 14	17.07% 7	41

6. Was your Head Start/Early Head Start program in operation during the COVID-19 pandemic?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Was your Head Start/Early Head Start program in operation during the COVID-19 pandemic? - Selected Choice	1.00	3.00	1.76	0.96	0.92	41

#	Field	Choice Count
1	Yes/Full-Day	60.98% 25
2	Yes/Part-Day	2.44% 1
3	No, when did your program reopen?	36.59% 15
		41

Fifteen (15) programs responded no and indicated reopening during the following months:

June 2020	August 2020	September 2020	October 2020	November 2020	February 2021	March 2021	Reopening August 2021
1	4	3	3	1	1	1	1

7. Identify key partnerships you have made to support families with their child care needs.

- Child care programs in the community
- MOU with a neighboring child care programs, to support before and after school care opportunities.
- Health Departments
- Workforce Solutions
- Child Care Regulations
- Catholic Charities.
- LEA’s, local ISD’s and Charter Schools
- YMCA’s
- Food Banks
- Community Child Care and EHS/CCP, local ISD's food programs.
- Family Health Clinics

8. What other partnerships or resources would help you better support families with their child care needs?

- Partnership with the LEA’s and Workforce Solutions Child Care Services
- Additional child care subsidy funds to better support families with their child care needs
- Partnerships to support staff and parents when child care programs closed due to COVID
- Partnership to provide wrap around care and summer care for Head Start
- Resources to provide high quality internet services for families.
- Food Banks
- Resources for summer learning opportunities
- Increased funding to extend the service day

9. To what extent was the Head Start/Early Head Start program that you work in open or closed due to the COVID-19 pandemic “Stay Home-Work Safe Order”? (Actual responses included)

- Program closed in March. Reopened to provide packets to students to continue learning at a distance.
- Virtual Summer school for Head Start in Summer 2020; modified days of operation; late start; virtual instruction mixed with face to face.
- Provided virtual services through the Spring and face to face and virtual services in the Fall for all classrooms.
- Program was closed March 2020 due to COVID-19 - Stay Home - Work Safe Order. All students and staff worked virtually - full time/full day
- During the "Stay Home-Work Safe Order", we provided virtual teaching and learning for our children.
- We provided virtual services for all families until March 22, 2021. Now, the program is offering both virtual and in person
- Our program closed March 16, 2020 and began serving students virtually using social media and zoom as learning platforms.
- In August of 2021 our program opened virtually for three weeks using Schoology, SeeSaw and Zoom. After the first three weeks we provided services both in-person and virtually.

- Our Head Start and Early Head Start program has been operating since the COVID-19 pandemic began, by providing remote services to all of our families.
- Opened for Virtual learning March 2020-May 2020, closed for the summer break June 2020-July 2020, fully operational August 2020-present.
- Closed from mid-March to mid-August 2020
- Children were all virtual during the end of the 19-20 school year. Parents were given the option, with ISD partnerships, in the 20-21 school year.
- We were virtual from March to June/2020, and reopened with an in person or virtual option in August.
- We remained open for families in need of care due to being essential workers.
- Our program was shut down in March of 2020. We follow the school districts calendars. In June of 2020 we opened back up for a summer program for our kinder bound children. We also reopened our Early Head Start Program.
- We closed during the immediate order to stay home, but returned at a % of staff working , while schools returned under the direction of TEA.
- Our delegate partners remained closed until December 2020, but provided virtual services to all families. Our Child Care partners remained opened even during a stay at home order.
- Various models of operations: Some sites were 100% virtual, others were a hybrid, and others were in-person.
- We were closed for in-person instruction from March 16, 2020 - May 21, 2020, but provided remote learning opportunities.
- Our program provided all remote learning, parent conferences, meetings etc.
- We were closed from March 16-May 28, 2020. During that time, we provided some virtual learning opportunities.
- Virtual services were offered to families.
- March to November for La Salle, Dimmit, and Frio County for Maverick County because of the high-risk area (not that all areas were affected but Maverick county had higher numbers). March 2020 to February 2021.
- Our facilities shut-down for the first 3 months of the Pandemic. With the beginning of the new school year starting in August 2020, we have been in session, serving children and families.
- Closed from mid-March 2020 to early Sept. 2020. Centers opened when the local school districts opened for in-person service. Virtual school was offered prior to and as an option.
- We were open and then closed over and over again due to spikes in exposure to positive cases or actual positive cases within our staff. Our program was in virtual mode for the better part of the year.
- Program closed March 19, 2020. We provided 2 weeks of summer-school in July that were half days.
- We were closed, only offering virtual services from March 2020 to October 2020.
- Our Head Start programs continues with solely remote instruction for all students.
- We followed the local ISD schedule.
- From March 2020 through May, our program closed to in-person instruction, but created a virtual platform for instruction.
- The ISD partnership for Head Start in Fredericksburg is and has been open since August/2020.
- The centers physically closed March 16, 2020; however, all instruction went virtual until summer. The centers physically reopened on October 5, 2020. From the 1st day of school August 12 until Oct. 4, all instruction was virtual.
- There was a Shelter in Place ordered for our program due to the large alarming numbers of tribal members that were affected by the virus.

10. If your Head Start/Early Head Start program was completely or partially closed, what elements factored into the decision? (Overall responses included)

- Due to the COVID-19 Pandemic, programs were closed due to health and safety concerns for the children, families and staff.
- The rate of hospitalizations and mortality rates in the community indicated the need to close for extensive periods of time due to COVID-19.
- Programs had to make immediate adjustments to facilities the health and safety needs of staff, children and families to determine how to serve them during a pandemic.
- The rising number of cases of COVID in the community required changing policies and operations procedures to safeguard the staff, children and families.
- COVID outbreaks in Head Start/Early Head Start and partner child care sites, as well as among children and families, which required those affected to quarantine.
- "Stay Home-Work Order" issued by CDC & local guidance from city officials.
- Head Start programs followed decisions made by the local LEA's and school districts.
- Delays in opening due to renovation and program changes to comply with CDC guidelines, with contractors/supplies/PPE, permits, etc., due to pandemic.
- The governor ordered a state shut-down amid the COVID-19 Pandemic.
- Programs had to determine how to serve children virtually. This presented a greater challenge in rural communities.
- Program staff with young and school-aged children, were not able to return to work, because they did not have care for them during the school closures.



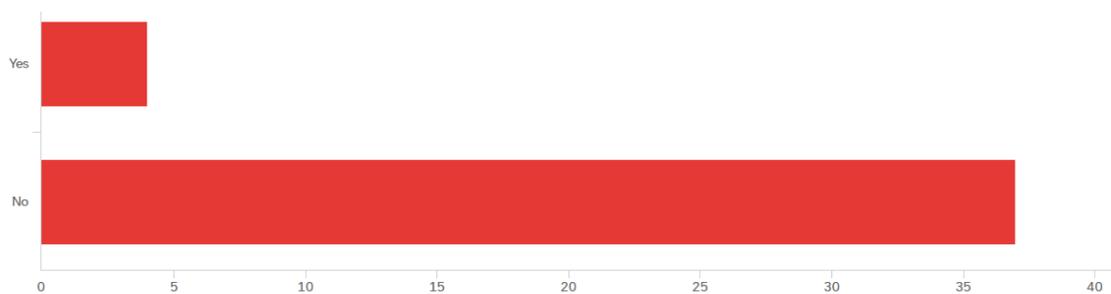
12. What percentage of your enrollment capacity is being served at this time?

90 -100 %	80-90 %	70-80 %	60-70 %	50-60 %	40-50 %	30-40 %
15	9	9	4	2	2	2

13. When it comes to the current and future sustainability of your Head Start/Early Head Start program, what are you most worried about? (Overall responses included)

- Enrollment and funding, including maintaining 100% enrollment due to the COVID-19 Pandemic.
- Staff having COVID symptoms and not being able to report to work and not able to keep all the classrooms opened.
- Child care subsidies.
- Teacher turn over and retaining qualified staff, and substitutes.
- Readiness for Kindergarten due to enrollment and staff safety.
- I'm most worried about increasing enrollment due to closures of many child care programs and not being able to fully meet the needs in our community.
- The duration of COVID-19 protocols that must be followed to prevent further exposures.
- Families and staff impacted by COVID, and the fear of contracting COVID.
- Family Engagement, due to ongoing concerns about in-person instructions.
- Funding to hire qualified staff and to support technology needs.
- Providing the necessary resources, supplies, PPE, etc., to follow CDC guidelines, sanitation practices and maintaining a safe environment for staff and children to operate safely.
- Damages as a result of the winter storm, loss of classroom furniture, and instructional materials.
- The State Regulations for Pre-K and how they affect our ability to partner with our local school districts in our service area.
- The stringent requirements for staff qualifications in the Head Start and funding for said staff and the possibility of them leaving to seek employment in the local school district.
- The quality of service and the level of progress/growth the children are experiencing due to virtual learning.
- Our ability to remain a grantee as we still need to go thru the CLASS and FA2 review.

11. Have you had to lay off or furlough staff, or have you personally been furloughed or laid off?

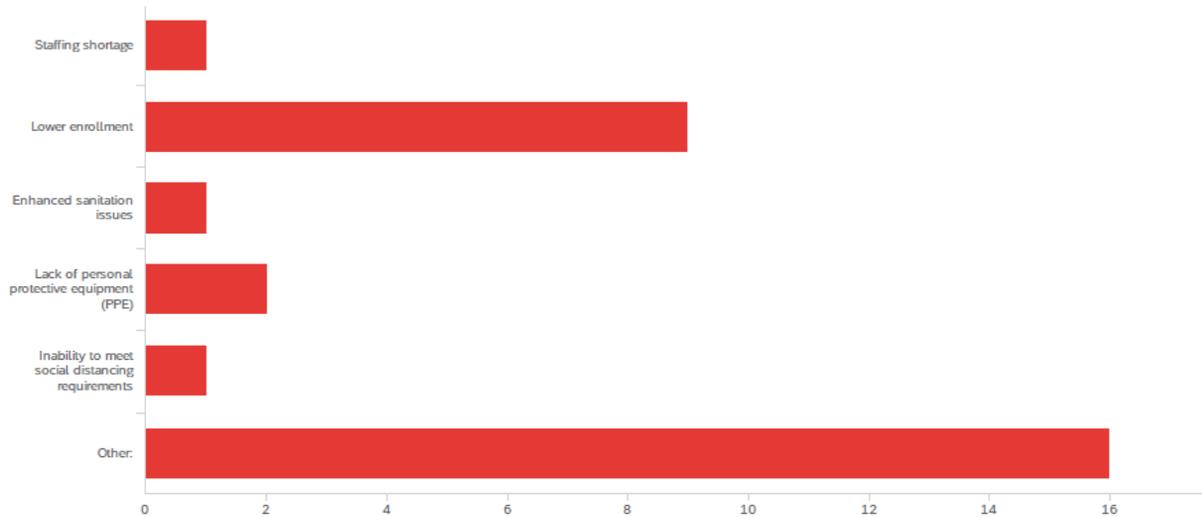


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you had to lay off or furlough staff, or have you personally been furloughed or laid off?	1.00	2.00	1.90	0.30	0.09	41

#	Field	Choice Count
1	Yes	9.76% 4
2	No	90.24% 37

41

14. Did your program face any or all the following that prevented reopening?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did your program face any or all the following that prevented reopening? - Selected Choice	1.00	6.00	4.37	1.89	3.57	30

#	Field	Choice Count
1	Staffing shortage	3.33% 1
2	Lower enrollment	30.00% 9
3	Enhanced sanitation issues	3.33% 1
4	Lack of personal protective equipment (PPE)	6.67% 2
5	Inability to meet social distancing requirements	3.33% 1
6	Other:	53.33% 16

30

Additional comments respondents faced that prevented reopening

- Prevalence of COVID in the community prevented us from starting in August/2020 as expected; however, the program opened in September.
- Staffing shortage due to COVID Symptoms and those who tested positive for COVID
- Stay-at-Home order
- Delegate Partner could not re-open for face to face instructions, due to district mandates.
- Operating with lower ratios due to social distancing protocols presented an issue.
- We experienced staffing shortage, lower enrollment, and sanitation issues.

15. Did your program experience any damage from the winter storm (February/2021)?
(Overall responses included)

- Broken water pipes, water lines & sprinkler system
- Buildings flooded, water damage to facility and major/minor water leaks
- Roof collapse
- Loss of food due to power outage
- Electrical damages
- Damage to carpet, flooring and ceiling tiles
- Damages to the playground cover, canopy & equipment
- Program were forced to close due to various safety concerns and other issues
- Loss a of instructional materials, furniture, equipment, etc.
- Shifting in the building foundation has presented a budget issue
- Water was not available and low water pressure presented a problem
- Boil water notice prevented operations which forced schools to shut down for a few extra days

16 respondents reported that they did not experience any damages as a result of the winter storm.



THSSCO STRATEGIC PLAN 2021-2022

The Texas Head Start State Collaboration Office (THSSCO) Advisory Board provided a review and input for the strategic plan. As a result of the COVID-19 Pandemic, the areas of the updated THSSCO 2021-2022 Strategic Plan reflects two (2) of eleven (11) Federal Priority Areas as noted in the updated Needs Assessment Report: **Health Care and Child Care**.

The Strategic Plan will outline the work that was prioritized from the results of the THSSCO Updated 2020-2021 Needs Assessment and related activities. **Additional activities and engagement for the THSSCO in the 9 additional Key Activity Areas for 2021-2022, can be located in the THSSCO 5 Year Strategic Plan for 2020-2025 for year 2. Those activities will not be repeated in the version of the strategic plan.**

RECOMMENDATIONS FOR 2021-2022

Items in **RED** font are for the 2021-2022 budget period

Health			
Area	Improvement Needed	Person Responsible	Timeline
Mental Health, including the Office of Head Start Opioid Abuse Substance Mis-use Initiative: Access to mental health services to address needs of children and families and to provide information to access counseling, treatment, training and other resources.	Establish a better partnership with state mental health agency to support access available services in local communities. Through engagement.	THSSCO Director Texas Opioid Response Network (ORN) Texas Opioid Response Team	(Year 1-5)
	The THSSCO Director will continue to work to support the Office of Head Start Opioid Abuse Substance Mis-use Initiative, in partnership with the Texas Opioid Response Network (ORN), providing identified training to Head Start/Early Head Start staff and families. Additional planning will include a statewide conference, roundtable or summit.		
	Continue the THSSCO partnership with Lakeshore Learning Materials to provide on-going training and activities for staff to address the mental health needs of children, and identify areas of unmet needs to address them as appropriate.	THSSCO Director THSSCO Director in partnership with Lakeshore staff	(Year 2-3)
	Engage with the state mental health		

	<p>services contact to provide resources.</p> <p>Partner with the Texas Institute for Excellence in Mental Health at UT-Austin to support training for staff to address (best practices & trauma informed care, mentoring & coaching)</p>	THSSCO Director	(Year 2-3)
<p>Obesity Prevention: Education, training and services needed to address the number of children that are overweight and suffering from obesity.</p> <p>The need to address exercise and physical activities to promote healthy outcomes.</p>	<p>Develop a plan of action with the Region VI Health Specialist to address weight and obesity issues in children and families. The activities of the Region VI Head Specialist have shifted; therefore, the THSSCO will support Obesity prevention in Head Start/Early Head Start in our current work with the current Health Manager Network teams and Healthy Living Matters.</p> <p>Encourage the use of the OHS “I Am Moving, I am Learning” (IMIL) curriculum components, physical activity and movement into daily lesson plans.</p> <p>Continue in our efforts to 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. Provide the link to access the DSHS Obesity Prevention Strategies Document to use as strategies for reducing obesity in children and families.</p>	THSSCO Director	<p>(Year 1-3)</p> <p>(Year 1-3)</p>
<p>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.</p>	<p>Continue the collaborative partnership with Department of State Health Services, to address nutrition as an area of focus and support.</p> <p>Provide resources and information to families to access available healthy food sources and choices. Continue to work with the Texas Department of Agriculture (TDA) in promoting its Summer Meal Programs for children in need. Healthy meals are provided at no cost meals to children 18 years old and younger, and enrolled students with disabilities up to 21 years of age.</p>	THSSCO Director	<p>(Year 1-3)</p> <p>(Year 1-5)</p>

<p>Health Services (medical and dental): Access to health services available to uninsured and undocumented children and families.</p>	<p>Continue to provide information on medical and dental providers that provide free and low-cost services to uninsured and undocumented children and families.</p> <p>Continue to engage with the THSSCO will work with the TexProtects Prenatal-3 Collaborative to implement goals & activities in the PN-3 Plan.</p>	<p>THSSCO Director & Texas Oral Health Partners, TexProtects/PN3 Workgroup</p> <p>THSSCO Director</p>	<p>(Year 1-5)</p> <p>(Year 1-5)</p>
--	---	--	-------------------------------------

Child Care

Area	Improvement Needed	Person Responsible	Timeline
<p>Early Head Start/Child Care Partnerships: Additional Early Head Start/Child Care partnerships are needed to provide quality childcare for infants and toddlers.</p>	<p>Provide information and resources to Early Head Start Grantees to encourage partnering with local child care programs, including grant and other funding opportunities. Continue to support the current partnership efforts taking place, and support programs to make decisions in determining appropriate partnership models and options. Review current state needs, including the needs of military families in locations near HS/EHS facilities and current operational climate.</p> <p>Continue to 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. Continue to engage with state agency partners in systems work to ensure better access to available child care.</p> <p>Continue to 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.</p>	<p>THSSCO Director, Texas Early Learning Council (TELC), BUILD State Team, State Agency Partners & First3Years</p> <p>THSSCO Director & TELC</p> <p>THSSCO Director & TexProtects/PN3 Workgroup</p>	<p>(Year 1-5)</p> <p>(Year 1-5)</p> <p>(Year 1-5)</p>
<p>Head Start’s Involvement in Initiatives at the State Level: Ensure that Head Start is represented in state level early education discussions and</p>	<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</p>	<p>THSSCO Director, Texas Early Learning Council (TELC), BUILD State Team & State Agency</p>	<p>(Year 1-5)</p>

engagement.	Head Start issues that will be implemented in the Texas Early Learning Strategic Plan will continue in year 2. 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.	Partners	
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.	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. Explore how bending & braiding funding can support Head Start/Early Head Start and child care opportunities and partnerships using COVID funds, and ARPA grant funds.	THSSCO Director, Texas Early Learning Council (TELC), BUILD State Team & State Agency Partners	(Year 1-3) (Year 2)
State Policy Planning: Support from the state or regional policy planning committees that address child care issues.	Improve overall gaps in child care services and determine workable solutions. Support the inclusion of Head Start/Early Head Start in child care opportunities and partnerships funded with CCDF and ARPA grant funds. Continue to represent Head Start/Early Head Start in state policy efforts: The Texas Workforce Commission (TWC) updated rules in Jan 2021, to allow child care programs (including HS/EHS grantees that are licensed by CCR) to refer children for child care subsidies to “skip” the waitlist if funding is available. §809.22 . Continue to provide information and resources from the Office of Head Start (OHS), National Head Start Association (NHSA), and the National Association for the Education of Young Children (NAEYC) to inform policy planning.	THSSCO Director, Texas Early Learning Council (TELC) & State Team & State Agency Partners	(Year 1-3) (Year 1-3) (Year 1-3)

		ADDITIONAL Recommendations	
Area	Improvement Needed	Person Responsible	Timeline
Head Start/Early Head Start participation in QRIS.	<p>Support the increase of Head Start/Early Head Start participation in QRIS.</p> <p>Continue the engagement and work with the TELC and the Inter-Agency Workgroup to implement Goal 6 of the TELSP: Texas has strong coordination across its early childhood system and the underlying data system to support a high degree of coordination and collaboration.</p>	THSSCO Director, Texas Early Learning Council (TELC), BUILD State Team & State Agency Partners	(Year 2-3)
Addressing overall identified COVID-19 needs in Head Start/Early Head Start	<p>Support programs experienced difficulties completing screenings on children learning virtually. Continue to serve as a Deputy Ambassador with Learn the Signs/Act Early Texas. Support the continuation of the grant.</p> <p>Support Head Start/Early Head Start with training and information to support teachers to provide successful virtual classroom instructions.</p> <p>Encourage Head Start/Early Head Start staff to set up accounts on the Texas Workforce Registry, and to take advantage of the resources available through CLI Engage, Texas School Ready, Texas School Ready Comprehensive & Infant Toddler Specialist Network.</p>	<p>THSSCO Director, Act Early Texas & CLI</p> <p>THSSCO Director</p> <p>THSSCO Director</p>	<p>(Year 2-3)</p> <p>(Year 2)</p> <p>(Year 2)</p>
Office of Head Start Transition to Kindergarten Initiative 100 School Reach	Continue to engage in the work with the Texas Transition to Kindergarten Team to address the Office of Head Start Transition to Kindergarten Initiative.	Texas TTK Team	(Year 2-3)
Office of Head Start Home at Head Start Initiative	Continue to engage with the TEHCY to support homeless children to enroll in HS/EHS.	THSSCO Director TEHCY Office	(Year 2-3)

THSSCO ACCOMPLISHMENTS/ACTIVITIES FOR 2020-2021

This include all development of, initiation, support and active engagement to ensure that activities were carried out in the areas noted:

Activities for Health Care:

- Continues to participate in meetings with the Texas Oral Health Partners to support Head Start Programs on-going dental needs.
- The Texas Oral Health Partner distributes monthly oral health newsletters to Head Start Programs; “Brush up on Oral Health”.
- From January-June/2020 – The THSSCO and Region VI Health Specialist participated in monthly collaboration meetings, and provided Head Start/Early Head Start programs with tools, materials, resources, training information, etc., to support health activities at the program level.

National Office of Head Start Health Initiative: Preparing and Planning to Address the Opioid Crisis and Substance Use Disorders: Creating a Path Forward to Support Head Start Children, Families, and Staff at the Program and State Levels:

- Hosted Texas Opioid Crisis and Substance Use Disorders Team meetings in 2020.
- Updated the Texas Team Plan to engage to support HS/EHS programs.
- Included questions in the THSSCO Needs Assessment 2020-2021 to support the opioid abuse, substance misuse initiative.
- Developed a partnership with the Texas Opioid Response Network (ORN) to support HS/EHS programs with trainings and support. The ORN conducted the following HS/EHS staff training on January 22nd, March 10th, April 20th, May 18th, and June 8th, 2021.
- Partnered with Lakeshore Learning Materials to develop Mental Wellness Health Kits to distribute to HS/EHS Programs for teachers to use virtually and face-to-face (kits were distributed in February/2021).

Activities Children Experiencing Homelessness:

- THSSCO works in collaboration and partnership with Cal Lopez/Director of the Texas Education for Homeless Children and Youth (TEHCY) Office, to address; the OHS Home at Head Start Initiative, HSCO Priorities as set forth by the Office of Head Start and the Region 6 OHS, which includes overarching state needs that HS/EHS homeless children and families are facing.
- The THSSCO participates in quarterly meetings with Cal Lopez at the (TEHCY) Office.
- The THSSCO participated in the first ever [Texas Education for Homeless Children and Youth](#) (TEHCY) Program Summit, that took place virtually on September 15th, and Thursday, September 17th, 2020.
- The THSSCO has been invited to present at the TEHCY Conference in 2021: The presentation will include the (function, history, priorities, initiatives, engagement and activities of the collaboration office).
- The TEHCY Office Director serves on the National Association for the Education for Homeless Children and Youth (NAEHCY) Board of Directors. The following information was provided to Cal Lopez from the THSSCO and the HSCO Community on Homelessness to support national engagement:
 - Retain a national data base of homeless shelters, to support enrollment of Head Start/Early Head Start programs in all states.
 - Invite some collaboration directors from different states to the NAEHCY Conference, to share in a roundtable or panel discussions on the subject of “Home at Head Start” and/or “Addressing Homelessness in Head Start.”

- Include Head Start/Early Head Start training at the NAEHCY Conference (trainings on Head Start 101 & the Head Start Collaboration Office Priorities & Functions).
- Trainings on developing good partnerships with homeless shelters, agencies, Head Start.
- Trainings that will encourage early childhood professionals from child care and Head Start to participate in additional partnerships to better serve homeless children.
- National Head Start Association (NHSA) working with NAEHCY to promote the provisions of the Homeless Children & Youth Act of 2019. This Act would make families who meet McKinney-Vento definition of “homeless” eligible for assistance from HUD.
- Participates in monthly meetings with the Head Start State Collaboration Office (HSSCO) Learning Community on Homelessness, with the lead; Tracy Duarte, Director, PA Head Start State Collaboration Office.
- Participates in meetings with the Region VI Systems Specialists to support enhancing services to the homeless population and regional homeless planning in the state of Texas and Region VI Office of Head Start.
- Supports the development and strategic action/implementation planning for the Region VI Office of Head Start.
- Participates in meetings with the Region 6 Federal Regional Interagency Council on Homelessness (FRICH), and serves on the regional conference planning committee. Presentations and speakers will focus on topics including homeless prevention, racial equity/disparity, homelessness in metropolitan and rural areas, economic mobility, health services for those experiencing homelessness, youth homelessness, Veterans’ homelessness, and unsheltered/chronic homelessness.
- Shares information and supportive materials to HS/EHS programs to distribute to homeless families.

Activities for Children with Disabilities:

- Serve as a member of the Act Early Texas! Advisory Board.
- Serve as a Deputy Ambassador for the Learn the Signs/Acts Early Grant (LTSAE), December/2020 – August/2021
- Provided training to the LTSAE EHS participants on 3/2/21 and 3/3/21.
- Supports the use of the “Learn the Signs. Act Early” materials to increase family resiliency in response to COVID-19 and increase the following:
 - Parent engaged developmental monitoring
 - Developmental and Autism screening
 - Referrals and linkage to services
 - Goals for the LTSAE Grant project through the end of August 2021, with an opportunity to apply for continuation funds:
 - Expand usage across the state of Texas through roll out of deputy ambassador program
 - Engage additional stakeholders in the Developmental Screening Workgroup and Association of University Centers on Disabilities (AUCD) work
 - Determine sustainability sources for material usage and expansion
 - EHS programs participating in the LTSAE Grant:
 - Parent Child Incorporated – Dr. Sharon Small (33 teachers/106 families)
 - Tri-County Community Action, Inc – Mr. George Simon (38 teachers/3 EHS Supervisors/154 families)
 - Rolling Plains Management Corporation – Mrs. Mary Jo Tole (5 teachers/40 families)
 - Brazoria County Head Start Early Learning Schools, Inc. – Mrs. Jacqueline Mercer (3 teachers/20 families)

Activities for Education (School Readiness, Head Start-K Partnership Development)

- Participates in meetings with the CCDF Administrator and state agencies partners to support the inclusion of Head Start and Head Start in partnership funding opportunities
- Continue to participate as a member of the Texas Early Learning Council to engage in the work of the Texas Early Learning Council Strategic Plan.
- Participates in meetings with the American Indian and Alaska Native (AIAN) and Migrant Seasonal (MS) Programs in Texas.
- Participates in the Texas New Mexico Migrant, Seasonal program team meetings.
- Provide information, suggestions and materials to support Head Start/Early Head Start programs to engage in successful partnerships.
- Provided information from the National Head Start Association (NHSA) and National Association for the Education of Young Children (NAEYC) to TWC/CCDF Administrator to support effective partnerships and engagement in the use of ACF \$10B for Child Care/ECE and Head Start.
- Supports partnering with local child care programs to access to full day services in rural areas.
- Participated in the development of the Harris County Impact Fund Grant to support partnerships with Early Head Start Programs and neighboring pediatric offices.
- Head Start/Early Head Start programs will be included in the new Texas Child Care Availability Portal that's being developed

Activities for Early Childhood Systems Development:

- Provide Head Start/Early PIR Data for the Texas Interagency Website to support data sharing across agencies
- Appointed by Governor Greg Abbot to serves 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 are 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 meetings with the Inter-Agency Workgroup to support the implementation of the activities identified in the Texas Early Learning Strategic Plan developed by the Texas Early Learning Council. 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 with the First3Years, Houston Infant Toddler Coalition as a collaborative to concentrate our efforts to focus on children birth to three, and 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.
- Participates in meetings with the Texas Early Learning Council, Texas Inter-agency Workgroup & the Manager of Education Outreach at the Children's Learning Institute, to do the following:
 - Provide opportunities for additional teachers to participate in Texas School Ready and CLIEngage

- Provide support for Head Start to participate in Texas Rising Start (QRIS), and to work in collaboration with state partners to address barriers for Head Start staff participating in QRIS, as it remains a challenge in the state
- Continues to work in partnership with the Texas Workforce Commission to support access to quality child care services.

Data and State Funding Related Work:

- Participated in the NHTSA Webinar: State Policy Webinar Series #2, State Partnerships with Head Start & Early Head Start to Build Resilient Systems for Children and Families in September/2020 to support data efforts.
- 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 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 in the Texas Early Learning Council Strategic Plan, denote those requiring legislative action, and determine the activities that are approachable to complete for this fiscal year.
- Participates in work and engagement related to the strategies and activities included in the Texas Early Learning Strategic Plan (TELSP), and the BUILD State Team.
- Participates in meetings with the Texas Early Learning Council, Texas Inter-agency Workgroup & the Manager of Education Outreach/Children's Learning Institute to do the following:
 - Support partnering with local child care programs to support access to full day services, especially in rural areas
 - Enhance partnership with the Texas Workforce Commission to support the inclusion of Head Start/Early Head Start in funding opportunities
 - Improve collaboration efforts with state agencies
 - Participates with state agency work groups to better engage and address data systems and alignment

Activities for Head Start Transition and Alignment with K-12 (Education)

- Participated in the Head Start Public School Collaboration Demonstration Project (CDP), to support effective Head Start/ISD partnerships, which ended in June/2020.
- Participates in monthly Transition to Kindergarten (TTK) 100 School Reach meetings with the Senior Project Analyst/Office of Head Start, to discuss implementation and work activities.
- Submits monthly reports on the progress and implementation of the TTK model in the state.
- Serves as the leader of the Texas Transition Team, to develop and implement the Transition to Kindergarten (TTK) model developed for the Office of Head Start by The National Center on Early Childhood Development Teaching, and Learning (NCECDTL), to implement the 100 School TTK reach efforts.
- Serves as the leader of the Texas Transition Team (TTK) engaged nine Head Start (HS) Grantees and fifteen partnering school districts, to participate in the Transition to Kindergarten (TTK) Summit, that was rescheduled three times, due to the COVID-19 pandemic, and the Texas winter storm. The virtual TTK Summit successfully took place on April 27 & 28, 2021. The Texas Team TTK Goals:
 - Strengthening Head Start public school transitions in Texas
 - Provide tools, support and information to Head Start grantees to use to strengthen transition efforts with public schools

- The Head Start Programs listed below & 15 of their school district team partners participated in the TTK Summit on April 27 & 28, 2021:
 - Aldine Independent School District
 - AVANCE-Houston, Inc.
 - BakerRipley
 - ChildCareGroup, Dallas
 - Gulf Coast Community Services Association
 - Harris County Department of Education
 - Hitchcock Independent School District
 - Motivation Education & Training, Inc.
 - Port Arthur Independent School District

Activities for Professional Development

- Supports the work and engagement of [the Texas Early Childhood Professional Development System](#) (TECPDS), and the participation of Head Start/Early Head Start education staff.
- Serves as a member of the Advisory Committee for the TECPDS.
- Member of the TEACH Advisory Committee, to support Head Start/Early Head Start staff to apply for scholarships to continue their education.
- Continue to support Head Start participation with the Texas School Ready project, TSR comprehensive, CLI- Engage, TSR Comprehensive and the Infant Toddler Specialist Network (ITSN).
- As of the date of this report, the TECPDS activity reflects the following:

Dashboard

Summary:	
Number of Total Trainers: 1287	Number of Active Trainers: 792
Number of Active Calendar Items: 85	Number of Active Trainings: 3692
Number of Active Center Directors: 3736	Number of Active Trainer Announcements: 75
Number of Active Practitioners: 45086	Number of Active Job Postings: 0

Activities for Family Literacy Services:

- THSSCO works with [Reach Out and Read](#) at the Children’s Learning Institute to refer Head Start programs to available services through the project and other available literacy sources.
- Supported the Reach Out and Read/Lone Star Pediatric Office to distribute books to the Early Head Start program at Greater Opportunities of Permian Basin, Inc., in Odessa, TX

Activities for Welfare/Child Welfare

- Participates in meetings and serve on the advisory board for several state agencies: Texas Project Launch Expansion Workgroup.
- Participates in meetings with First3Years/Houston Infant Toddler Coalition to engage in the following:
 - Build awareness of the critical importance of the first three years of life
 - Enhance the quality of relationships between infants/toddlers and their care givers

- Advocate for policies and practices that support the healthy development of young children
- Educate professionals in best practices

COVID-19 Related Activities:

- Worked with state agency partners to share information and provide resources, tools, and materials to support Head Start/Early Head Start families.
- In collaboration and partnership with Lakeshore Learning Material, we provide training for Head Start/Early Head Start programs on the following subjects:
 - Supporting Classroom safely Re-opening
 - Anti-Bias Education: Empowering Your Program Through Diversity & Inclusion
 - Continuity of Care & School Readiness: Creating Positive Outcomes Through Responsive Teaching
- Provided support to address racial issues and inequity published by the NHSA.
- Participated in the State Systematic Improvement Plan Sub-Committee planning work groups, zoom meetings calls, training.
- Participates in the Texas Home Visiting Coalition quarterly meetings.

Texas School Ready (TSR) Comprehensive Amidst COVID 2020-2021

The CLI leader ship's fortitude and flexibility, statewide project manager, five program managers, coordinators, and coaches, impacted positive instructional practices and child outcomes for the TSR Comprehensive Professional Development Program.

The TSR program shifted to a remote implementation model incorporating an enhanced professional development training with content in the area of coaching, collaborative calls (reflective coaching feedback), micro-credentialing to support coaching fidelity, social-emotional amidst COVID, CLI curriculum, family engagement, organizing instruction, response to challenging behavior, and conversation language support. Certificates for trainings were generated using the Texas Early Childhood Professional Development System (TECPDS) for all teachers, coordinators, and coaches.

The enhancement of coaching support and fidelity was executed using the Micro-Credentialing Program. Coordinators and coaches submitted video recordings of coaching behaviors and were awarded badges according to the behaviors met. Data obtained from coaching fidelity drives improvement and decision-making around coaching. Along with the project implementation goals improvement in practice is strengthened through coaching and reflective feedback, analyzing student data, implementing and sustaining quality program.

In January 2021, we incorporated an infant, toddler teacher, and family provider (BEECH) coaching model to include individual coaching for infant-toddler teachers and professional learning communities (PLC) coaching for the family provider (BEECH).

Texas School Ready (TSR) Head Start Participation 2020-2021

Schools	145
Teachers	306
Students	3590

RESOURCES AND REFERENCES

- [Texas Head Start State Collaboration Office](#)
- [Act Early Texas](#)
- [Brush up on Oral Health](#)
- [Children’s Learning Institute](#)
- [CLIEngage](#)
- [Early Childhood Learning Knowledge Center \(ECLKC\)](#)
- [First3Years](#)
- [“I Am Moving, I am Learning” \(IMIL\)](#)
- [Infant Toddler Specialist Network](#)
- [Lakeshore Learning Materials](#)
- [Learn the Signs Act Early](#)
- [Obesity Prevention Strategies Document](#)
- [Office of Head Start](#): An Office of the Administration for Children & Families
- Qualtrics Survey: Jennifer Lindley/Senior Program Manager, Communications and Outreach, Children’s Learning Institute, Jennifer.m.lindley@uth.tmc.edu
- [Reach Out & Read Texas](#)
- [Office of Regional Operations](#): An Office of the Administration for Children & Families
- [Texas Child Care Licensing](#)
- [Texas Early Childhood Intervention \(ECI\)](#)
- [Texas Early Childhood Professional Development System \(TECPDS\)](#)
- [Texas Education Agency \(TEA\)](#)
- [Texas Education for Homeless Children and Youth \(TEHCY\)](#)
- [Texas Health & Human Services](#)
- [Texas Home Visiting](#)
- [Texas Infant-Toddler Specialist Network \(ITSN\)](#)
- [Texas Institute for Excellence in Mental Health](#)
- [Texas Opioid Response Network \(ORN\)](#)
- [Texas School Ready](#)
- [Texas School Ready Comprehensive](#)
- [Texas Workforce Commission](#)
- [TexProtects Prenatal-3 Collaborative](#)

ACKNOWLEDGEMENTS

THE THSSCO extend a special thank you to the directors of Head Start/Early Head Start Grantees and Delegate Agencies in the great state of Texas, who responded to the Qualtrics Survey to complete the THSSCO Needs Assessment for Program Year 2020-2021 an the THSSCO Advisory Board for your input and edits. Your responses supported the development of the updated Texas Head Start State Collaboration Office Strategic Plan, and the important work that our office carries out across the state to support your various programs, children and families.

THSSCO ADVISORY BOARD 2020-2021		
Dr. Alferma Giles	Director	Texas Head Start State Collaboration Office
Catherine Arwood	Program and Policy Analyst Child Care and Early Learning	Texas Workforce Commission
Kara Waddell	President and CEO	Child Care Associates
Janell Frazier	Executive Director/Head Start/Early HS	Central Texas 4C, Inc.
Marnie Rulfs Glaser	Director of Policy	Child Care Associates
Dr. Pretti Jain	Assistant Professor Early Childhood Education	University of Houston Clear Lake
Dr. Tracy Jones	Senior Program Manager	Children’s Learning Institute
Weldon Beard	Head Start Administrator/ President Texas Head Start Association (THSA)	Greater East Texas Community Action Program & President, THSA

