



# New Mexico Head Start Collaboration Needs Assessment Survey

Prepared by the University of New Mexico Center for Education Policy Research for the  
New Mexico Head Start Collaboration Office

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## Introduction

This report is intended to highlight both the strengths and the challenges facing New Mexico's Head Start and Early Head Start programs in their efforts to collaborate with other New Mexico entities that serve children and families.

Specifically, the report was prepared in accordance with the Head Start Act, which requires state Head Start Collaboration Offices to assess the needs of Head Start and Early Head Start programs in collaborating with:

- Health services
- Services for children experiencing homelessness
- Welfare and child welfare services
- Child care services
- Family literacy services
- Services for children with disabilities
- Community services
- Education (K-12 and Pre-K)
- School transitions (alignment with K-12)
- Professional development

The goal of state Head Start Collaboration Offices is to help Head Start take part in statewide policy discussions and initiatives affecting young children and their families, and to be a partner in efforts to expand access to high quality early childhood experiences.

Moreover, the purpose of this report is to help inform the collaboration office's five-year strategic plan, identifying strengths and challenges that programs face in collaborating with key partners.

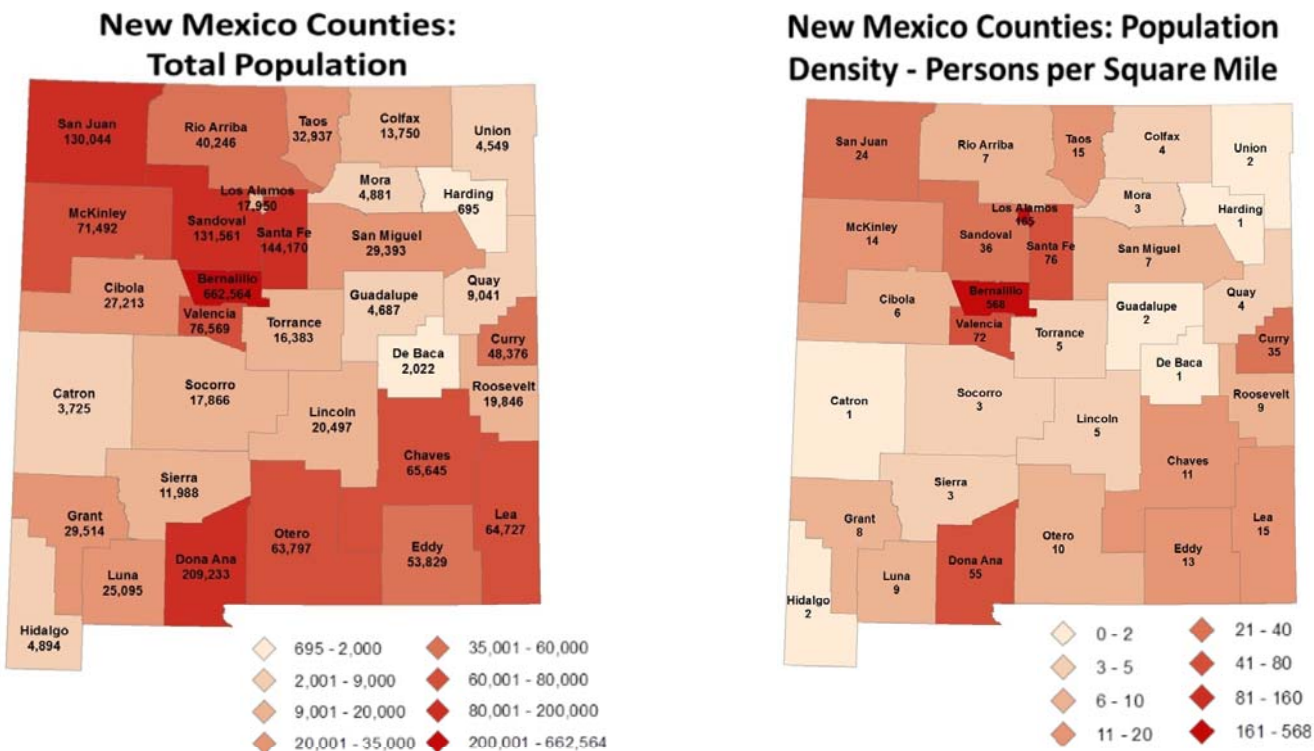
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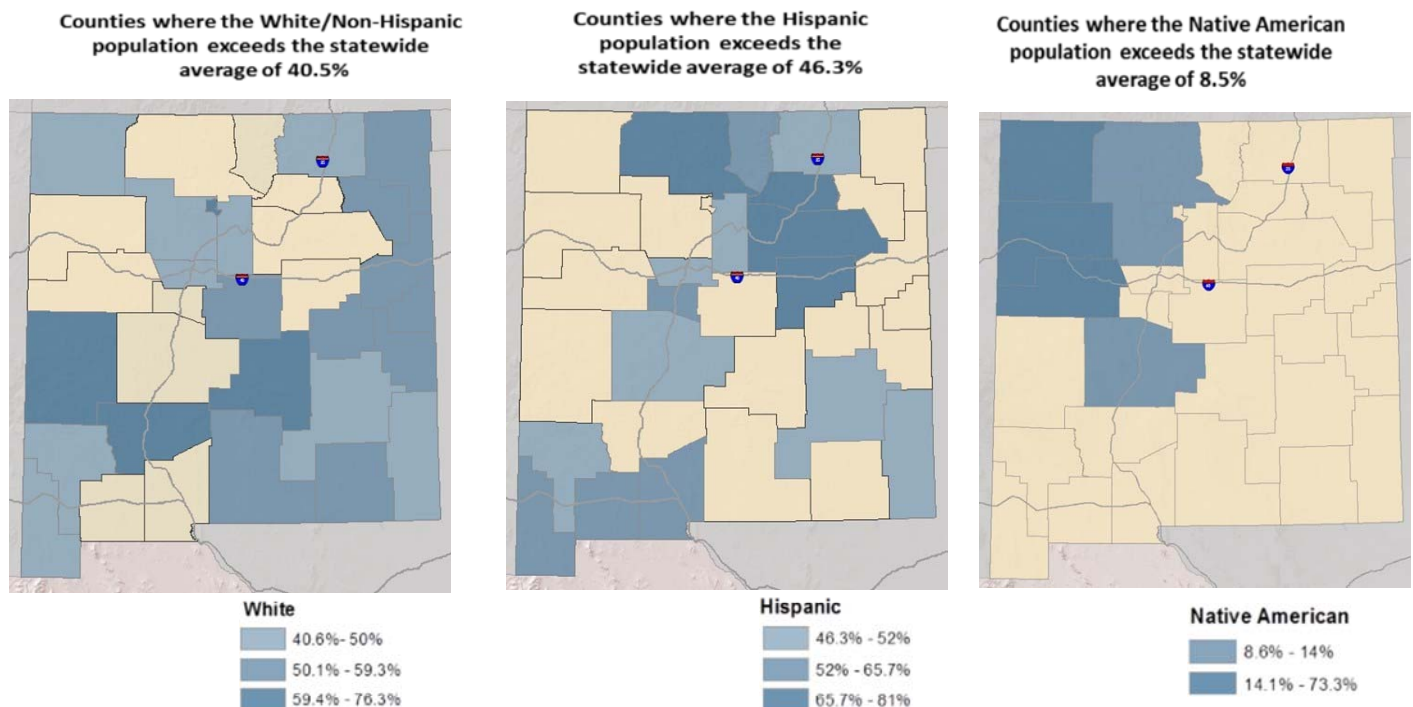
# The Demographics of New Mexico

The majority of New Mexico's population of 2,059,179 is located in a few counties. Even in those counties, however, New Mexico's families often live in sparsely populated rural areas. (*U.S. Census Bureau, 2010 Population Data*)



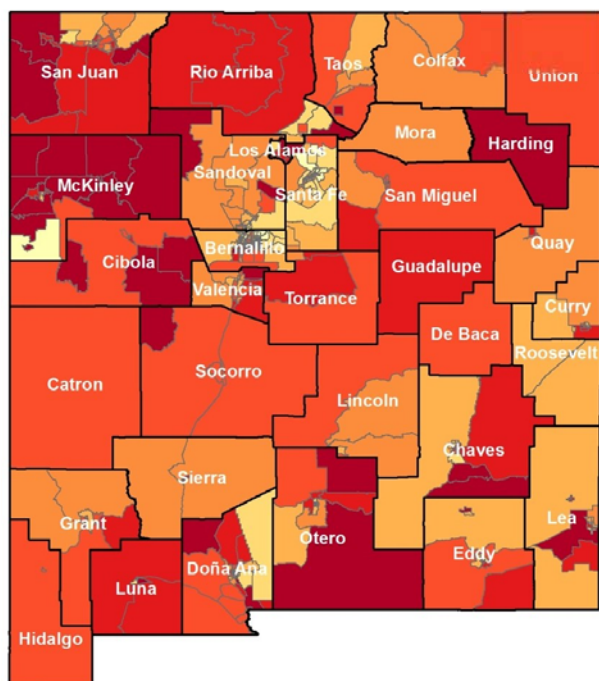
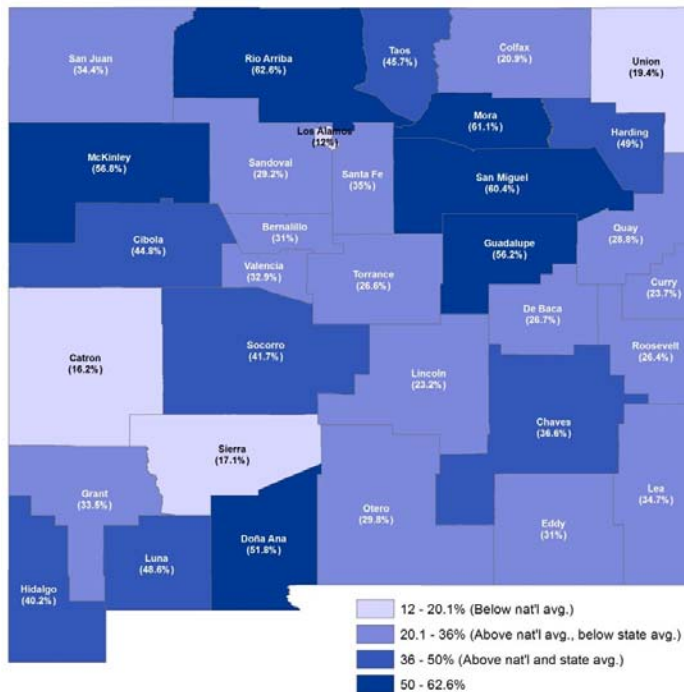
## Racial/Ethnic Distribution, By New Mexico Counties, 2007-2011

One of the country's first "majority-minority" states, New Mexico's diversity is among its strongest assets. The maps below show population concentrations of the state's largest racial/ethnic groups. (*U.S. Census 2010*)



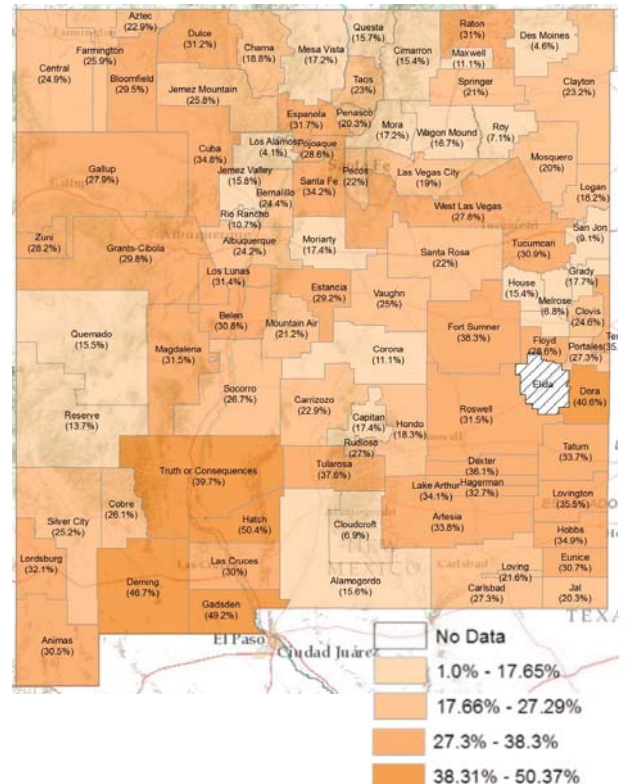
## New Mexicans Who Speak A Language Other Than English At Home, By County

New Mexico is also rich in the languages shared within its family households. 36% of New Mexico residents speak a language other than English at home, compared to 20.1% in the nation as a whole. (*U.S. Census, ACS 2006-2010 Five-Year Estimates*)



## Percentage of Birth Mothers Without A High School Diploma By New Mexico School District

Research has shown a link between parental education levels and child outcomes such as educational attainment and academic achievement. (New Mexico Birth Certificate Database, Department of Health.)



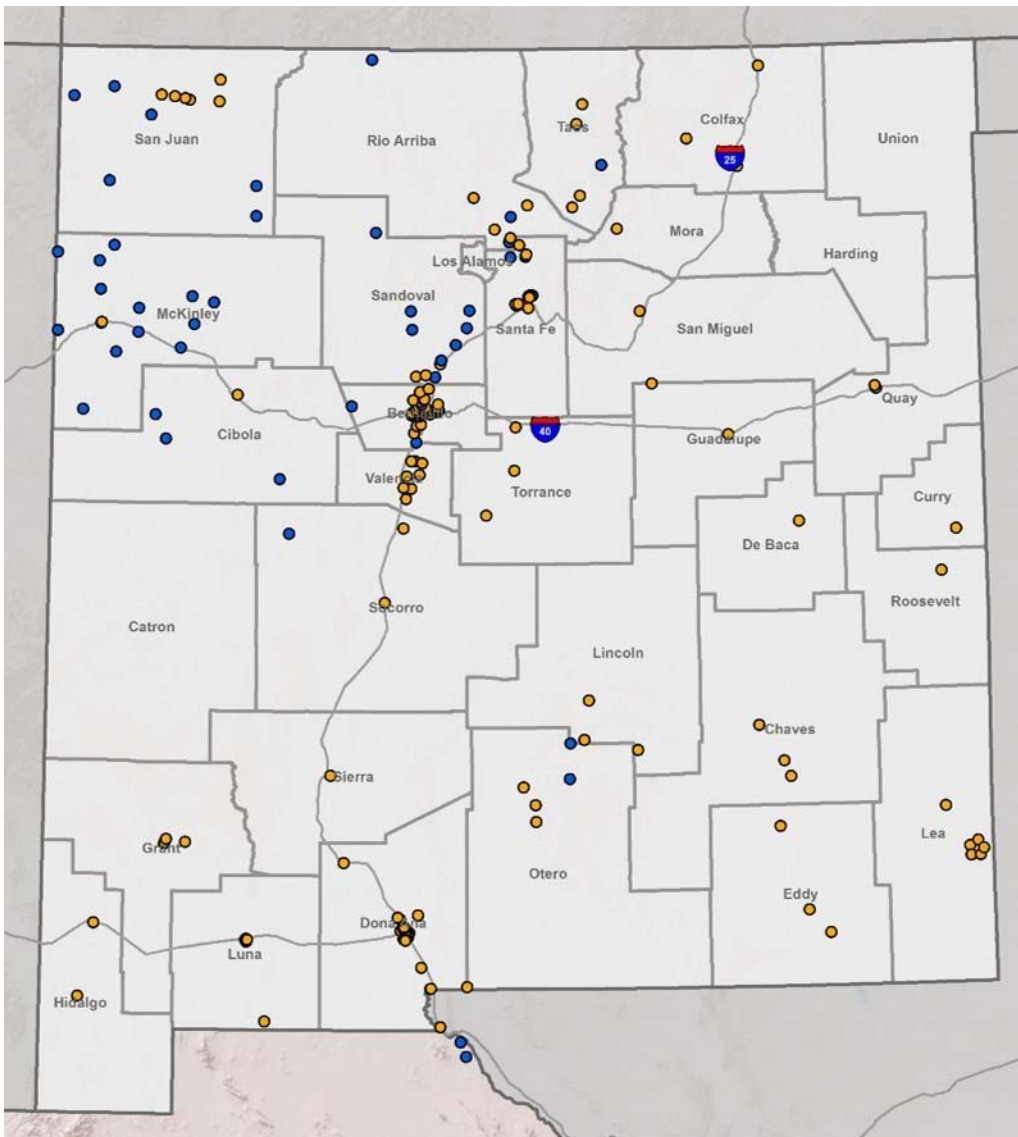
## Per Capita Income In New Mexico

Per capita income is a frequently-used way to measure a community's economic health. The per capita income in most of New Mexico's communities is below the state average of \$22,966 and the national average of \$27,334. (*U.S. Census SCS, 2006-2010 Five-Year Estimates*)





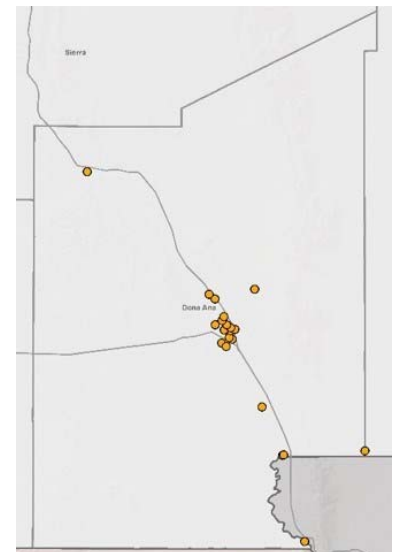
# The Landscape of Head Start in New Mexico



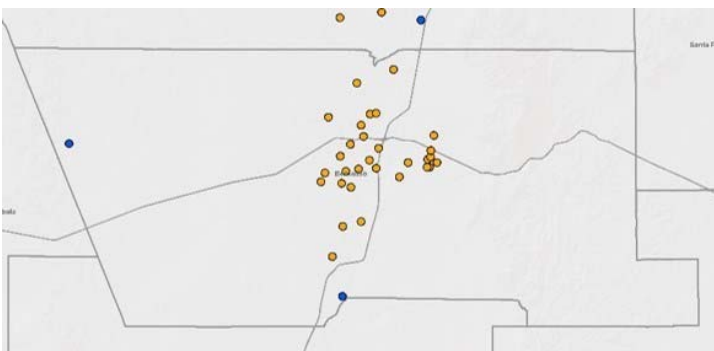
New Mexico has 16 regional Head Start and Early Start grantees, operating a total of 138 sites, and 4 home-based programs. Head Start and Early Head Start services are offered by 16 tribal grantees in New Mexico as well.

This map shows the location of all New Mexico's Head Start, Early Head Start, and American Indian and Alaska Native Head Start centers. *(See Appendix for a listing of all sites, with capacities.)*

Inset: Dona Ana County



Inset: Bernalillo County

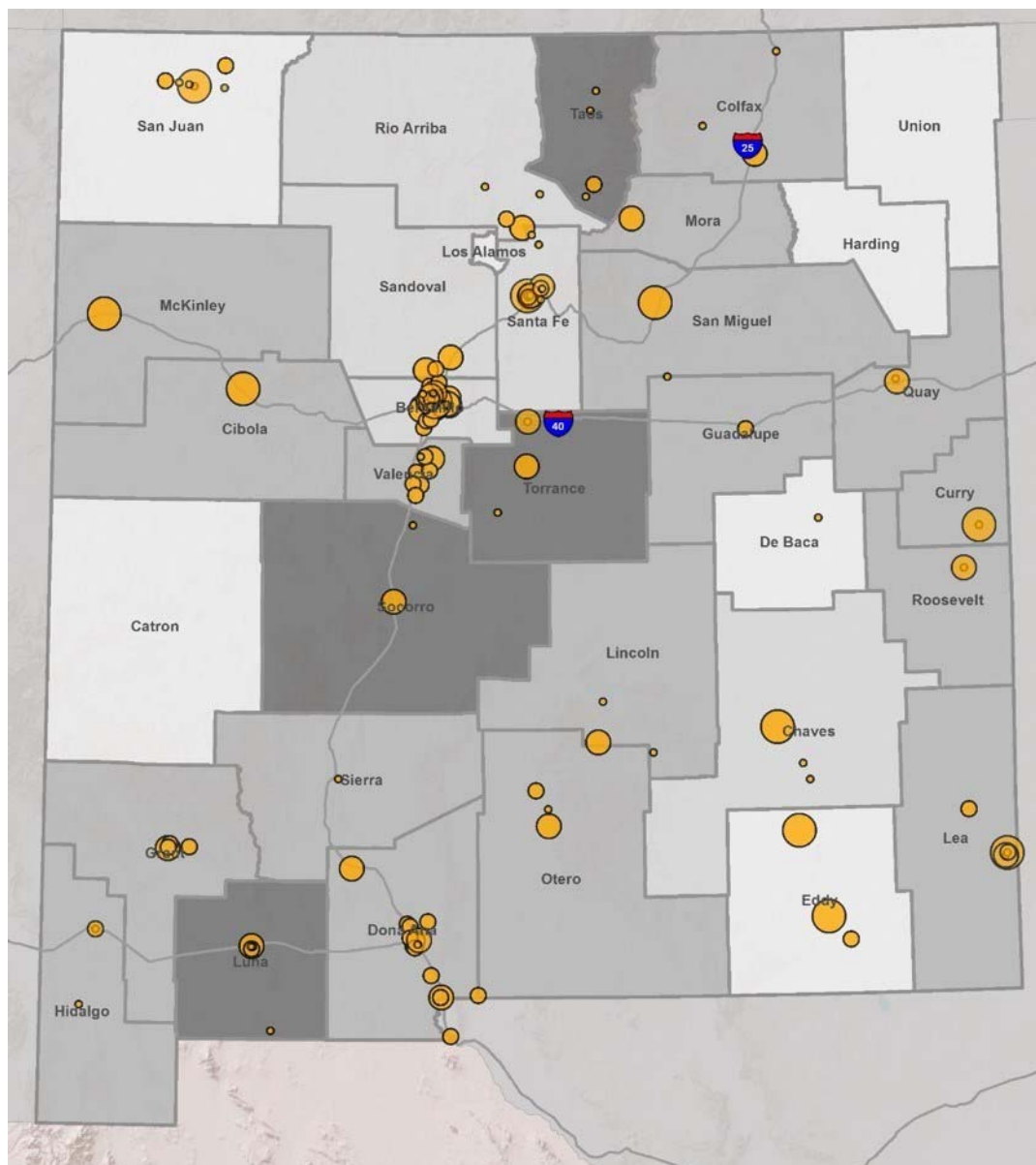


## Head Start Centers by Type

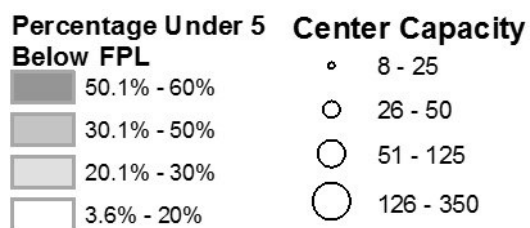
- American Indian and Alaska Native Head Start
- Head Start and Early Head Start



## Head Start/Early Head Start Center Capacity and Children Living in Poverty



Source: American Community Survey 2007-2011 5-year estimate.



This map shows the capacity of New Mexico's Head Start /Early Head Start Centers, with larger dots indicating capacity for more children. The dots are laid over a map showing the county-level percentages of children under 5 years old whose families live at or below the federal poverty level (FPL). This map is intended to show how availability of Head Start services matches up with concentrations of the children Head Start is intended to serve.

# Head Start and Early Head Start Grantees in New Mexico

15 of New Mexico's 16 Head Start and Early Head Start Grantees completed all or some of the 2014 needs assessment survey; Child & Family Services of Lea County did not respond to this year's survey.

Provider	County Served	FY14 Children Served
Child & Family Services of Lea County	Lea	302
	<b>TOTAL</b>	<b>302</b>
City of Albuquerque	Bernalillo	204
	<b>TOTAL</b>	<b>204</b>
Dona Ana County Head Start	Doña Ana	245
	<b>TOTAL</b>	<b>245</b>
Eastern Plains Community Action Association	Guadalupe	59
	Curry	168
	De Baca	15
	Roosevelt	108
	Quay	81
	<b>TOTAL</b>	<b>431</b>
El Grito Head Start	Grant	184
	<b>TOTAL</b>	<b>184</b>
HELP-New Mexico, Inc.	Otero	101
	Hidalgo	46
	Sierra	20
	Luna	140
	Doña Ana	74
	<b>TOTAL</b>	<b>381</b>
La Clinica de Familia	Doña Ana	24 Center 87 Home
	<b>TOTAL</b>	<b>111</b>
Las Cruces Public Schools Head Start	Doña Ana	413
	<b>TOTAL</b>	<b>413</b>
Mid-West NM Community Action Program	Valencia	313
	Cibola	203
	McKinley	197
	Socorro	111
	<b>TOTAL</b>	<b>824</b>
Mora/Colfax County Head Start	Colfax	112
	Mora	57
	<b>TOTAL</b>	<b>169</b>
NAPPR, Inc.	Bernalillo	72
	<b>TOTAL</b>	<b>72</b>
PMS Head Start	Santa Fe	546
	Sandoval	266
	San Juan	394
	Torrance	164
	<b>TOTAL</b>	<b>1370</b>
Region IX Head Start	Lincoln	115
	<b>TOTAL</b>	<b>115</b>
Southeast New Mexico Community Action Corporation	Eddy	505
	Chaves	373
	<b>TOTAL</b>	<b>878</b>
West Las Vegas Head Start	San Miguel	200
	<b>TOTAL</b>	<b>200</b>
YDI Head Start	Bernalillo	1136
	Rio Arriba	146
	Taos	188
	<b>TOTAL</b>	<b>1470</b>
<b>TOTALS</b>	<b>GRAND TOTAL</b>	<b>7,369</b>

## Tribal Head Start Grantees in New Mexico

The 16 Tribal Head Start and Early Head Start grantees operating programs in New Mexico in 2013-14 were invited to complete the 2014 Needs Assessment survey as well. However, as only four programs responded with complete or partial surveys this year, their responses were not included with this year’s needs assessment survey results.

Provider	Location
Alamo Early Childhood Center/Alamo Navajo School Board	Magdalena, NM
Eight Northern Indian Pueblos Council, Inc.	Ohkay Owingeh Pueblo, NM
Five Sandoval Indian Pueblos, Inc.	Bernalillo, NM
Haak'u Learning Center/Pueblo of Acoma	Acoma Pueblo, NM
Jicarilla Apache Early Head Start/Head Start	Dulce, NM
Mescalero Apache Head Start	Mescalero, NM
Pueblo of Isleta	Isleta, NM
Pueblo of Laguna	Laguna, NM
Pueblo of San Felipe	San Felipe Pueblo, NM
Pueblo of Zuni	Zuni, NM
Ramah Navajo School Board	Pine Hill, NM
San Juan Pueblo/Ohkay Owingeh	Ohkay Owingeh, NM
Santa Clara Pueblo	Espanola, NM
Santo Domingo Early Childhood Learning Center	Santa Domingo Pueblo, NM
Taos Pueblo	Taos, NM
Walatowa Head Start/Pueblo of Jemez	Jemez, NM

## About The Survey

A survey was administered by email to all New Mexico’s Head Start and Early Head Start grantees. Responses were gathered between Feb. 10 and March 5 of 2014. Of the 16 grantees who received the survey, 15 filled it out at least in part. Child and Family Services of Lea County did not respond.

In addition, City of Albuquerque Early Head Start dropped off less than halfway through the survey, meaning they answered the questions at the beginning of the survey but

then stopped. The number of responses for each survey question element ranged from 11 to 15 (some survey respondents filled out the survey from beginning to end, but left some isolated questions blank).

For more detail on the format of the survey, see next page (“How to Read This Report”). This same survey instrument was used in 2009 and 2012, allowing for multi-year comparisons of results (see page 9, “Change Over Time”).



## Survey Results: How to Read This Report

For each of 10 main areas of collaboration (listed in the tables below), respondents were asked the extent of their collaboration with a variety of entities within that broad area. For example, under the “health care” heading, respondents were asked about their level of collaboration with medical home providers and with agencies conducting mental health screenings. They were asked to rank their collaboration on a 4-point scale.

The four options on the scale were No Working Relationship (little/no contact), Cooperation (exchange information/referrals), Coordination (work together), and Collaboration (share resources/agreements). These

were assigned a numeric value, with No Working Relationship having a value of 1 and Collaboration having a value of 4.

A similar, but inverted, scale was used to rank the difficulty programs encountered in performing tasks associated with the 10 main activity areas. For example, under “health care,” respondents were asked the extent to which they had difficulty linking children to medical homes or getting children enrolled in Medicaid. Respondents ranked their difficulty on a 4-point scale, with options of Not at All Difficult (1), Somewhat Difficult (2), Difficult (3), and Extremely Difficult (4). Means were calculated to give an overall picture of

collaboration and difficulty for each of the 10 main areas.

It is important to note that throughout this report, the meaning of a larger or smaller mean varies depending on which type of question is being considered. On questions about the extent of collaboration, larger means are “good” and mean more collaboration is happening. On difficulty questions, smaller means are preferred and indicate that respondents encountered less difficulty.

Throughout this report, tables have been sorted to have “better” values at the top and less desirable values at the bottom, to make the inverted scale easier to read.

Area	Mean Extent of Collaboration
K-12 Alignment	3.33
Disabilities	3.15
Health Care	2.84
Professional Development	2.73
Publicly Funded Pre-K	2.62
Community Services	2.57
Family Literacy	2.44
Family/Child Assistance	2.28
Child Care	2.11
Homelessness	1.98

Area	Mean Difficulty
Disabilities	1.42
Family Literacy	1.51
Community Services	1.52
Health Care	1.53
Homelessness	1.58
K-12 Alignment	1.59
Professional Development	1.61
Family/Child Assistance	1.67
Publicly Funded Pre-K	1.99
Child Care	2.06

## The Big Picture

The tables above show the broadest view of the 2014 survey results. Both tables have been ranked with the “best” areas at the top, based on the nature of the 4-point scale being used.

It is important to look at the two tables in combination, because they measure two different dimensions of collaboration. For example, K-12

alignment appears to be an area of strong collaboration. It has the highest mean, indicating that most providers said they either collaborated or coordinated with K-12 LEAs. However, K-12 alignment is in the bottom half of the difficulty table, indicating that although Head Start programs work often with K-12 LEAs, they encounter difficulty in doing so.

Collaboration with services for children with disabilities, on the other hand, appears to be a true strength, ranking at or near the top of both lists. This means respondents reported strong collaboration with these services (that they share information or resources), and also that they had little difficulty collaborating in this area.

## Areas of Strength and Challenge

### Strengths:

- Services for Children with Disabilities
- Health Care

### Challenges:

- Family/Child Assistance
- Child Care

### Mixed (high collaboration, high difficulty):

- Publicly Funded Pre-K
- K-12 Alignment
- Professional Development

### Mixed (low collaboration, low difficulty):

- Family Literacy
- Community Services
- Services for Children Experiencing Homelessness

## Change Over Time

The tables to the right show how the means for the 10 collaboration areas have changed since March 2011, when respondents filled out the survey that was used for the most recent needs assessment survey, released in January 2012. Improvements are highlighted in red, to distinguish them from areas that lost ground or stayed the same.

In reading these tables, it is important to bear in mind that higher means are more desirable on the first table, while *lower* means are more desirable on the second. To make this simpler to read, the years have been inverted on the two tables.

Collaboration with services for children experiencing homelessness shows clear improvement, both in terms of depth of collaboration and ease of collaboration.

Conversely, collaboration with publicly funded pre-k has decreased substantially since the survey was last administered. And although the ease of collaboration with publicly funded pre-k has increased, the increase is among the smallest.

Area	Mean Extent of Collaboration March 2011	Mean Extent of Collaboration March 2014	Improvement Over Time
Homelessness	1.58	1.98	0.40
Health Care	2.5	2.84	0.34
Disabilities	2.85	3.15	0.30
Family Literacy	2.16	2.44	0.28
Professional Development	2.48	2.73	0.25
Community Services	2.4	2.57	0.17
Family/Child Assistance	2.18	2.28	0.10
K-12 Alignment	3.33	3.33	0.00
Child Care	2.14	2.11	-0.03
Publicly Funded Pre-K	2.75	2.62	-0.13

Area	Mean Difficulty March 2014	Mean Difficulty March 2011	Improvement Over Time
Homelessness	1.58	2.18	0.60
Family Literacy	1.51	1.97	0.46
Child Care	2.06	2.4	0.34
Professional Development	1.61	1.86	0.25
Community Services	1.52	1.7	0.18
Disabilities	1.42	1.51	0.09
Health Care	1.53	1.6	0.07
K-12 Alignment	1.59	1.61	0.02
Publicly Funded Pre-K	1.99	2.01	0.02
Family/Child Assistance	1.67	1.66	-0.01

## Survey Results: Health Care

Health care was ranked 3rd out of 10 main collaboration areas on extent of collaboration, and ranked 4th in ease of collaboration. This makes it an area of relative strength. Below is a more detailed table of how respondents answered questions about their collaborations related to health care.

	No Working Relationship (1)	Cooperation (2)	Coordination (3)	Collaboration (4)	Mean
Public health services	0%	27%	20%	53%	3.27
WIC (Women, Infants and Children)	0%	27%	27%	47%	3.20
Other nutrition services	7%	20%	27%	47%	3.13
Community Health Centers	0%	40%	7%	53%	3.13
Local agencies providing mental health prevention and treatment	0%	33%	27%	40%	3.07
Medical home providers	7%	33%	20%	40%	2.93
Dental home providers for treatment & care	0%	50%	7%	43%	2.93
Parent health education providers	7%	27%	40%	27%	2.87
Children's health education providers	7%	47%	13%	33%	2.73
Home-visiting providers	14%	43%	7%	36%	2.64
Agencies/programs that conduct mental health screenings	27%	27%	20%	27%	2.47
Programs/services related to children's physical fitness and obesity prevention	33%	27%	13%	27%	2.33
State agency(ies) providing mental health prevention and treatment services	20%	53%	13%	13%	2.20
Overall Mean					2.84

Respondents were asked: Please rate the extent of your involvement with each of the following service providers/organizations during the past 12 months. Check one rating for each. (Note: If you have different relationships with different providers/organizations in a category, check the option that best describes your relationship with most of them.) In this table, the different entities have been ranked from the largest to smallest

### Health Care Collaboration Successes (Open-Ended Survey Responses)

- We have close relationships with medical providers. They are willing to come to our centers to provide dental and physical exams.
- Our Grantee IS a local health care and dental providing agency and this makes connecting children without a medical or dental home much easier. We have MOU's with our own providers and provide free vouchers for first dentist visits when needed. We are also connected to many other local providers through our HAC and through coordination with our home visiting program.
- Our collaborations and health fairs seem to help in the community.
- Our relationship with New Mexico State University
- Collaboration with the Lion's Club for vision screening ---they are a tremendous asset to the program!
- Our program is supported by a good advisory committee.
- Visiting health care agencies strengthens and enhances rapport by establishing an understanding of Head Start medical and dental requirements. Head Start staff are bilingual which in turn fortifies the relationship between the parent, staff and agencies.
- We have the UNM CHILE Project that has been an asset to our program. It has helped educate our parents on healthy eating and helped our students with obesity issues.
- Our program is fortunate enough to have a partnership/contract with the University of New Mexico College of Nursing. They perform many duties that relate to compliance measures.
- Participation on HAC, and in groups like MCH
- Our School Base Health Care clinic service our children and staff. In addition, they provide behavior health services. This has been a wonderful service and partnership.



## Health Care: Difficulty

Respondents were asked: Please indicate the extent to which each of the following was difficult during the past 12 months. Select one rating for each item. For this table, a lower mean indicates a lower level of difficulty. Activities have been ranked from smallest to largest means, meaning less difficult activities are listed at the top.

	Not at all Dik - cult (1)	Somewhat Dik cult (2)	Dik cult (3)	Extremely Dik - cult (4)	Mean
Getting children enrolled in Medicaid or CHIP (Children's Health Insurance Program)	93%	7%	0%	0%	1.07
Linking children to medical homes	80%	20%	0%	0%	1.20
Partnering with oral health professionals on oral-health related issues	73%	20%	7%	0%	1.33
Partnering with medical professionals on health-related issues	67%	27%	0%	7%	1.47
Sharing data/information on children/families served jointly by Head Start and other agencies re: health care	53%	47%	0%	0%	1.47
Exchanging information on roles and resources with medical, dental and other providers/ organizations regarding health care	47%	53%	0%	0%	1.53
Assisting parents to communicate effectively with medical/dental providers	40%	60%	0%	0%	1.60
Getting full representation and active commitment on your Health Advisory Committee	40%	60%	0%	0%	1.60
Linking children to dental homes that serve young children	33%	53%	13%	0%	1.80
Arranging coordinated services for children with special health care needs	40%	47%	7%	7%	1.80
Assisting families to get transportation to appointments	20%	60%	20%	0%	2.00
Overall Mean					1.53

## Issues in Health Care Collaboration (Open-Ended Survey Responses)

- Need more Medicaid dental providers.
- We have a very limited number of pediatric dentists in our city. Children with really special health needs in our community are usually seen by specialists in Albuquerque (4 hours away) or El Paso (only 1 hours away - but in another state). It is difficult to coordinate effectively with these providers. Transportation can be difficult for families at times.
- Lead testing is a problem. Doctors are not completing them, or documenting why they are not. Families choosing not to immunize. They are requesting exceptions, not receiving them, and not getting the necessary immunizations.
- Parents keeping appointments is always a challenge.
- Hearing Screening --finding an appropriate screening instrument that staff can be trained on to administer locally at their centers.
- Getting parents to follow up with turning in records for Medical and Dental
- Our Head Start families' legal residential status sometimes hinders them from applying for health care.
- Our issues with services is getting our rural areas taken care of. We don't always get dental appointments with IHS done in a timely manner. It can take months to get dental care done. Another issue is parent cooperation with appointments. Appointments are made, but students don't show up or those appointments are cancelled.
- Resources for undocumented families
- Importance of follow up and completing treatment.
- The availability of dentists who accept Medicaid and serve children
- We serve rural communities - it is very difficult to get to specialist in Las Cruces or Albuquerque. Some families have different priorities than preventative health care. There are not a lot of dental or health care options in small towns which makes it difficult for some families.

# Survey Results: Services for Children Experiencing Homelessness

Services for children experiencing homelessness had the lowest levels of collaboration of all the 10 major areas. However, activities associated with serving homeless families ranked in the middle (5th of 10) in terms of difficulty. This could mean that programs don't often need to collaborate with programs that serve homeless families, perhaps because they don't serve many such families. It is encouraging that respondents report little or no difficulty when they do need to collaborate with these services.

	No Working Relationship (1)	Cooperation (2)	Coordination (3)	Collaboration (4)	Mean
Local housing agencies and planning groups	20%	47%	20%	13%	2.27
Local agencies serving families experiencing homelessness	13%	67%	7%	13%	2.20
Local McKinney-Vento liaison	53%	27%	0%	20%	1.87
Title I Director, if Title I funds are being used to support early care and education programs for children experiencing homelessness *	67%	13%	13%	7%	1.60
Overall Mean					1.98

Respondents were asked: Please rate the extent of your involvement with each of the following service providers/organizations during the past 12 months. Check one rating for each. (Note: If you have different relationships with different providers/organizations in a category, check the option that best describes your relationship with most of them.) In this table, the different entities have been ranked from the largest to smallest mean. A larger mean means higher levels of collaboration.

## Services for Families Experiencing Homelessness Collaboration Successes (Open-Ended Survey Responses)

- The community resources in our area have been helpful in assisting our families with referrals to other agencies.
- We have active MOU's with both Head Start providers in our city, one is part of the LEA. We work on committees with the Title 1 director of the LEA. We also work closely with the homeless shelter and the domestic violence shelter. We have provided staff development for them and presented our program to their staffs. They have done the same for our program.
- It is critical to build relationships and collaborative partnerships with all organizations/agencies that address the housing needs of children and families. We have begun an outstanding collaborative in Luna County (Deming and Columbus) with Title 1 and she will be assisting us in building relationships in other areas.
- If a family is expressing housing needs, we refer then to HUD or other local agencies.
- Head Start works directly under the LEA which has its own component called Project Link Homeless Program.
- Staff attended a workshop sponsored by PED several years ago on the McKinney-Vento Act. This was very helpful in understanding the Act. We have since made changes to our enrollment process and understand how to classify families as homeless.

## Services for Children Experiencing Homelessness: Difficulty

Respondents were asked: Please indicate the extent to which each of the following was difficult during the past 12 months. Select one rating for each item. For this table, a lower mean indicates a lower level of difficulty. Activities have been ranked from smallest to largest means, meaning less difficult activities are at the top.

	Not At All Difficult (1)	Somewhat Difficult (2)	Difficult (3)	Extremely Difficult (4)	Mean
Implementing policies and procedures to ensure that children experiencing homelessness are identified and prioritized for enrollment	93%	7%	0%	0%	1.07
Allowing families of children experiencing homelessness to apply to, enroll in and attend Head Start while required documents are obtained within a reasonable time frame	80%	13%	7%	0%	1.27
Obtaining sufficient data on the needs of homeless children to inform the program's annual community assessment	67%	20%	13%	0%	1.47
Aligning Head Start program definition of homelessness with McKinney-Vento Homeless Assistance Act	73%	7%	13%	7%	1.53
Entering into an MOU with the appropriate local entity responsible for managing publicly funded preschool that includes a plan to coordinate selection priorities for eligible children, including children experiencing homelessness	57%	21%	7%	14%	1.79
Engaging community partners, including the local McKinney-Vento Liaison, in conducting staff cross training and planning activities	53%	7%	33%	7%	1.93
In coordination with LEA, developing and implementing family outreach and support efforts under McKinney-Vento and transition planning for children experiencing homelessness	43%	29%	14%	14%	2.00
Overall Mean					1.58



### Most Improved

Collaboration with services for children experiencing homelessness improved more than any other domain in the three years since the survey was last administered. This is particularly noteworthy since it improved on both dimensions of the survey, meaning Head Start programs collaborated more deeply with the entities providing these services, and faced less difficulty in doing so.

## Issues in Collaborating with Services for Children Experiencing Homelessness (Open-Ended Survey Responses)

- Rental in this area is extremely difficult due to the high cost which cause a hardship on our families.
- Our service area is embedded within seven (7) school districts in the five counties we have sites. Out of these seven districts we have one LEA that works hand in hand with us to better serve homeless families enrolled in the program.
- Although, Section 8 is available in our community, housing is limited.
- Identifying families is our first challenge. Communication and continuing communication with families is always a challenge.
- We do not offer transportation at this time, therefore it has been difficult to have homeless children come to school or stay in school.



## Survey Results: Family/Child Assistance

Family/child assistance was ranked 8th of the 10 collaboration areas on both dimensions of the survey. This makes it an area of relative weakness, and means that not only did survey respondents report having minimal collaboration with family and child assistance programs, but they also face difficulties when they attempt collaborative activities.

	No Working Relationship (1)	Cooperation (2)	Coordination (3)	Collaboration (4)	Mean
Services and networks supporting foster and adoptive families	7%	43%	29%	21%	2.64
Employment & Training and Labor services agencies	7%	47%	27%	20%	2.60
Child Welfare agency	0%	53%	33%	13%	2.60
TANF (Temporary Assistance for Needy Families) agency	13%	40%	27%	20%	2.53
Economic and Community Development Councils	33%	47%	13%	7%	1.93
Children's Trust agency	79%	14%	0%	7%	1.36
Overall Mean					2.28

Respondents were asked: Please rate the extent of your involvement with each of the following service providers/organizations during the past 12 months. Check one rating for each. (Note: If you have different relationships with different providers/organizations in a category, check the option that best describes your relationship with most of them.) In this table, the different entities have been ranked from the largest to smallest mean. A larger mean means higher levels of collaboration.

### Family/Child Assistance Collaboration Successes (Open-Ended Survey Responses)

- The income support offices in our communities are helpful in helping our families.
- We have provided home visiting services to a number of families that CYFD identified as "at risk" and have developed some successful relationships between staff members. This has created some trust from CYFD in our program. We have enrolled children in foster care and supported CYFD's efforts, working collaboratively through the reunification process where children are transitioned back into the homes of their biological families.
- The one thing that is working well for our program is that we have established categorically eligibility which includes families receiving TANF.
- The Parent Hand Book provides our families with information about local agencies. We invite all the agencies to our annual parent night.
- Head Start employs Parent Engagement Assistants which serve as liaisons in helping our families get connected to the agencies.
- Communication between agencies is helpful. Sharing information and resources is great.
- Our Home Education Program (Home Visitors) provide many resources to our families for these type of needs. It is also followed up when the family receives a center base placement.
- We work well with CYFD and believe it is a coordinated effort to work with families that are reported for abuse or neglect.

## Family/Child Assistance: Difficulty

Respondents were asked: Please indicate the extent to which each of the following was difficult during the past 12 months. Select one rating for each item. For this table, a lower mean indicates a lower level of difficulty. Activities have been ranked from smallest to largest means, meaning less difficult activities are at the top.

	Not At All Difficult (1)	Somewhat Difficult (2)	Difficult (3)	Extremely Difficult (4)	Mean
Implementing policies and procedures to ensure that children in the child welfare system are prioritized for enrollment	100%	0%	0%	0%	1.00
Establishing and implementing local interagency partnerships agreements	67%	20%	13%	0%	1.47
Facilitating shared training and technical assistance opportunities	53%	33%	13%	0%	1.60
Obtaining information and data for community assessment and planning	47%	40%	13%	0%	1.67
Working together to target recruitment to families receiving TANF, Employment and Training, and related support services	47%	40%	13%	0%	1.67
Exchanging information on roles & resources with other service providers regarding family/child assistance services	47%	33%	13%	7%	1.80
Getting involved in state level planning and policy development	14%	29%	50%	7%	2.50
Overall Mean					1.67

**Change over time:** Family/Child Assistance services is the only domain in which programs reported more difficulty in 2014 than they reported in 2011. The difference is so slight (0.01), however, that it may not have any significance. This domain did show a slight improvement (0.1) on the questions about extent of collaboration. But given this area's overall showing as an area of weakness rather than strength, the fact that it is not showing significant improvement and is actually losing ground on one dimension may be cause for concern and future focus.

## Issues in Family/Child Assistance Collaboration (Open-Ended Survey Responses)

- I have a relationship with the County Office Manager at our local CYFD, but we have not formalized an MOU despite my efforts. We have each provided training for one another's staffs - but we haven't SHARED training. It is difficult to be involved at the policy level as most activities occur in Albuquerque (4 hours away). I am involved via internet and through our New Mexico Head Start Assoc.
- Not too receptive to working collaboratively to better serve children and families.
- Las Cruces is a border community and is faced with many issues such as, immigration, single parents, foster parents and high pregnancy which leads to families needing additional assistance.
- Funding for programs is an issue.
- Finding new resources for families is challenging.
- It has been very difficult to get returned phone calls from the local ISD office. The close working relationship has decreased over the years. We don't really know why - staff turn over, confidentiality, etc.. ?

## Survey Results: Child Care

Child Care was ranked 9th of the 10 collaboration areas on extent of collaboration, and was ranked last in ease of collaboration. This makes it the weakest area surveyed, and means that not only did survey respondents report having minimal collaboration with child care programs, but they also reportedly face difficulties when they attempt collaborative activities.

	No Working Relationship (1)	Cooperation (2)	Coordination (3)	Collaboration (4)	Mean
Higher education programs/services/ resources related to child care	29%	21%	21%	29%	2.50
Child Care Resource & Referral agencies	14%	43%	43%	0%	2.29
State agency for Child Care	29%	36%	21%	14%	2.21
Local child care programs for full-year, full- day services	29%	64%	0%	7%	1.86
State or regional policy/planning committees that address child care issues	50%	29%	21%	0%	1.71
Overall Mean					2.11

Respondents were asked: Please rate the extent of your involvement with each of the following service providers/organizations during the past 12 months. Check one rating for each. (Note: If you have different relationships with different providers/organizations in a category, check the option that best describes your relationship with most of them.) In this table, the different entities have been ranked from the largest to smallest mean. A larger mean means higher levels of collaboration.

### Child Care Collaboration Successes (Open-Ended Survey Responses)

- Many local agencies participated in our NM Early Learning Guidelines Cohort training series so we made some good connections there.
- We are aware of some of childcare programs available and can make referrals when necessary.
- Collaborating with parents, schools, and child care providers to provide transportation and after-school program care.
- Good collaborations between Head Start and Local DD programs to ensure services for children with disabilities.
- Head Start belongs to the Partnerships in Early Childhood Education (PIECE) group that brings all early childhood programs together to plan events and share information. This has been a positive group that brings us together to strengthen Early Childhood services in Lincoln County, rather than divide us.



## Child Care: Difficulty

Respondents were asked: Please indicate the extent to which each of the following was difficult during the past 12 months. Select one rating for each item. For this table, a lower mean indicates a lower level of difficulty. Activities have been ranked from smallest to largest means, meaning less difficult activities are at the top.

	Not At All Difficult (1)	Somewhat Difficult (2)	Difficult (3)	Extremely Difficult (4)	Mean
Exchanging information on roles and resources with other providers/ organizations regarding child care and community needs assessment	29%	57%	7%	7%	1.93
Sharing data/information on children that are jointly served (assessments, outcomes, etc.)	36%	36%	21%	7%	2.00
Establishing linkages/partnerships with child care providers	29%	43%	21%	7%	2.07
Assisting families to access full-day, full year services	31%	46%	8%	15%	2.08
Aligning policies and practices with other service providers	8%	69%	15%	8%	2.23
Overall Mean					2.06

**Change over time:** Child care is one of two domains in which programs reported less collaboration in 2014 than they reported in 2011. The difference is slight (0.03), however, and may not have much significance. This domain did show significant improvement (0.34) in terms of difficulty of collaboration, showing the third-highest improvement. This is cause for cautious optimism, given the child care domain's overall position as an area of weakness rather than strength. The trend data indicate that programs are not collaborating more with child care providers than they did in 2011, and are potentially collaborating less, but are facing substantially less difficulty when they do collaborate.

## Issues in Child Care Collaboration (Open-Ended Survey Responses)

- Community Providers are reluctant to enroll our children for wrap around services unless they qualify for full day care.
- Part time childcare is not always available in our area.
- Parents may not have access to funds, transportation/gas to get the child to and from child care.
- collaborating with child care - some see this as an attempt to lure their clients away from their services.
- Not a lot of our families access child care subsidies. I am not sure why access to this service has been such an issue for our families.

## Survey Results: Family Literacy Services

Family literacy services were ranked 7th of the 10 collaboration areas in terms of the extent of collaboration, but ranked 2nd in terms of ease. Similar to the rankings for homelessness, this should be interpreted thoughtfully, and may or may not indicate an area of challenge. This could mean that Head Start programs don't feel a strong need to share resources and agreements with family literacy services (which is how the survey defines collaboration) but feel it is more appropriate to cooperate (exchange info/referrals) or coordinate (work together) with family literacy services. What does seem fairly clear is the programs encounter very little difficulty performing activities related to collaborating with family literacy services.

	No Working Relationship (1)	Cooperation (2)	Coordination (3)	Collaboration (4)	Mean
Public libraries	14%	7%	29%	50%	3.14
Public/private sources that provide book donations or funding for books	14%	14%	21%	50%	3.07
Services to promote parent/child literacy interactions	0%	46%	8%	46%	3.00
Higher education programs/services/ resources related to family literacy	21%	14%	36%	29%	2.71
Adult Education	0%	54%	31%	15%	2.62
School libraries	21%	21%	36%	21%	2.57
Parent education programs/services	8%	46%	31%	15%	2.54
Museums	21%	29%	29%	21%	2.50
Reading Readiness programs	38%	23%	8%	31%	2.31
Providers of services for children and families who are English language learners (ELL)	29%	36%	14%	21%	2.29
Employment and Training programs	15%	54%	23%	8%	2.23
English Language Learner programs & services	15%	54%	23%	8%	2.23
Dept. of Education's Family Literacy program (Title I, Part A)	83%	0%	0%	17%	1.50
Even Start (Family Literacy Program)	79%	0%	14%	7%	1.50
Overall Mean					2.44

Respondents were asked: Please rate the extent of your involvement with each of the following service providers/organizations during the past 12 months. Check one rating for each. (Note: If you have different relationships with different providers/organizations in a category, check the option that best describes your relationship with most of them.) In this table, the different entities have been ranked from the largest to smallest mean. A larger mean means higher levels of collaboration.

### Issues in Family Literacy Services Collaboration (Open-Ended Survey Responses)

- We are a small community, one library and one small university (must be registered for most services).
- Establishing partnerships with local programs in our community that provide family literacy services as well as maintaining them. Engaging families in these programs on a long term. Mostly parents go once or twice and they stop attending.
- Our programs are pretty rural and some do not have the literacy resources listed above.
- Some of our outlying communities have limited access to the library. We do the best our best to promote family literacy in other ways.

## Family Literacy Services: Difficulty

Respondents were asked: Please indicate the extent to which each of the following was difficult during the past 12 months. Select one rating for each item. For this table, a lower mean indicates a lower level of difficulty. Activities have been ranked from smallest to largest means, meaning less difficult activities are at the top.

	Not At All Difficult (1)	Somewhat Difficult (2)	Difficult (3)	Extremely Difficult (4)	Mean
Incorporating family literacy into your program policies and practices	79%	21%	0%	0%	1.21
Educating others (e.g., parents, the community) about the importance of family literacy	50%	50%	0%	0%	1.50
Establishing linkages/partnerships with key literacy providers	50%	50%	0%	0%	1.50
Establishing linkages/partnerships with key local level organizations/programs (other than libraries)	43%	57%	0%	0%	1.57
Exchanging information with other providers/organizations regarding roles and resources related to family literacy	57%	29%	14%	0%	1.57
Recruiting families to Family Literacy Services	29%	71%	0%	0%	1.71
Overall Mean					1.51

## Family Literacy Services Collaboration Successes (Open-Ended Survey Responses)

- We provide family night to encourage literacy for our Head Start families.
- In two of our counties (Luna and Doña Ana) we have an established collaborative with the School Readiness Foundation and they engage our families in preparing their children for kindergarten!
- Private Non-profit, Literacy Link Leamos, provides services for families - tutoring, free books for adults and kids. This group has their volunteers schedule to our children in all our classrooms.
- Head Start participates with the District's literacy events.
- Having a resource file readily available for the parents when they come and ask for assistance. I think that this ensures parents that we are prepared and ready to assist them in any way possible .
- Partnering with Civic groups like Kiwanis or Lions Clubs
- We have an outside agency who has taken Head Start under their wing. They have written a family literacy grant for the program and provide a monthly newsletter, training for staff, evening family literacy activities, and some support in the classroom. We have agreements with local libraries and have received training from the library so we can support our families.
- We don't have any relationship with the libraries of our LEA, but our Center is located on the NMSU campus and we help support a children's library there. Our children in the center go to the library weekly. We coordinate activities at our local city library and receive in-kind in the form of free space for socialization activities and trainings. We also coordinate with our local used book store (HUGE w/ 2 locations) and we collect all kinds of books that we then turn into credit for our families to get free books. The book store now saves all board books and good children's books so that we get first pick and our parents can then select the books they want for their children. We've put books into the hands of EVERY child in our program AND have now opened our "Book Box" to other agencies serving children as the program has become so successful!

## Survey Results: Services for Children with Disabilities

Services for children with disabilities ranked 2nd of the 10 domains in extent of collaboration, and ranked first in terms of ease of collaboration. This gives it one of the best overall rankings, and means that Head Start programs are collaborating in meaningful ways with services for children with disabilities, and are not encountering barriers to doing so.

	No Working Relationship (1)	Cooperation (2)	Coordination (3)	Collaboration (4)	Mean
Local providers for IDEA Part C	0%	8%	0%	92%	3.85
Local providers (LEA) for IDEA Part B/619	0%	14%	14%	71%	3.57
State Lead Agency for IDEA Part C (to serve children 0-3 with disabilities)	8%	0%	31%	62%	3.46
State-funded programs for children with disabilities and their families	0%	15%	31%	54%	3.38
Non-Head Start councils, committees or work groups that address policy/program issues regarding children with disabilities	0%	31%	31%	38%	3.08
State Lead Agency for IDEA Part B/619 (to serve children 3 through 5)	14%	21%	14%	50%	3.00
State Education Agency—other programs/services (Section 504, special projects re: children with disabilities, etc.)	14%	14%	43%	29%	2.86
Federally funded programs for families of children with disabilities	7%	43%	29%	21%	2.64
University/community college programs/services related to children with disabilities	14%	36%	36%	14%	2.50
Overall Mean					3.15

Respondents were asked: Please rate the extent of your involvement with each of the following service providers/organizations during the past 12 months. Check one rating for each. (Note: If you have different relationships with different providers/organizations in a category, check the option that best describes your relationship with most of them.) In this table, the different entities have been ranked from the largest to smallest

### Successes in Collaborating with Services for Children with Disabilities (Open-Ended Survey Responses)

- Excellent relationship with Part B & C entities. Building positive relationship.
- We are members of a Transition Coordination Team that includes EHS and HS, LEA, Part C providers and the School for Blind/Visually Impaired and School for the Deaf. We also have separate MOU's with each Part C provider.
- The State Transition Teams are an essential piece for bringing us together for children and families with disabilities.
- Open communications with LEA's. Follow ups once referrals are made.
- Existence of MOUs with key staff within the SPED department.
- We have an excellent relationship and written agreement with our local LEAs to provide services to children with disabilities. The best advice is to develop relationships with local LEAs. Highlight the benefits. It really comes down to administration being on the same page. We are fortunate to have a history of strong partnerships with our school districts. It is difficult to establish and to maintain.
- Good relationship with Part B & C entities. We meet twice a year to discuss issue and anything that is or is not working.



## Services for Children with Disabilities: Difficulty

Respondents were asked: Please indicate the extent to which each of the following was difficult during the past 12 months. Select one rating for each item. For this table, a lower mean indicates a lower level of difficulty. Activities have been ranked from smallest to largest means, meaning less difficult activities are at the top.

	Not At All Difficult (1)	Somewhat Difficult (2)	Difficult (3)	Extremely Difficult (4)	Mean
Having staff attend IEP or IFSP meetings	79%	21%	0%	0%	1.21
Coordinating services with Part C providers	77%	23%	0%	0%	1.23
Exchanging information on roles and resources with other providers/ organizations regarding services for children with disabilities and their families	64%	36%	0%	0%	1.36
Coordinating services with Part B/619 providers (LEA)	64%	29%	0%	7%	1.50
Sharing data/information on jointly served children (assessments, out- comes, etc.)	64%	29%	0%	7%	1.50
Obtaining timely evaluations of children	36%	57%	7%	0%	1.71
Overall Mean					1.42

## Issues in Collaboration with Services for Children with Disabilities (Open-Ended Survey Responses)

- Getting copies of IFSP's in a timely manner can be a challenge. Once services are in place we coordinate services extremely well.
- This varies greatly by school district.
- Parents signing the paper work at the LEA is troublesome.
- In some districts the timely evalua-
- tions continue to be a problem.
- Children's evaluation are not all ways timely.
- Obtaining timely evaluations of children is a result of lack of pertinent staff, such as; bilingual speech language pathologists within LEA.
- Coordinating with 5 different LEA's
- as each one has their own way of completing the Identification, evaluation and servicing children with disabilities.
- Internal systems of communication need minor changes, other than that our services are solid.

## Survey Results: Community Services

Community Services ranked 6th of the 10 domains in extent of collaboration, and ranked 3rd in ease of collaboration. While the extent of collaboration is in the bottom half of the rankings, this may not be cause for concern. Head Start providers may have limited need to collaborate with law enforcement and emergency services, for example. It is encouraging, and potentially more important, that programs report very little difficulty carrying out activities related to collaborating with community services.

	No Working Relationship (1)	Cooperation (2)	Coordination (3)	Collaboration (4)	Mean
Providers of child abuse prevention/treatment services	0%	21%	57%	21%	3.00
Law Enforcement	14%	14%	50%	21%	2.79
Providers of domestic violence prevention/treatment services	7%	36%	43%	14%	2.64
Providers of emergency services	15%	46%	23%	15%	2.38
Providers of substance abuse prevention/treatment services	8%	62%	23%	8%	2.31
Private resources geared toward prevention/intervention	29%	36%	14%	21%	2.29
Overall Mean					2.57

Respondents were asked: Please rate the extent of your involvement with each of the following service providers/organizations during the past 12 months. Check one rating for each. (Note: If you have different relationships with different providers/organizations in a category, check the option that best describes your relationship with most of them.) In this table, the different entities have been ranked from the largest to smallest mean. A larger mean means higher levels of collaboration.

### Successes in Collaborating with Community Services (Open-Ended Survey Responses)

- We are located on the NMSU campus. The Campus Police Dept. and Fire Dept. are both very effective and we work really well with them.
- Parent Hand Book provides information about the local agencies.
- Our community is well aware of the
- Head Start program and have a good understanding of the population we serve, therefore; we have numerous resources that provide items such as clothing, food, free vision screenings, and holiday gifts.
- One district is very helpful in providing information for school readiness. Some other local agencies are able to provide us with data and others not. Good communication with community agencies and a willingness to work with them is always helpful.

## Community Services: Difficulty

Respondents were asked: Please indicate the extent to which each of the following was difficult during the past 12 months. Select one rating for each item. For this table, a lower mean indicates a lower level of difficulty. Activities have been ranked from smallest to largest means, meaning less difficult activities are at the top.

	Not At All Difficult (1)	Somewhat Difficult (2)	Difficult (3)	Extremely Difficult (4)	Mean
Partnering with service providers on outreach activities for eligible families	79%	21%	0%	0%	1.21
Establishing linkages/partnerships with law enforcement agencies	64%	36%	0%	0%	1.36
Obtaining in-kind community services for the children/families in your program	64%	29%	0%	7%	1.50
Exchanging information on roles and resources with other providers/ organizations regarding community services	50%	50%	0%	0%	1.50
Establishing linkages/partnerships with private resources (e.g., faith-based, foundations, business) regarding prevention/treatment services	50%	36%	14%	0%	1.64
Sharing data/information on children/families served jointly by Head Start and other agencies re: prevention/treatment services	43%	50%	7%	0%	1.64
Establishing linkages/partnerships with public resources (tribal, county, city, state, etc.) regarding prevention/treatment services	43%	36%	21%	0%	1.79
Overall Mean					1.52

## Issues in Community Services Collaboration (Open-Ended Survey Responses)

- Establishing partnerships with tribal, county, and state services can take a very long time.
- Service providers shut down operations in some of our service area and we had a period of time where we had no place to send families. re: behavior health state wide issues this year
- The schools are the largest community partner. Some districts are more cooperative than others.

# Survey Results: Publicly Funded Pre-K Partnership Development

Publicly Funded Pre-K is a unique domain, and one that deserves particular attention. It is ranked 5th of 10 for extent of collaboration, and 9th for ease of collaboration (indicating that programs reported having a very difficult time with activities related to collaboration). This means programs are working with publicly funded pre-k, but are having a hard time doing so. It is important to note that the mean for this domain is based on program responses to just one entity (see below), while most other domain averages are based on Head Start programs' relationships to a variety of entities. It is concerning that despite a mandate to work together (an MOU is required), Head Start programs report such a high level of difficulty working with publicly funded pre-k programs. It is also worth noting, however, that the pre-k question was phrased differently than the other difficulty questions in the survey, in that it directly referenced the required MOU. See opposite page.

	No Working Relationship (1)	Cooperation (2)	Coordination (3)	Collaboration (4)	Mean
A. In your Head Start service area, the appropriate local entity responsible for managing publicly funded preschool programs with whom you are to develop a Memorandum of Understanding (MOU) regarding Pre-K services.	31%	15%	15%	38%	2.62
Overall Mean					2.62

Respondents were asked: Please rate the extent of your involvement with the following service providers/organizations during the past 12 months. Check one rating for this provider/organization.

**Reading these tables:** It is important to note that the pre-k questions are the only questions in the survey that are asked on a 5-point scale. For these two questions, respondents were given the option of “No provider in my service area” for the extent of collaboration question, and “Not applicable” for the difficulty question. For every other question in the survey, respondents were not given these options, and were prompted to chose the most applicable response.

For the extent of collaboration table (above) the “No provider in my service area” option has been left out entirely, because none of the respondents selected it. It has been included in the difficulty table (opposite page). HOWEVER, in both cases, responses have been converted to a 1-4 scale to make the means comparable to all other means presented in the report. In the case of the difficulty table, this means the “N/A” responses, although they are presented in the table as percentages, have been entirely excluded from the mean.

## Successes in Collaborating with Publicly Funded Pre-K (Open-Ended Survey Responses)

- We collaborate on school readiness goals and issues. We attend SOME mutual trainings when our needs coincide.
  - The program will initiate a School Readiness Forum and invite stakeholders from the public schools to begin to discuss how we can better
- work together.

  - There is a ray of hope because we now have new superintendents in the two school districts we serve.
  - The LEA has developed an early childhood initiative called " Early Childhood Taskforce Committee", such as the alignment of the curricu-
- lum, assessments, and professional development trainings.

  - The PIECE committee brings all of us together on a monthly basis to share resources and plan events.
  - For the most part the relationship and partnerships are working.



## Publicly Funded Pre-K: Difficulty

Respondents were asked: Head Start programs are required to have an MOU with publicly-funded Pre-K programs (if there is such a provider in their service area). The MOU must include a review of, and plans to coordinate, as appropriate, 10 areas/activities, as listed below. For each of the following items, please rate the level of difficulty you have had in the past, or expect to have as you coordinate these activities with publicly-funded Pre-K programs. Select one rating for each item. For this table, a lower mean indicates a lower level of difficulty. Activities have been ranked from smallest to largest means, meaning less difficult activities are at the top.

Area	N/A	Not At All Dik cult	Somewhat Dik cult	Extremely Dik cult	Mean	
Information, dissemination and access for families contacting Head Start or other preschool program	15%	54%	8%	23%	0%	1.64
Selection priorities for eligible children served	17%	42%	25%	17%	0%	1.7
Communications and parent outreach for transition to kindergarten	15%	38%	31%	15%	0%	1.73
Educational activities, curricular objectives and instruction	15%	38%	23%	15%	8%	1.91
Provision and use of facilities, transportation, etc.	15%	31%	31%	23%	0%	1.91
Service areas	31%	31%	8%	31%	0%	2
Other elements mutually agreed to by the parties to the MOU	23%	23%	31%	23%	0%	2
Staff training, including opportunities for joint staff training	23%	8%	38%	31%	0%	2.3
Program technical assistance	23%	15%	23%	38%	0%	2.3
Provision of services to meet needs of working parents, as applicable	15%	8%	38%	31%	8%	2.45
Overall Mean						1.99

**Change Over Time:** Publicly funded pre-k is the only area that saw one of its means substantially worsen between 2011 and 2014. The extent to which Head Start programs collaborate with publicly funded pre-k dropped by 0.13, meaning programs are collaborating less than they were three years ago. Head Start programs reported slightly less difficulty (0.02) than they did in 2011, which is an improvement. However, considering publicly funded pre-k collaboration ranks among the most difficult of all the domains (9th of 10), and the importance of such partnerships, that rate of improvement may not be sufficient.

## Issues in Publicly Funded Pre-K Collaboration (Open-Ended Survey Responses)

- We are an EARLY Head Start agency. We have an active MOU with the Head Start providers in our area and with NMSU who has a School for Young Children and a Pre K program. The problem isn't our collaboration - it's that the priority is for 4 year olds and our children transition at 3. There are few slots for 3 year olds, and almost ALL of them are for 1/2 day programs. We encourage our parents to apply for funding for local full-day daycare providers, but these are more child care than early education.
- Varies by community and school district's willingness to coordinate.
- LEA's need to be made aware of Head Start's MOU requirements. Probably a joint training by the office Head Start Collaboration.
- We only have one of our service areas that includes Pre-K operations all other areas are served by EPCAA Pre-K programming or do not have Pre-K programs.

## Survey Results: Head Start Transition and Alignment with K-12

K-12 alignment ranked 1st of the 10 domains in terms of extent of collaboration, and ranked 6th in ease of collaboration. The extent to which Head Start programs work with K-12 LEAs is encouraging, since the transition from pre-school to kindergarten is an important one. The difficulty ranking in the bottom half of domains is cause for some concern, since collaboration between Head Start programs and K-12 LEAs is important. However, a closer look at the difficulty table (opposite page) indicates that programs aren't reporting across-the-board difficulty in this area. This ranking could probably be improved by focusing on a few of the lower-ranked activities like organization joint trainings and aligning curricula and assessments. It is also important to note that in this area, like publicly funded pre-k, the extent of collaboration mean is based on Head Start programs' relationship with just one entity (see below).

	No Working Relationship (1)	Cooperation (2)	Coordination (3)	Collaboration (4)	Mean
Local Education Agencies (LEAs) regarding transition from Head Start to kindergarten.	17%	0%	17%	67%	3.33
Overall Mean					3.33

Respondents were asked: Please rate the extent of your involvement with the following service providers/organizations during the past 12 months. Check one rating for this provider/organization.

### Successes in Collaborating with K-12 LEAs (Open-Ended Survey Responses)

- The program will initiate a School Readiness Forum and invite all stakeholders to begin a conversation about better serving children and families.
- One of the LEA's provided an elementary principal and Kindergarten teacher to be on our school readiness committee as we developed our action plan. One of the positive results of this was that LEA reps. recommended that we use zoo phonics and we are.
- The LEA is the grantee to our Head Start program which has fortified relationships and made children and families transitions into Kindergarten smooth and seamless.
- Our agency works together with the local public schools to do a transition field trip prior to the children entering that particular school. I believe that the partnership with the public schools helps us become a better support for our children and families.
- Agreements we have with local LEA's are very strong and long standing. One of the districts places their DD children in our Head Start program and does not operate their own DD pre-school.
- Most areas in transition work well. Our policies, understanding of the Common Core standards, etc... , expectation in kinder are all understood by Head Start staff. District staff regularly is a part of planning for Head Start.
- We are EARLY Head Start. We do not transition children into Kindergarten. We DO have an MOU with local Head Start providers and with the LEA for transitioning children from Part C to Part B providers. We are part of a Transition Collaboration Team that includes Part C providers, the School for the Deaf, School for the Blind and Visually Impaired, Head Start providers and the LEA's DD Preschool and Title 1 programs.
- Coordination with the majority of districts make for a smooth transition.

## K-12 Alignment: Difficulty

Respondents were asked: Please indicate the extent to which each of the following was difficult during the past 12 months. Select one rating for each item. For this table, a lower mean indicates a lower level of difficulty. Activities have been ranked from smallest to largest means, meaning less difficult activities are at the top.

	Not At All Difficult (1)	Somewhat Dif- ficult (2)	Difficult (3)	Extremely Difficult (4)	Mean
Aligning Head Start curricula and assessments with Head Start Child Outcomes Framework	75%	25%	0%	0%	1.25
Partnering with LEAs and parents to assist individual children/families to transition to school, including review of portfolio/records	67%	33%	0%	0%	1.33
Aligning Head Start curricula with State Early Learning Standards	67%	25%	8%	0%	1.42
Exchanging information with LEAs on roles, resources and regulations	67%	25%	8%	0%	1.42
Establishing and implementing comprehensive transition policies and procedures with LEAs	67%	25%	0%	8%	1.50
Linking LEA and Head Start services relating to language, numeracy and literacy	58%	33%	8%	0%	1.50
Coordinating with LEAs regarding other support services for children and families	58%	33%	8%	0%	1.50
Helping parents of limited English proficient children understand instructional and other information and services provided by the receiving school.	58%	33%	8%	0%	1.50
Partnering with LEAs to implement systematic procedures for transferring Head Start program records to school	64%	18%	18%	0%	1.55
Establish policies and procedures that support children transition to school that includes engagement with LEA	58%	33%	0%	8%	1.58
Ongoing communication with LEAs to facilitate coordination of programs (including teachers, social workers, McKinney-Vento liaisons, etc.)	50%	42%	0%	8%	1.67
Conducting joint outreach to parents and LEA to discuss needs of children entering kindergarten	42%	50%	8%	0%	1.67
Coordinating shared use of facilities with LEAs	42%	50%	0%	8%	1.75
Coordinating transportation with LEAs	42%	42%	8%	8%	1.83
Aligning curricula and assessment practices with LEAs	42%	33%	25%	0%	1.83
Organizing and participating in joint training, including transition-related training for school staff and Head Start staff	33%	33%	17%	17%	2.17
Overall Mean					1.59

## Issues in Community Services Collaboration (Open-Ended Survey Responses)

- It is hard to connect our Head Start teachers with public school teachers before child enters kindergarten.
- One city we serve has several elementary schools this makes it difficult in planning transition activities we are unsure which school the child will be attending kindergarten at.

## Survey Results: Professional Development

Professional development ranked 4th of the 10 domains in extent of collaboration and ranked 7th in ease of collaboration. The middle ranking for extent of collaboration may not be a cause for concern, since it makes sense, for example, that Head Start programs would collaborate more deeply with k-12 LEAs and services for students with disabilities than they would with professional development entities. The ranking of 7th in terms of ease of collaboration activities could be cause for concern, although the difficulty table (opposite page) shows that Head Start programs are not experiencing across-the-board difficulty in this area. Difficulty seems to be concentrated in a few of the lowest-ranked areas, like getting release time for staff to attend professional development, and accessing scholarships and other financial support for professional development.

	No Working Relationship (1)	Cooperation (2)	Coordination (3)	Collaboration (4)	Mean
Head Start T & TA Network	0%	14%	36%	50%	3.36
Institutions of Higher Education (less than 4 year)( e.g., community colleges)	14%	14%	36%	36%	2.93
Institutions of Higher Education (4 year)	7%	36%	21%	36%	2.86
Service providers/organizations offering relevant training/TA cross-training opportunities	7%	43%	29%	21%	2.64
Other T & TA networks (regional, state)	15%	31%	31%	23%	2.62
Child Care Resource & Referral Network	15%	46%	23%	15%	2.38
On-line courses/programs	29%	29%	21%	21%	2.36
Overall Mean					2.73

Respondents were asked: Please rate the extent of your involvement with each of the following service providers/organizations during the past 12 months. Check one rating for each. (Note: If you have different relationships with different providers/organizations in a category, check the option that best describes your relationship with most of them.) In this table, the different entities have been ranked from the largest to smallest mean. A larger mean means higher levels of collaboration.

## Successes in Professional Development Collaboration (Open-Ended Survey Responses)

- We are members of the Acelero SARGE Library. They have terrific resources! We are also active on the ECLKC website and belong to a number of list serves. In addition, we've taken advantage of web learning opportunities through a variety of sources.
- NM TEACH Scholarship is an outstanding program that assist with the professional development of early childhood!
- Available funding for out of town training. Local university has scholarship program, El Puente, available for our teaching staff. We have 11 participants in the program. They are all working AA or BA degrees in ECE.
- The strong partnership that these institutions have with our agency is great .These institutions try to adapt their class schedule to fit our teaching staff schedules as much as possible, thus having the classes that are required for ECME degree, late evening or on the weekends to allow teachers to attend.
- At least we can have classes locally for an AA degree.



## Professional Development: Difficulty

Respondents were asked: Please indicate the extent to which each of the following was difficult during the past 12 months. Select one rating for each item. For this table, a lower mean indicates a lower level of difficulty. Activities have been ranked from smallest to largest means, meaning less difficult activities are at the top.

	Not At All Difficult (1)	Somewhat Difficult (2)	Difficult (3)	Extremely Difficult (4)	Mean
Transferring credits between public institutions of learning	71%	21%	7%	0%	1.36
Accessing on-line professional development opportunities (e.g., availability of equipment, internet connection, etc.)	64%	36%	0%	0%	1.36
Exchanging information on roles and resources with other providers/ organizations regarding professional development	57%	43%	0%	0%	1.43
Accessing early childhood education degree programs in the community	57%	29%	14%	0%	1.57
Accessing T & TA opportunities in the community (including cross-training)	36%	57%	7%	0%	1.71
Accessing scholarships and other financial support for professional development programs/activities	43%	29%	29%	0%	1.86
Staff release time to attend professional development activities	43%	29%	14%	14%	2.00
Overall Mean					1.61

## Issues in Professional Development Collaboration (Open-Ended Survey Responses)

- T&TA at the federal level is coordination by THEM to provide webinars and other opportunities for training and sharing information.
- Staff retaining the information and applying it
- Working with staff and mentoring them to continue their education has been a big challenge.
- Most training has to be out of town.
- One issue that we encounter is when our staff has to take time off their daily schedule to attend the classes that are required. Another issue that our staff has is the high tuition prices that these providers/organizations are asking for their courses.
- It has been difficult for Teachers to get a Bachelor's degree at the community college level. Internet services at home for on-line classes have been difficult. The drive to Roswell or Portales has been difficult for staff to receive their bachelor's degree.

# Survey Results: Final Questions

At the end of the survey, respondents were asked several other questions that did not relate directly to the 10 collaboration domains. These answers are summarized or, in the case of open-ended questions, provided below.

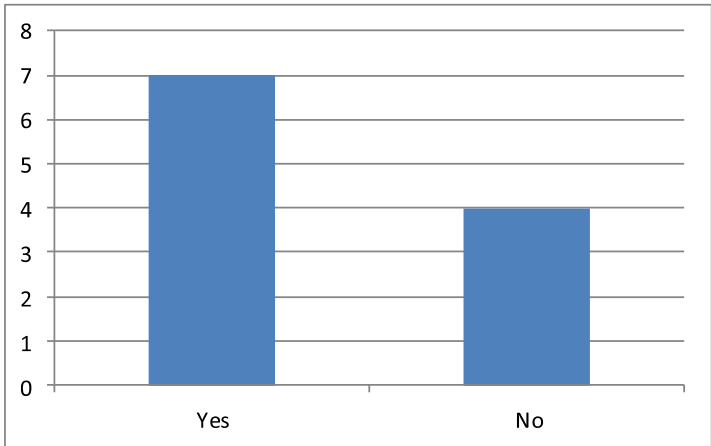
## Question: What is your understanding of Race to The Top? How does it affect your program?

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>Does not affect our program.</li> <li>CYFD in NM has a Race to the Top Grant. We will do some collaborative work with them, but the focus is really pre k.</li> <li>I sit on the ELAC, and have a very thorough understanding of Race for the Top</li> <li>Alignment of systems in order to better serve children and families.</li> </ul> | <ul style="list-style-type: none"> <li>Offers professional development in order to produce highly qualified staff.</li> <li>A system developed for programs that would help children get an equal opportunity in the classrooms to excel and be successful in life.</li> <li>Head Start has not been contacted in or on this topic.</li> <li>Race to The Top is a federal grant</li> </ul> | <p>program that was initiated to support early learning infrastructure re: a common core, performance based standards and to assist in creating early learning data systems.</p> <ul style="list-style-type: none"> <li>We have limited understanding. I believe most is going towards data, policy, etc...</li> </ul> |
|---|--|--|

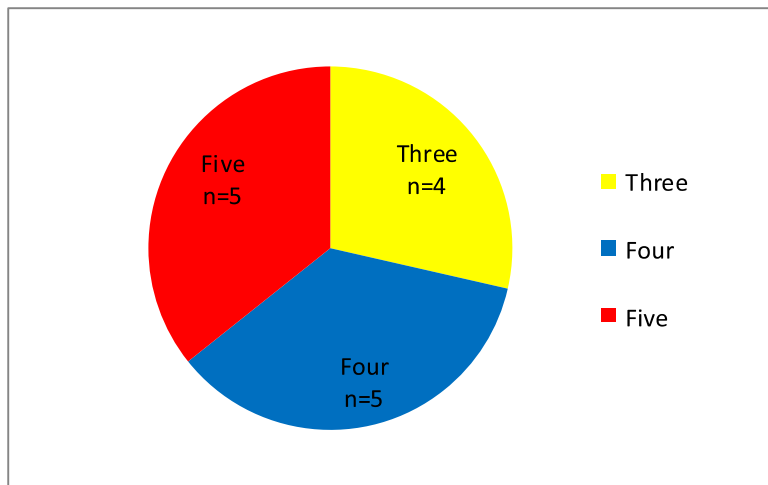
## Question: Are you participating in NM TQRIS FOCUS? If no, explain why. If yes, please share your accomplishments and barriers.

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>Not sure.</li> <li>Our Education Coordinator, Home Based Coordinator and myself completed the cohort series of trainings for Focus and the NM Early Learning Guidelines. We will transition from the "star" system to the Focus system when it is implemented and feel we are ready as our curriculum and assessment system is crosswalked with Focus.</li> <li>One of our sites is participating. It is hard for us to be our own consultants.</li> </ul> | <ul style="list-style-type: none"> <li>Yes</li> <li>Yes! One of our biggest barriers is getting started!</li> <li>not at this time. Just need more information.</li> <li>No, because we are part of the school district</li> <li>YES. The successes that I have seen so far, is the understanding and knowledge that the teachers have acquired during the FOCUS trainings. Also, teachers stated that the sup-</li> </ul> | <p>port was clearly visible encouraging them to keep moving forward in their careers.</p> <ul style="list-style-type: none"> <li>Our Camino Real PreK site is participating in the TQRIS FOCUS.</li> <li>No. Not licensed. I a school district.</li> <li>Only through the NMHSA.</li> <li>Yes, our Clovis site is part of the pilot</li> <li>No, not at this time. We are NAEYC accredited.</li> </ul> |
|---|--|--|

## Question: Would you be interested in participating in NM TQRIS FOCUS? (Yes or No)



**Question: What level of understanding does your staff have of the social-emotional well-being of young children?** (Rate your staff's understanding between 1 and 5, with 1 being low and 5 being extremely knowledgeable).

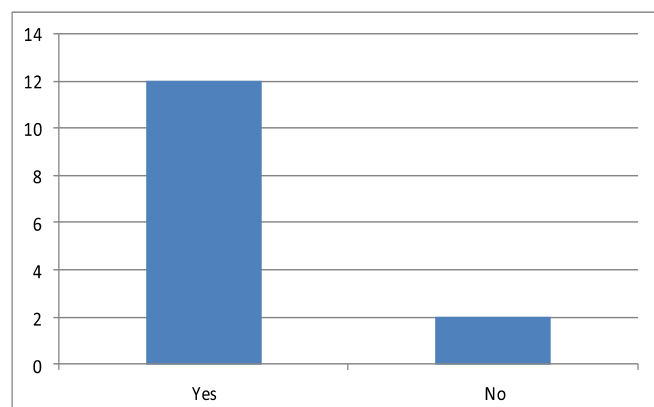


Note that there were no responses of either 1 or 2.

**Question: How does your staff currently receive training on the social-emotional needs of young children?**

- Early Childhood Education Specialist T/TA T/TA Consultant trainings
- Our program contracts with Amistad Family Services - an agency that specializes in Infant Mental Health. All teachers and Home Visitors engage in reflective supervision 2x month; we have classroom observations 1x month and Amistad provides 2 days of training per year. Nearly all of our Home Visiting staff has attended Circle of Security training and about 1/2 of our teaching staff. This is a MAJOR focus for our program!
- We use the Second Step curriculum, and staff are trained on it.
- Yes
- In a large group; small clusters and individually.
- some
- Special workshop conducted by the university, Head Start workshop and other summer workshops.
- Staff receives monthly professional development which address the social-emotional component of the curriculum.
- Training are constantly done throughout the year, at a center base level, classroom base level and then individually to help each child gain the socio-emotional skills needed to be functional in society.
- During regularly scheduled Pre-service and In-service trainings.
- Independent Consultant
- Contract with local Mental Health Providers and Webinars.
- This is provided by a MH consultant through an agency agreement
- We use Conscious Discipline and have receive training and consistent on-going training for all staff. We have a behavior health specialist who provides staff training as well.

**Question: Would you be interested in learning more about the NM Pyramid Partnership Framework? (Yes or No)**



## Appendix: Head Start and Early Head Start Grantees in New Mexico

15 of New Mexico's 16 Head Start and Early Head Start Grantees completed all or some of the 2014 needs assessment survey; Child & Family Services of Lea County did not respond to this year's survey.

Provider	Center	County Served	FY13	FY14	FY15
			Children Served	Children Served	Children Served
Child & Family Services of Lea County	Bernice Coffield EHS	Lea	43	43	43
	Washington Heights	Lea	104	104	104
	Tiuel HS/EHS Center	Lea	127	127	127
	Hillcrest HS Center	Lea	28	28	28
	<b>TOTAL</b>		<b>302</b>	<b>302</b>	<b>302</b>
City of Albuquerque	Catholic Charities EHS	Bernalillo	16	16	16
	McArthur EHS	Bernalillo	16	16	16
	Rio Grande GRADS EHS	Bernalillo	16	16	16
	School on Wheels EHS	Bernalillo	16	16	16
	Trumbull EHS	Bernalillo	16	16	16
	La Mesa EHS	Bernalillo	8	8	8
	Western Trail EHS	Bernalillo	16	16	16
	Plaza Feliz	Bernalillo	0	16	16
	Cuidando de Niños EHS	Bernalillo	24	24	24
	Home-Based	Bernalillo	74	50	50
	Pregnant Moms	Bernalillo	10	10	10
	<b>TOTAL</b>		<b>212</b>	<b>204</b>	<b>204</b>
Dona Ana County Head Start	Anthony HS Center	Doña Ana	102	102	102
	Berino HS Center	Doña Ana	34	34	34
	Lester HS Center	Doña Ana	34	34	34
	NMSU campus	Doña Ana	40	41	41
	Mesilla Community Center	Doña Ana	13	0	0
	Vado HS Center	Doña Ana	34	34	34
	<b>TOTAL</b>		<b>257</b>	<b>245</b>	<b>245</b>
Eastern Plains Community Action	Anton Chico HS Center	Guadalupe	15	15	15
	Clovis HS/EHS Center	Curry	168	168	168
	Ft. Sumner HS Center	De Baca	15	15	15
	Portales HS/EHS	Roosevelt	108	108	108
	Santa Rosa HS Center	Guadalupe	44	44	44
	Tucumcari HS/EHS	Quay	81	81	81
	<b>TOTAL</b>		<b>431</b>	<b>431</b>	<b>431</b>
El Grito Head Start	Main HS Center	Grant	60	60	60
	Sixth St. HS Center	Grant	36	36	36
	Santa Clara HS Center	Grant	48	48	17
	Stout Elementary HS Center	Grant	40	40	40
	<b>TOTAL</b>		<b>184</b>	<b>184</b>	<b>153</b>
HELP-New Mexico, Inc.	Alamogordo HS Center	Otero	51	51	51
	Animas Home-Based HS	Hidalgo	10	10	10
	Columbus HS Center	Luna	18	18	18
	Deming HS Center	Luna	53	53	53
	Family Resource Center (Deming)	Luna	16	16	16
	McPherson (Deming)	Luna	16	16	16
	Deming Rainbow HS Center	Luna	37	37	37
	La Luz HS Center	Otero	17	17	17
	Lordsburg HS/EHS Center	Hidalgo	36	36	36
	Truth of Consequences HS	Sierra	20	20	20
	Tularosa HS Center	Otero	33	33	33
	Chaparral HS Center	Doña Ana	34	34	34
	Sunland Park HS Center	Doña Ana	40	40	40
	<b>TOTAL</b>		<b>381</b>	<b>381</b>	<b>381</b>
La Clinica de Familia	NMSU Children's Village and EHS Home-Base	Doña Ana	24 Center 87 Home	24 Center 87 Home	24 Center 87 Home
	<b>TOTAL</b>		<b>111</b>	<b>111</b>	<b>111</b>

Provider	Center	County Served	FY13	FY14	FY15
			Children Served	Children Served	Children Served
Las Cruces Public Schools Head Start	Booker T. Washington Elem. HS	Doña Ana	37	37	37
	Cesar Chavez Elementary HS	Doña Ana	33	33	33
	Columbia Elementary HS	Doña Ana	29	29	29
	Conlee Elementary HS	Doña Ana	29	29	29
	Dona Ana Elementary HS	Doña Ana	34	34	34
	Hermosa Heights Elem. HS	Doña Ana	31	31	31
	Loma Heights Elementary HS	Doña Ana	32	32	32
	MacArthur Elementary HS	Doña Ana	28	28	28
	Mesilla Park Elementary HS	Doña Ana	32	32	32
	Tombaugh Elementary HS	Doña Ana	28	28	28
	Valley View Elementary HS	Doña Ana	32	32	32
	Hatch Valley Public Schools	Doña Ana	68	68	68
		<b>TOTAL</b>	<b>413</b>	<b>413</b>	<b>413</b>
Mid-West NM Community Action Program	Adelino HS Center	Valencia	35	35	35
	Ann Parish Elementary HS	Valencia	80	80	80
	Dessert View Elementary HS	Valencia	40	40	40
	Los Lunas Elementary HS	Valencia	24	24	24
	Dennis Chavez Elementary HS	Valencia	40	40	40
	Gil Sanchez Elementary HS	Cibola	35	35	35
	H.T. Jaramillo Elementary HS	Valencia	38	38	38
	La Merced Elementary HS	Valencia	39	39	39
	La Promesa Elementary HS	Valencia	17	17	17
	Grants HS	Cibola	168	168	168
	Gallup HS	McKinley	197	197	197
	Socorro HS Center	Socorro	111	111	111
		<b>TOTAL</b>	<b>824</b>	<b>824</b>	<b>824</b>
Mora/Colfax County Head Start	Gmarron HS Center	Colfax	17	17	17
	Mora HS Center	Mora	57	57	57
	Springer HS Center	Colfax	75	75	75
	Raton HS Center	Colfax	20	20	20
		<b>TOTAL</b>	<b>169</b>	<b>169</b>	<b>169</b>
NAPPR, Inc.	NAPPR Early Head Start	Bernalillo	0	16	16
	Home-based	Bernalillo	56	56	56
		<b>TOTAL</b>	<b>56</b>	<b>72</b>	<b>72</b>
PMS Head Start	Arroyo Seco HS	Santa Fe	20	20	20
	Chimayo HS Center	Santa Fe	34	0	0
	Flors del Sol HS/EHS	Santa Fe	213	213	213
	Nambe HS Center	Santa Fe	20	20	20
	Sweeney HS Center	Santa Fe	54	54	54
	Ramirez Thomas /HS-EHS	Santa Fe	54	54	54
	Tierra Contenta HS-EHS	Santa Fe	44	44	44
	La Comunidad EHS	Santa Fe	61	61	61
	Capitol High School EHS	Santa Fe	16	16	16
	Santa Fe High School EHS	Santa Fe	24	24	24
	Nizhoni EHS Center	Santa Fe	16	0	0
	Amancecer EHS Center	Santa Fe	40	40	40
	Bernalillo HS Center	Sandoval	114	114	114
	Cuba HS Center	Sandoval	20	0	0
	Rio Rancho HS Center	Sandoval	120	120	120
	Independence High School EHS	Sandoval	32	32	32
	Bloomfield EHS Center	San Juan	16	16	16
	Aztec HS Center	San Juan	37	37	37
	Cottonwood EHS Center	San Juan	25	25	25
	Kirtland HS Center	San Juan	34	34	34
	Carlton HS/EHS Center	San Juan	259	259	259
	Little Feet EHS Center	San Juan	23	23	23
	Estancia HS Center	Torrance	76	76	76
	Moriarty HS/EHS Center	Torrance	71	71	71
	Mountainair HS Center	Torrance	17	17	17
		<b>TOTAL</b>	<b>1440</b>	<b>1370</b>	<b>1370</b>



# Head Start and Early Head Start Grantees in New Mexico (cont.)

Provider	Center	County Served	FY13 Children Served	FY14 Children Served	FY15 Children Served
Region IX Head Start	Capitan HS Center	Lincoln	20	19	19
	Hondo Valley HS Center	Lincoln	20	9	0
	Ruidoso HS Center	Lincoln	85	87	96
	<b>TOTAL</b>		<b>125</b>	<b>115</b>	<b>115</b>
Southeast New Mexico Community Action Corporation	Carlsbad HS Center	Eddy	271	271	271
	Dexter HS Center	Chaves	20	20	20
	Hagerman HS Center	Chaves	20	20	20
	Roswell HS Center	Chaves	333	333	333
	Loving Public Schools	Eddy	32	32	32
	Artesia	Eddy	202	202	202
	<b>TOTAL</b>		<b>878</b>	<b>878</b>	<b>878</b>
West Las Vegas Head Start	West Las Vegas HS Center	San Miguel	200	200	200
	<b>TOTAL</b>		<b>200</b>	<b>200</b>	<b>200</b>
YDI Head Start	Heights HS	Bernalillo	76	76	76
	Menaul HS Center	Bernalillo	88	0	0
	Chico HS Center	Bernalillo	54	54	54
	Centro de Amor HS Center	Bernalillo	160	160	160
	Los Padillas HS Center	Bernalillo	40	40	40
	Mel Aragon HS Center	Bernalillo	40	40	40
	La Mariposa EHS Center	Bernalillo	168	168	168
	Alameda HS Center	Bernalillo	40	40	40
	Mountain View HS Center	Bernalillo	20	0	0
	Job Corps HS/EHS Center	Bernalillo	44	44	44
	Embudo HS Center	Bernalillo	88	88	88
	Mesa Verde HS Center	Bernalillo	54	54	54
	Highland HS Center	Bernalillo	20	20	20
	Pedro Baca HS Center	Bernalillo	80	80	80
	Kirtland HS Center	Bernalillo	40	40	40
	Mary Ann Binford HS Center	Bernalillo	54	54	54
	Reginald Chavez HS Center	Bernalillo	54	54	54
	La Madrugada EHS Center	Bernalillo	46	0	0
	Rio Grande HS Center	Bernalillo	20	20	20
	South Valley - CNM	Bernalillo	40	40	40
	Southwest Indian Polytechnic	Bernalillo	44	44	44
	La Promesa Charter School HS	Bernalillo	20	20	20
	Abiqui HS Center	Rio Arriba	20	20	20
	Espanola HS Center	Rio Arriba	72	72	72
	Hernandez HS Center	Rio Arriba	34	34	34
	Velarde HS Center	Rio Arriba	20	20	20
	Uano Quemado HS Center	Taos	96	96	96
	Questa HS Center	Taos	20	20	20
	Sonrisa de Chimayo HS Center	Taos	20	20	20
	San Cristobal HS Center	Taos	16	16	16
	Vadito HS Center	Taos	36	36	36
	Alta Vista HS Center	Rio Arriba	20	0	0
	<b>TOTAL</b>		<b>1644</b>	<b>1470</b>	<b>1470</b>
<b>TOTALS</b>		<b>GRAND TOTAL</b>	<b>7,627</b>	<b>7,369</b>	<b>7,369</b>

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