

CALIFORNIA HEAD START STATE COLLABORATION OFFICE ANNUAL REPORT 2021

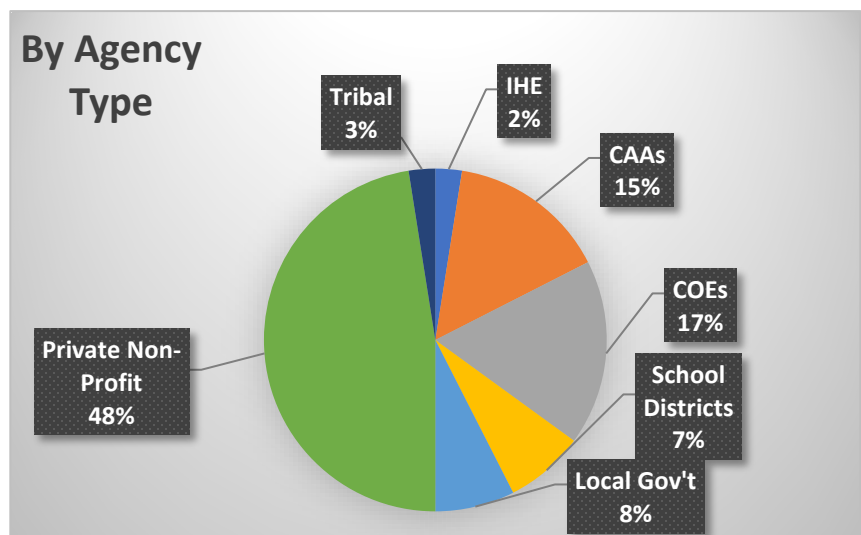


NEEDS ASSESSMENT DATA REPORTS

2021 NEEDS ASSESSMENT

As a grantee, the Collaboration Office creates and submits to the OHS Region 9 a final report including a needs assessment of the state. The Collaboration Office partners with Head Start California to conduct the needs assessment including designing the needs assessment, collecting information from Head Start programs, analyzing results and drafting the report. For the 2020-21 year, the needs assessment was conducted February 3-12, 2021. An average (35) agencies completed at least one of the surveys representing 24% of all Head Start programs in California, with a 75% completion rate and an average response time of about seven (7) minutes. The survey is reasonably representative of the field. By agency type, respondents represented:

- **19 Non-Profits** which make up 59% of Head Start agencies, and 48% of responses.
- **10 LEAs** 10 which make up 38% of Head Start agencies, and 26% of responses.
- 6 Comm. Action Agencies
- 3 Local Gov't
- 1 Tribal Nation
- 1 IHE



Executive Summary

This Needs Assessment was conducted in February 2021, after Head Start programs had been operating under COVID19 conditions for eleven months. The lower response rates compared to 2020 results reflect that. Most directors report anecdotally to being overwhelmed by very demanding operational challenges and an intense increase in communication and requests for information. The Needs Assessment covered four areas: Technology, Early Head Start Child Care Partnerships, Substitute Teachers, and Re-Opening. Key findings are summarized here. The full report is in the appendix.

Technology – 40 responses

Training: A majority of programs indicate they would participate in training, professional learning communities or both in the areas of:

- Productivity programs: Word, Excel, or Powerpoint (80-88%)
- File Sharing platforms: Sharepoint, Google Drive (80%+)
- Engagement platforms: Zoom, Google Classroom (88-91 %)

Marketing:

- 67-78% feel their staff would benefit from training in:
 - Using social media to celebrate agency work and market to families.
 - Creating attractive flyers and brochures for print and digital sharing.
 - Creating and editing videos to document stories.
- 60% report they do *not* use an email marketing system.

Onboarding New Staff

- 85% respondents identified Child Plus, Microsoft programs, and Zoom as most important for onboarding new staff.
- 38% report their staff would benefit from training on web safety / cyber security.

Early Head Start Child Care Partnership – 32 responses

Training

- The top two *program* training needs of the Family Child Care providers are:
 - Early childhood development.
 - Head Start Performance Standards

- The top two *organizational* training needs of the Family Child Care providers are:
 - Staff development
 - Program operations
- Many (10 of 12 responding) are likely or very likely to participate in an EHS-CCP learning community of peers to share resources, ideas, and strategies.

Flexibility

Flexibilities that would be most helpful to EHS-CCPs:

- *Finances:*
 - Increase to Regional Market Reimbursement (RMR) Rate.
 - Ability to close for PD quarterly without losing payments.
- *Monitoring:* Amount of observations for DRDP requirements.
- *Finding eligible families:*
 - Access to children with child care subsidies.
 - Extend the income ceiling to unlimited for infants and toddlers with IFSPs.

Substitute Teacher Needs – 35 responses

Need for Subs

- 75% of programs need 10 or fewer substitute teachers per week.
- The most common reasons for the need are:
 - vacancies in positions
 - paid time off
- During COVID, the need for substitute teachers *increased* or *stayed the same* for 46% of programs.

Using Professional Staffing Services – 10 programs

- 7 of 10 programs said these services *fill 51-75% of their needs* for substitute teachers.
- Service primarily use *emails and phone calls* to contact substitute teachers.
- 5 or more of 10 programs report that internal staff still have to perform several functions of assigning substitute teachers including:
 - Recruiting substitutes
 - Contacting substitutes for availability
 - Verifying substitute arrived
 - Confirming shift was completed
- Ten programs rated the extent to which the professional staffing service meets their substitute teacher needs as:

○ 0 Excellent	○ 3 Fair
○ 6 Good	○ 1 Poor

Internal Capacity for Finding Substitute Teachers – 25 programs

- 80% of respondents have 1-10 teachers in their substitute pool.
- They primarily use *phone calls* and *text* to contact substitute teachers.

Ability to meet their substitute needs

- 14 of 25: 51% or more of substitute needs are filled.
- 11 of 25: less than 50% of substitute needs are filled.
- 84% rate their process for finding substitutes as efficient or very efficient.
- Most frustrating part of scheduling substitutes is:
 - Too much "back and forth" communication to find and schedule substitutes.
 - Waiting too long for substitutes to confirm availability.

Re-Opening – 32 responses

Operating

Out of 33 respondents, as of April 1, 2020:

- Eighteen (18) were operating 176 sites serving 4, 246 children.
 - 12 of these were serving more than 100 children.
- Fifteen (15) had no open sites.

Challenges

- *Teachers*: Availability, due to child care needs, health issues, fear of infection.
- *Parents*: fearful of infection, misunderstanding/not following safety protocols.
- *Children*: Recruiting activities disrupted by the pandemic while current children age out.
- *Facilities*: Limited access, limits on class size/ ratios, safety requirements.
- *Guidance*: From various entities, CDC, State/local Health departments, Community care licensing.

Summary

The pandemic has exacerbated two major challenges already confronting Head Start programs: finding eligible families and recruiting teachers. Responses indicate that the impact of the pandemic will linger long after vaccination rates reach targeted levels and the state re-opens. Programs may need flexibilities to be extended for a protracted period of time. Programs also identify a range of technology and skill training that would be beneficial for their operations.

Part 1: Technology Needs

1-3. Would your staff be likely to participate in training, Professional Learning Communities, both or neither?

Most expressed interest in *productivity* software training like Word, Excel, and Powerpoint.

Most expressed interest in *filesharing* programs /services like Microsoft Sharepoint, Google Drive, and Dropbox.

A large number expressed interest in *platforms for online meeting and engagement*. At least 50% expressed interest in:

- 91% Zoom
- 88% Google Classroom
- 58% GoToMeeting
- 50% Facetime



4. Marketing: What technology training does your staff need to better share your Head Start stories?

78 % Using social media to celebrate your work and market to families.

73 % Creating attractive flyers and brochures for print and digital sharing.

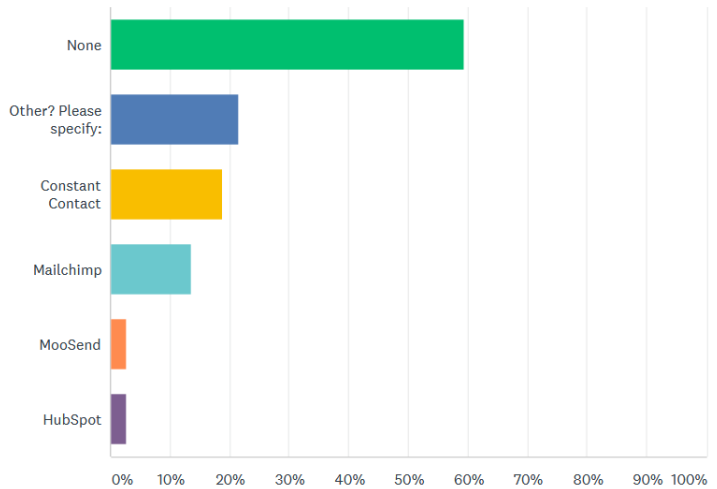
67% Creating and editing videos to document your stories.

5. Which email marketing system does your agency use?

60% - none

19% Constant Contact

13% Mailchimp



6. Which digital signature service is your agency using?

40% DocuSign

16% Other

3% GetAccept

28% Adobe

13% None

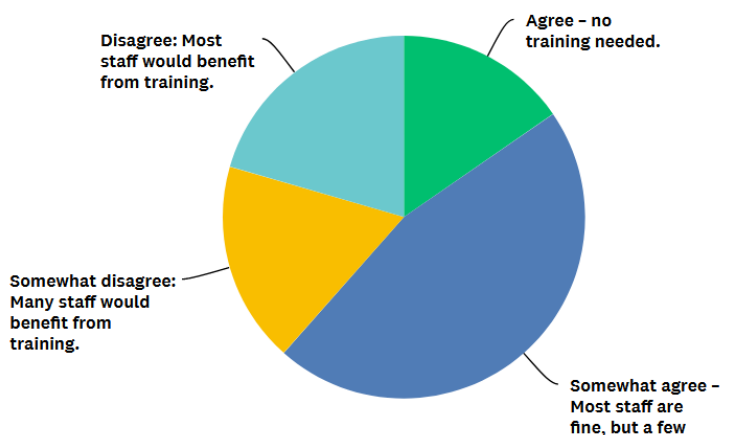
7. Web Safety: “Our Head Start staff are well-trained in cyber security practices; they know how protect themselves in the world-wide web.”

15% Agree

46% Somewhat agree

17% Somewhat disagree

21% Disagree



8. Onboarding new staff: What technology training do your staff need to get up to speed fast - the most important programs they need to become proficient at right away?

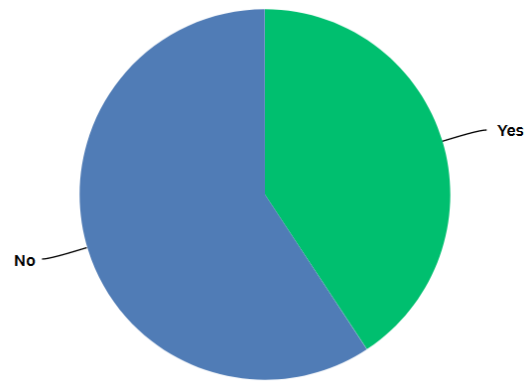
34 respondents identified Child Plus, Microsoft programs, and Zoom most often.

Microsoft	Other
7 Office 365	15 Child Plus
4 Outlook	10 Zoom
2 Excel	5 Google (Drive, Forms, Mail)
2 PowerPoint	2 Learning Genie
1 Word	2 Basic Computer Navigation

Part 2: Early Head Start Child Care Partnership Needs

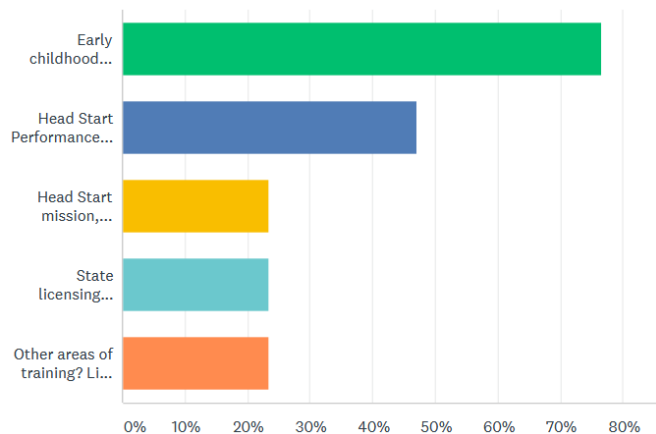
1. Do you have partnership agreements with Family Child Care Providers to serve Head Start eligible families?

- 11 Yes
- 16 No



2. What are the top two program training needs of the Family Child Care providers?

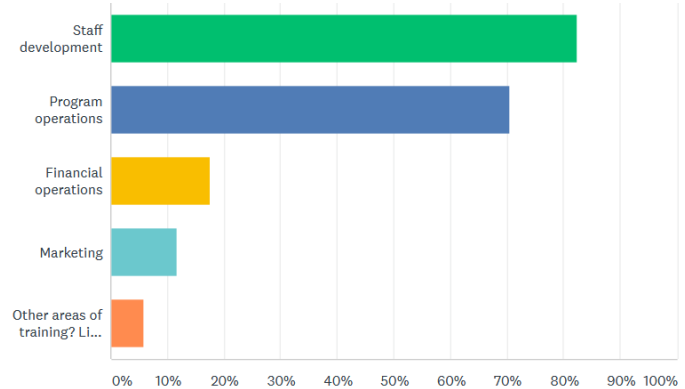
- 11 Early childhood development.
- 5 Head Start Performance Standards.
- 4 Head Start mission, philosophy, culture.
- 3 State licensing requirements



3. What are the top two *organizational training needs* of the Family Child Care providers?

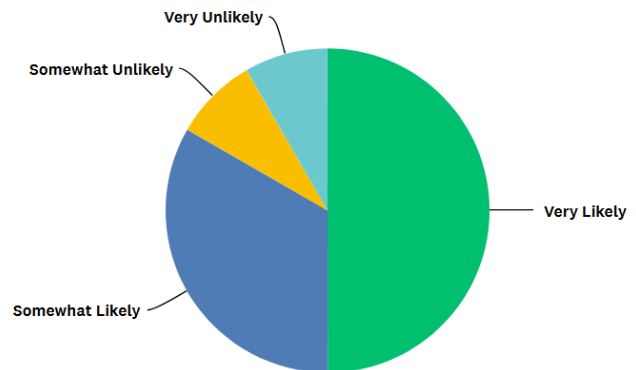
- 9 Staff development
- 8 program operations
- 2 Financial Operations
- 2 Marketing

Comment of Note: Legal support—the Independent Contractor relationship is very risky and can place Head Start programs in real risk. We have operated FCC for over 20+ years and it *does* pose risk to the agency.



4. How likely is it that you would participate in an EHS-CCP learning community of your peers to share resources, ideas, and strategies?

- 6 Very likely
- 4 Somewhat likely
- 1 Somewhat unlikely
- 1 Very unlikely



5. What state modifications or flexibilities were created as a result of COVID19 that were helpful?

- Being able to continue to provide coaching to our providers in a virtual way.
- Providing materials to the providers for more sanitation
- Flexibilities in CACFP requirements
- Continued funding to pay providers, even if they are closed; enrollment; meeting comprehensive services' requirements.
- Provider COVID19 protocol
- Using reimbursable costs instead of attendance to pay providers
- 12-month eligibility flexibility
- We ensured that products (Hand sanitizer, masks, cleaning products etc.) were provided to the Providers.
- Group size

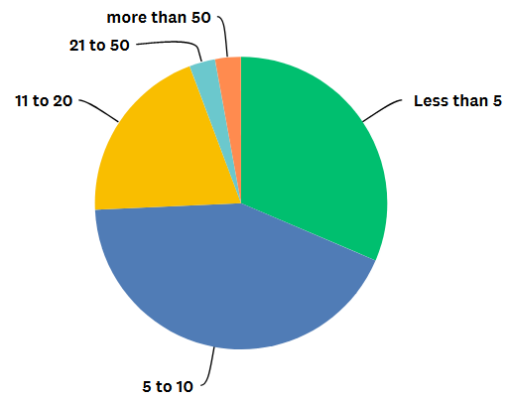
6. Are there other state modifications or flexibilities that would be helpful to strengthen the EHS-CCPs?

- Increase to Regional Market Rate.
- The amount of observations for DRDP requirements.
- We need increased access to children with childcare subsidies.
- Timely guidance around program requirements.
- Extend the income ceiling to unlimited for infants and toddlers with IFSPs.
- Ability to close for professional development quarterly without losing payments.
- Continue to provide COVID19 update workshops and trainings as well as opportunities to understand what the Surgeon General plan says about Statewide best practices.

Part 3: Substitute Teacher Needs

1. On average, how many substitute teachers do you need on a weekly basis for the entire agency?

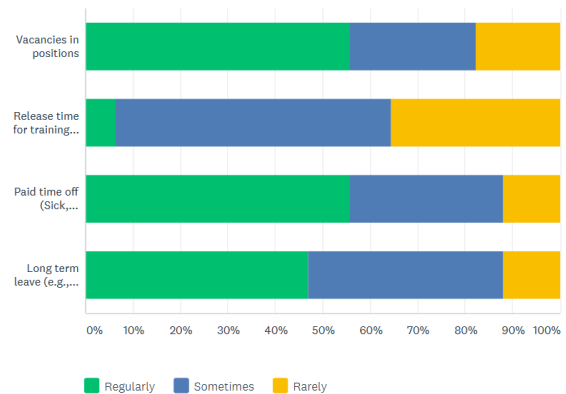
31% Less than 5
 43% 5 to 10
 20% 11-20
 5% Over 20



2. Rank the frequency of the reasons for needing substitute teachers.

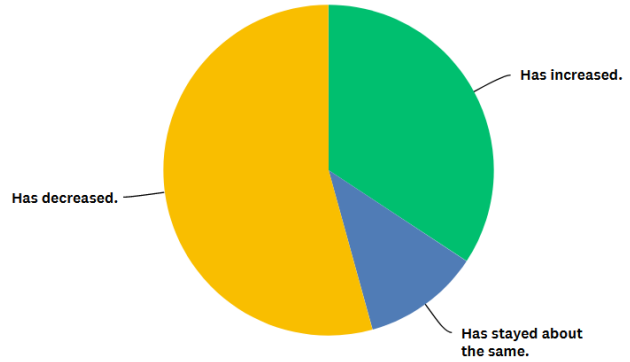
Substitute needs to cover *vacancies in positions* and *paid time off* were classified as occurring *regularly* by 55% of respondents.

Long term leave was considered a regularly occurring need for substitutes by 47% of respondents.



3. “Due to COVID19, our need for substitute teachers ...”

54% Decreased
 34% Increased
 12% Stayed the same.



This survey collected information on how agencies manage the workflow of securing substitute teachers with internal staff or through a professional staffing service.

10 agencies (28% of respondents) use a professional staffing service for their substitute teacher needs.

4. On average, what percent of your substitute teacher needs is your professional staffing service able to fill?

7	51-75% needs filled	1	26-50% needs filled
1	76-100% needs filled	1	25% or less needs filled

5. Who performs the key functions of assigning substitutes?

Even with professional staffing services, internal staff perform key functions of the process.

Key Functions	Professional Service	Internal Staff
Recruits substitutes	5	5
Contacts substitutes for availability	4	6
Confirms and schedules substitutes	7	3
Verifies substitute arrived	0	10
Confirms shift was completed	0	10

6. What are the *top two* methods the professional staffing agency uses to manage and book substitute teachers?

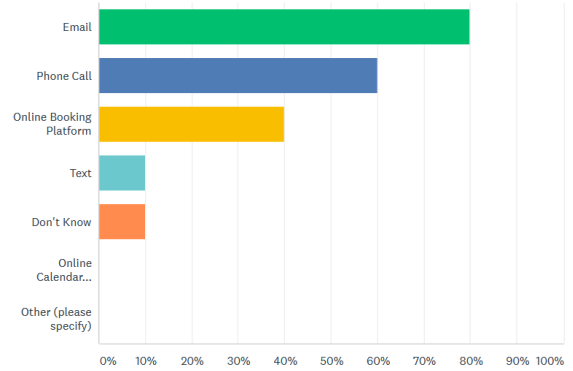
8 Email

6 Phone call

4 Online booking Platform

1 Text

1 Don't know.



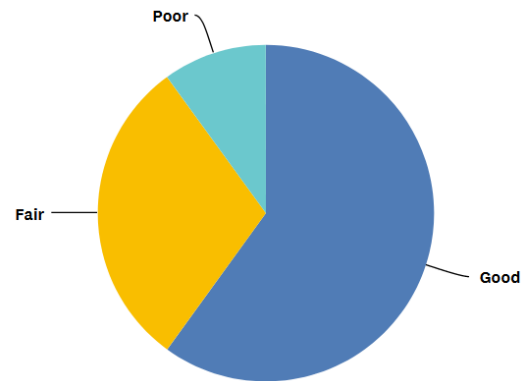
7. Overall, how would you rate the extent to which the professional staffing service is meeting your substitute teacher needs?

0 Excellent

6 Good

3 Fair

1 Poor



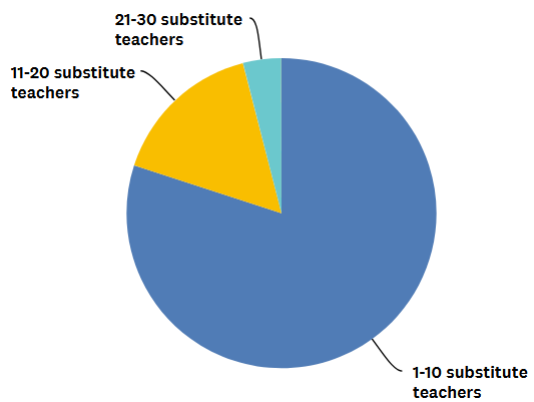
25 agencies (72% of respondents) do *not* use a professional staffing service for their substitute teacher needs.

8. About how many substitute teachers do you have in your internal pool?

20 have 1-10

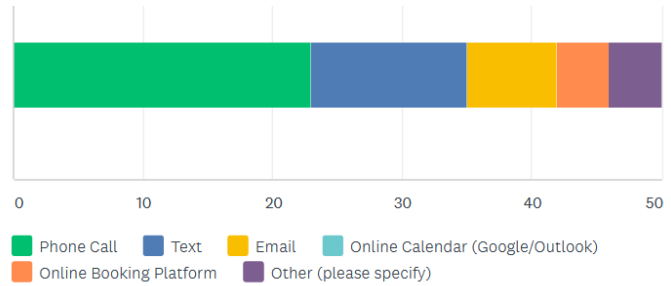
3 have 11-20

1 has 21-30



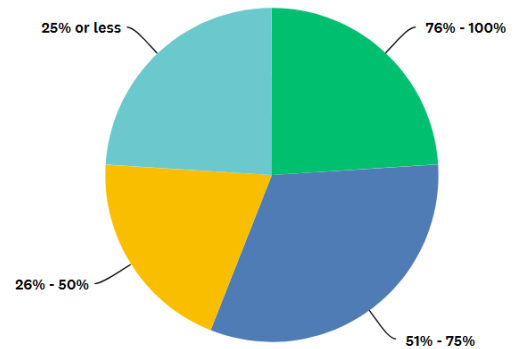
9. What are the top two methods your staff uses to manage and book substitute teachers?

- 23 Phone call
- 12 Text Email
- 7 Online Calendar
- 4 Online Booking Platform
- 4 Other



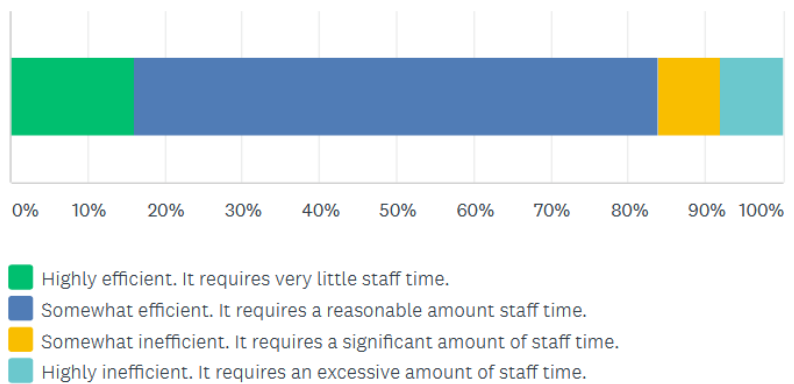
10. On average, what percent of your substitute teacher needs are you able to fill?

- 6 76-100%
- 8 51-75%
- 5 26-50%
- 6 25% or less



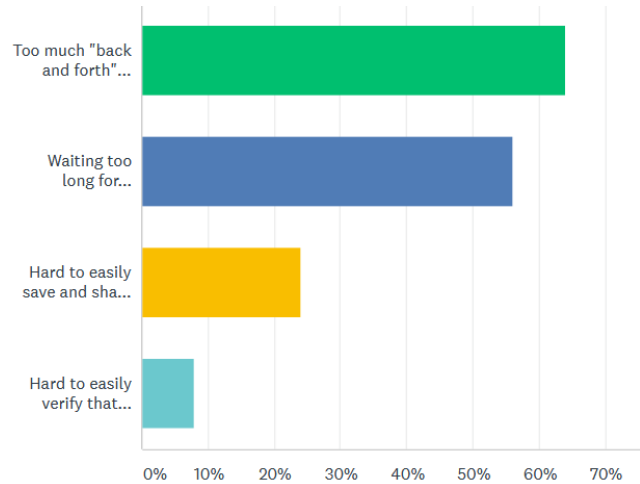
11. Overall, how efficient is your internal process for scheduling substitutes is working? (How much staff time and effort is it taking ?)

Most state their internal process is highly (16%) or somewhat (68%) efficient.



12. What part of scheduling substitutes is the most frustrating for your agency? [Select the top 2.]

- 16 Too much "back and forth" communication to find and schedule substitutes.
- 14 Waiting too long for substitutes to confirm availability.
- 6 Hard to easily save and share information about how substitutes have performed.
- 2 Hard to easily verify that substitutes showed up, completed the shift, or left the site.



Part 4: Re-Opening Sites and Classrooms

1. As of April 1, 2020, how many center-based sites were you operating?

Out of 33 respondents, eighteen (18) were operating 176 sites.

Agencies	Number of sites
2	20 to 40
5	11 to 20
11	1 to 10
15	None

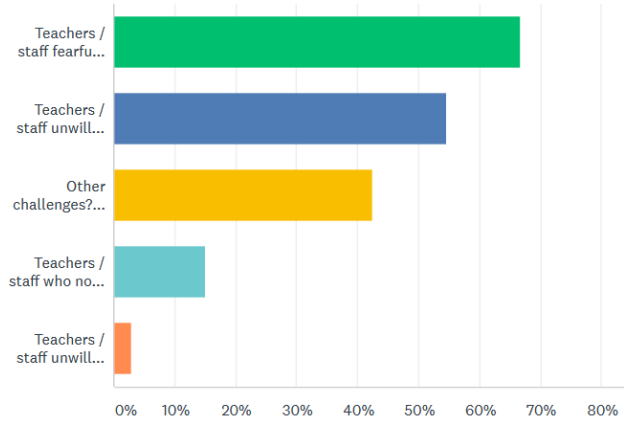
2. As of April 1, 2020, how many children were served in center-based sites?

Out of 31 respondents, eighteen (18) were serving 4, 246 children at 176 sites.

Agency	Number of children served
3	251 or more
9	101- 250
3	20-100
15	None

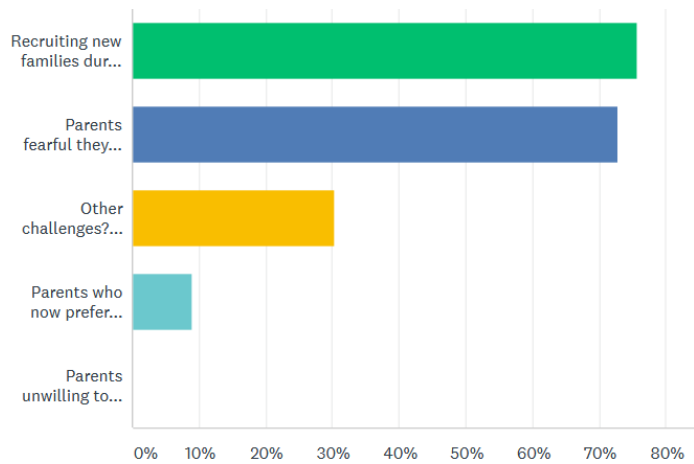
3. Which are the top 2 most challenging aspects of re-opening the center-based sites regarding *staff*?

- 22 Teachers / staff fearful of catching COVID19.
- 18 Teachers / staff unwilling or unable to return to work.
- 14 Other challenges? List them here.
- 5 Teachers / staff who now prefer to work remotely.
- 1 Teachers / staff unwilling to get the vaccine.



4. Which are the most challenging aspects of re-opening the center-based sites regarding *families*? [Select the top 2]

- 25 Recruiting new families during the pandemic.
- 24 Parents fearful they or their children will get COVID19.
- 10 Other challenges? List them here.
- 3 Parents who now prefer remote services.
- 0 Parents unwilling to get the vaccine for their family.



Comments:

- Families not always be upfront up with us during the health screening and their child may have been exposed. (2x)
- Continued reduced group sizes; ratio limits (2x)
- Some parents will be reluctant, but we can offer remote as well, the biggest challenge will be families that need full-time care and we offer them hybrid-reduced day, they might have to find another program
- Parents with older children distance learning at home as schools were closed
- Providing meaningful family services and engagement virtually

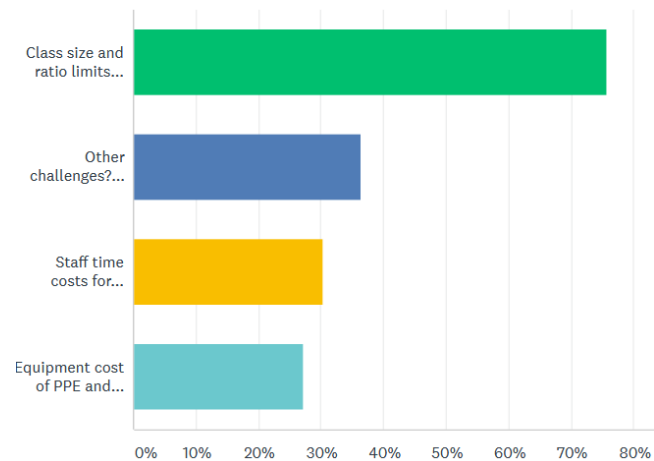
5. What are the top 2 most challenging operational challenges for re-opening the center-based programs?

25 Class size and ratio limits due to COVID19.

10 Staff time costs for procedures and safety protocols.

9 Equipment cost of PPE and safety protocols.

12 Other:



- High incidence of COVID19 positive rate in the county
- Ensuring program met all county and state protocols to reopen safely.
- The actual numbers going down, we are poised to open, with teachers' nervous support, but numbers are still not anywhere near safe. Waiting for District to determine date of opening, also to negotiate with the unions the type of services that will be offered.
- Recruiting teachers during COVID19
- Teachers not able to return due to CDC age and underlying health condition restrictions
- Staff being exposed by friends or family members who tested positive
- Not unwilling or unable - just afraid; we reopened in July - there was no vaccine available at the time.
- None - staff wanted to return and all have returned.
- Access to classrooms on school district grounds
- Keeping families and staff safe
- Constant closure and re-opening due to potential exposure from staff, parents, and children
- Our staff want to open

6. What other challenges will impede your ability to re-open center-based sites?

Managing COVID19 Guidance and Exposure (7)

- Positive tests among children and staff.
- Managing sites that have had exposures/positive.
- Parent compliance with safety measures established by the program.
- Fear. (2)
- Clear exclusion policies for staff and children.

- Ongoing changes and updates to recommendations and guidance from various entities, CDC, State/local Health departments, Community care licensing.
- COVID19 cases in the county are high and while the spreading of the virus seems to have slowed down, we are still in the purple tier and have not yet been vaccinated.

Staffing (5)

- Staffing issues.
- Lack of teachers to fill vacancies.
- We have reopened as of September 2020. Some classrooms have remained closed however due to lack of staff.
- A large majority of our staff have children aged 0-13 years old and while they are able to provide distant learning they are not able to return to the classroom to work full-time until school districts reopen and their children return to school full time.
- We really need a campaign to educate our educators.

Facilities (5)

- Some of our sites are on LEA campus that have remained closed.
- Ventilation costs and overall safety protocols.
- Honestly, it is staffing and reduced group sizes that are most problematic. We do not have the facility space to be fully enrolled under current restrictions. Staff fear of being exposed continues to be their largest fear.
- Initially it was challenging to provide appropriate work space to follow safe distance protocols.
- Center-based classrooms are open with lower child group number, max of 12 children per classroom.

Enrollment (2)

- We can re-open, but we will struggle to get fully enrolled for a long time.
- Children aging out, and not being able to replace open slots with children whose families want group care and/or can meet our reduced hours.