



Montgomery County Head Start Community Assessment 2017

Montgomery County Community Action Agency

APPROVED BY COMMUNITY ACTION BOARD AND HEAD START POLICY COUNCIL

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Table of Contents

I.	INTRODUCTION.....	2
II.	METHODOLOGY	2
	a. DATA COLLECTION AND ANALYSIS	3
	b. PIR DATA ANALYSIS WITH COMMUNITY PARTNERS	3
	c. STAFF SURVEY	3
	d. PARENT SURVEY.....	4
	e. POLICY COUNCIL	4
	f. GOVERNING BODY.....	4
III.	OVERVIEW: MONTGOMERY COUNTY HEAD START	4
VI.	DEMOGRAPHICS	5
	a. ETHNICITY, RACE, CULTURE & LANGUAGE	6
	b. ECONOMIC AND SOCIAL FACTORS IMPACTING FAMILIES	7
V.	OTHER CHILD DEVELOPMENT AND CHILD CARE PROGRAMS	11
VI.	MONTGOMERY COUNTY HEAD START: FIVE YEAR TRENDS (2010-2016).....	16
	a. KINDERGARTEN READINESS	20
VII.	PRIORITIES	23
VIII.	COMMUNITY SUPPORT	23
IX.	SUMMARY	26
	APPENDICES	27
	APPENDIX A: MCPS 2010-2016 PIR DATA REPORTS	28
	Appendix B: MCPS Staff Survey Results	40
	APPENDIX C: MCPS FY16 PARENT SCHOOL READINESS SURVEY RESULTS	44
	Appendix D: MCPS FY16 Parent Satisfaction Survey Results	46
	APPENDIX E: COMMUNITY ACTION BOARD ASSESSMENT SURVEY RESULTS	49
	REFERENCES AND END NOTES	53

I. INTRODUCTION

Montgomery County Community Action (CAA), an agency of the Office of Community Affairs under the Department of Health and Human Services, was established in 1965. Since then, CAA and its Board, have been charged with the responsibility of recommending programs to improve the lives of the County's poor, the development of leaders within low-income communities, and the development of systems to increase their self-sufficiency, self-esteem and gain more control over their own lives.¹ CAA serves as the Head Start grantee (non-federal entity) agency and the Community Action Board (CAB) serves as the governing body.

The Head Start Program is committed to serving children and their families who are deemed eligible under the Federal Poverty Guidelines. The Family Income Guidelines published in the Federal Register and updated annually reflect revised poverty data and determine Head Start eligibility for low-income families. These federal guidelines specify income limits for the designation of "poverty": in 2016, a family of four is limited to \$24,250 and a single mother with one child (a family of two) would be limited to \$15,930 under the federal poverty guidelines.

The Montgomery County Community Action Board (CAB) which advocates for policies impacting low-income people in Montgomery County, found the Federal Poverty Guidelines to be an inadequate measure of low-income conditions of need in terms of the ability of families to meet their basic living expenses because of the high cost of living in Montgomery County. It has adopted the *Self-Sufficiency Standard* as a more realistic assessment of examining a family's ability to meet its needs. The median family income (in 2014 inflation-adjusted dollars) in Montgomery County was \$115,150 according to the *2014 US Census American Community Survey*. The Self-Sufficiency Standard for Maryland 2016² calculates the amount a family would need to live in Montgomery County at a basic needs level, incorporating *actual* regional and local cost variations, net effect of taxes and tax credits, and costs associated with employment, with no public or private assistance. The amount to live without public and private assistance, based on the Self Sufficiency Standard in 2016, for a family of four (2 adults, one preschooler and one school-age child) would be \$91,252 per year, or \$43.87 total per hour wages. A single mother and a preschooler would require \$71,755, substantially above the 2016 federal poverty line of \$15,930 for a family of two.

Beginning in 1965, Montgomery County Public Schools (MCPS) has served as the delegate (sub-recipient) agency for the County's Head Start Program. As the grantee (non-federal entity), CAA administers, monitors and provides technical assistance to the delegate (sub-recipient) agency MCPS. MCPS Head Start services include education, disability, parent engagement and social services. The County's Department of Health & Human Services (HHS) School Health Services team supports Head Start children and families' health and dental needs as well as provide income eligibility support/assistance for various programs. School Readiness for all enrolled children and family self-sufficiency are priorities of the County's Head Start Program. To assure that the goals of the federal Head Start program are met, CAA and MCPS coordinate an on-going monitoring system that follows the Head Start Act 2007, the Head Start Program Performance Standards, and all other federal, state, and county requirements.

II. METHODOLOGY

In accordance with the federal Head Start Program Performance Standards (HSPPS) that requires the grantee agency to conduct a comprehensive community assessment every three years³, CAA conducted its comprehensive Community Assessment in the FY2017 program year. The Community Assessment supports the County Head Start program's strategic planning process and establishment of the five-year project period program goals. The Community Assessment includes the latest information on relevant data and trends in the County's Head Start service area. This includes demographic information about children and families

eligible for Head Start services; strengths and challenges affecting the County's low-income families; other early care and education programs available in the County, data regarding the health, dental, nutritional and special education needs of the children; and resources in the community that may help address these needs.

a. Data Collection and Analysis

CAA conducted research of County and State data sources for the following topic areas:

- Demographic make-up of Head Start eligible children and their families, including their estimated number, racial, ethnic and linguistic composition
- Number of children experiencing homelessness in the County
- Number of children in foster care within the County
- Number of children with disabilities and relevant resources provided to children by community agencies
- Other early care and education programs/services that may serve Head Start eligible children, including publically funded state and local preschool programs and the approximate number of eligible children served
- The education, health, nutrition and social services needs of eligible children and families
- The prevailing social or economic factors that impact children and families' well-being
- Work, school and training schedules of parents with eligible children
- Resources in the community that are available to address the needs of eligible children and families

In addition, national, state and local agencies' publications and reports were examined, and information analyzed for the trends that are important for future Head Start and early care and education planning (see References).

b. PIR Data Analysis with Community Partners

On November 22, 2016, CAA hosted a Community Assessment Planning meeting with community partners that focused on a review and analysis of Montgomery County Head Start's annual Program Information Reports (PIR) over a five-year period: FY2011-FY2016 (see Appendix A). The planning meeting included a discussion on the Federal Administration of Children and Families' (ACF) *Two-Generation Approach to Meet the Needs of Children and Families*.⁴ The ACF Two-Generation Approach promotes and supports:

- *Linkages between high quality educational services for children and workforce development services for their parents;*
- *Programmatic efforts to help parents gain the skills, knowledge and resources to support their child's development;*
- *Ensuring that families have access to the economic and social supports needed for stability and resilience and healthy child development; and*
- *Helping families build social capital that can support both resilience and upward mobility.*⁵

The Two-Generation Framework provided a lens for participants in the planning meeting to analyze trends in the PIR data that may impact families as a whole. Data analysis was also examined to identify trends in needs, strengths and challenges eligible families are facing, and aggregating or cross-referencing data indicators to inform priority areas for future program planning.

c. Staff Survey

MCPS Head Start teachers and paraprofessional (Family Services Workers) staff participated in a survey developed to assess and gain their input on the changes within families and the community that impact

enrolled families and children and how the program can better support the needs of children and families (see Appendix B).

d. Parent Survey

Annually, MCPS Head Start facilitates a *Parent School Readiness Survey*: (pre) at the beginning of the program year and (post) at the end of the program year to assess parents’ understanding of the importance of School Readiness and the type and frequency of school readiness activities parents share with their children. (see Appendix C). In addition, parents also received the opportunity to share their experience as a whole while enrolled in the program in an annual *Parent Satisfaction Survey* (See Appendix D).

e. Policy Council

During its January 19, 2017 monthly meeting, MCPS Policy Council received an overview of the community assessment data and summary report and discussed priority areas for meeting family needs.

f. Governing Body

During the January 24, 2017 monthly meeting, the CAB review the community assessment summary and data report and discussed priority areas for meeting family needs. CAB members also participated in an on-line survey to provide additional feedback and suggestions, and prioritize future program goals. (see appendix E).

III. OVERVIEW: MONTGOMERY COUNTY HEAD START

During the FY2016-17 program year, Montgomery County Head Start was funded to serve 648 children and their families. Montgomery County Public School’s Head Start/Pre-K program provided direct services for a total of 694 Head Start-enrolled children and an additional 2285 Pre-Kindergarten eligible children of which approximately 795 were also eligible for Head Start services. There are approximately 1600 children eligible for Head Start living in the County. Montgomery County Head Start is currently serving 40.5% of all Head Start eligible children.

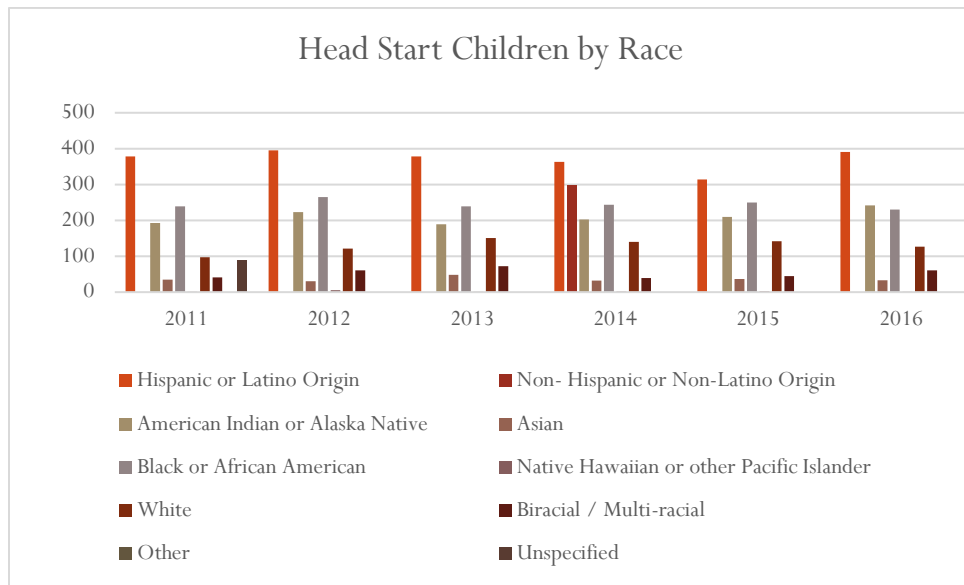
FY2016-17 (as of 12/15/16)	Number of Enrolled Children
Head Start 4 year-old enrolled children	586
Head Start 3 year-old enrolled children	62
Pre-Kindergarten enrolled	2285
Head Start eligible children enrolled in Pre-K	795

Montgomery County Head Start provides comprehensive services in a center based option model. The program is located in 30 Montgomery County Public Schools throughout the County with a total of 34 classrooms. During the 2015-16 program year, 55.6% of children were enrolled in center-based full day classes (5 days per week, 6 hours per day) and 44.4% of children were enrolled in center-based part day classes (5 days per week, 3.5 hours per day).⁶

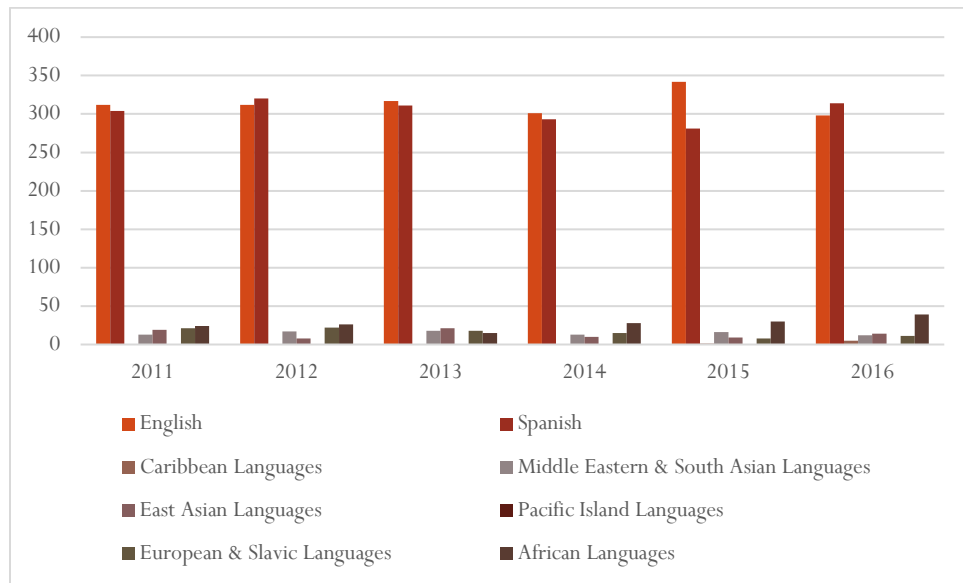
Montgomery County Public Schools is the largest school district in Maryland and the 17th largest school district in the nation. MCPS will serve 159,242 students in the 2016-2017 school year. Approximately 35% of all students are enrolled in the free and reduced-priced meal service (FARMS)⁷.

The racial and linguistic make-up of the children enrolled in Montgomery County Head Start has remained consistent over the past five years, with Hispanic/Latino families being the highest number of enrolled children and Spanish being the second highest primary home language after English. Montgomery County

Head Start enrolled families include recent immigrants from Central and South America, the Middle East, Asia, and Africa.



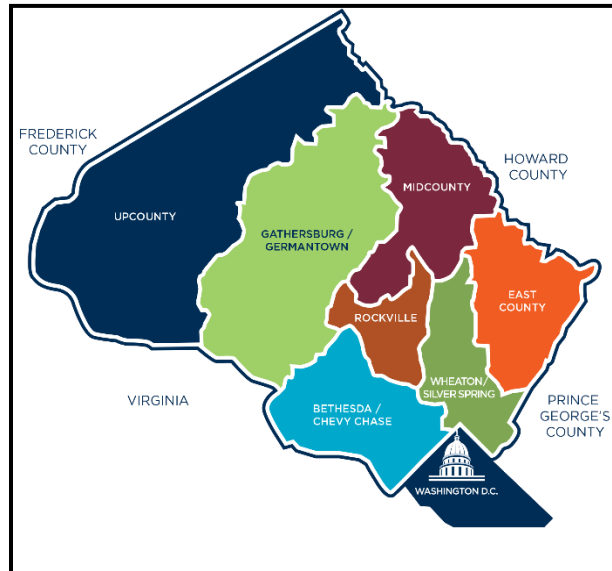
Head Start Children Primary Home Language



IV. DEMOGRAPHICS

Montgomery County, Maryland, encompasses an area of 497 square miles adjacent to Washington DC's northwest boundary. The County is bounded on the west by the Potomac River and connected to Northern Virginia by the Capital Beltway. Prince George's County, Maryland, is to the east; to the northwest is Frederick County, Maryland, and to the northeast is Howard County, Maryland. A magnificent geography

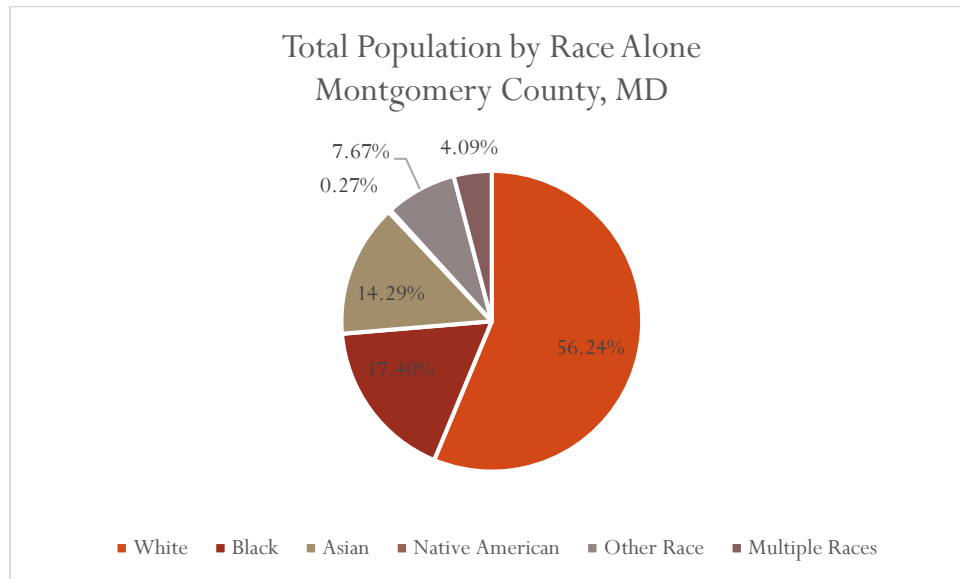
with extensive park and water areas, the County contains various types of communities, ranging from suburban to urban with some remaining rural areas.



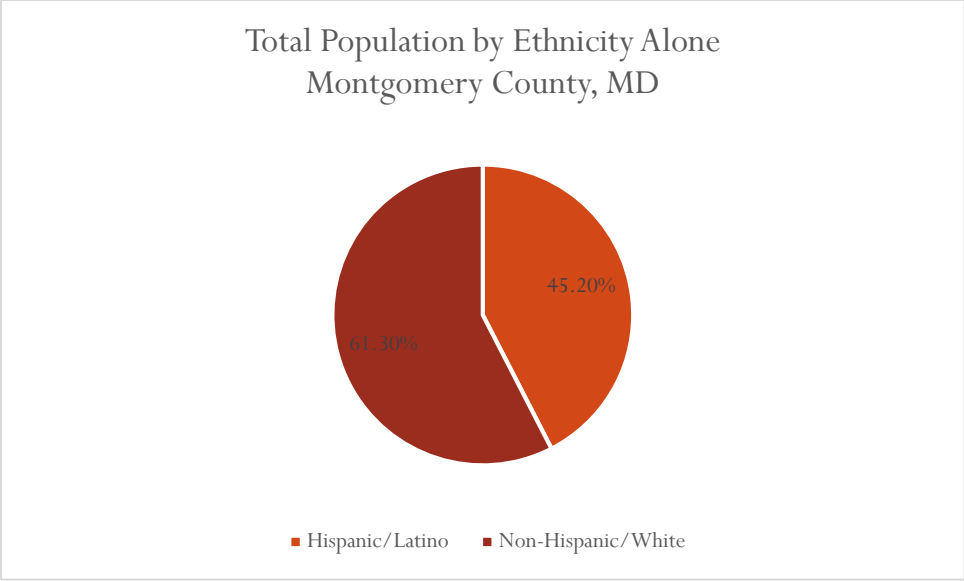
As the most populous county in Maryland, Montgomery County is the home to an estimated population of 1,040,115⁸, a 6.5% increase over a five year period (2010-2015). Montgomery County’s younger population is growing: over 23% are persons under 18 years of age, and 6.6% of the population are children under five years old. The largest source of population growth in the area was *births*, not domestic or international migration. Furthermore, this increasing rate of population growth is seen as ongoing in the future. It is projected to remain the most populous Maryland jurisdiction for the next 20 years or more.

a) ETHNICITY, RACE, CULTURE & LANGUAGE

A pride of Montgomery County is the diversity of its citizenry.



*Source: Community Commons, pg. 3.



According to the 2014 *US Census American Community Survey*, 33.3% of the total population in Montgomery County were foreign born. It is estimated that over half of the immigrants in the state of Maryland reside in Montgomery County. Asia and Latin America are the two predominant regions of birth; 32% of the local immigrant residents indicate their region of birth as Asia, 32% Latin America, 19.8% Africa and 15.3% Europe. Immigrants from different parts of the world tend to settle in different areas of the County: Asian immigrants are more likely to reside outside the Capital Beltway, or in the more suburban areas of the County, while Latin American and African immigrants tend to live within the Beltway: the more urban areas of the County.

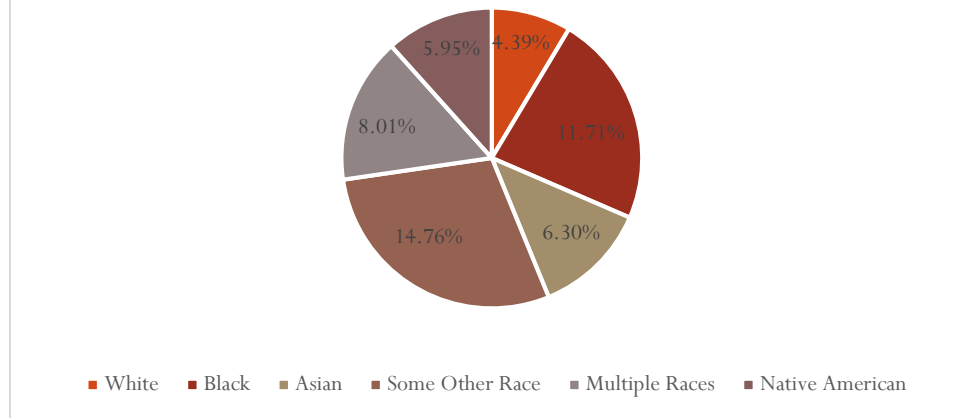
The diversity of languages spoken throughout the County reflects the population. According to Montgomery County Public Schools, the 2016-2017 student population originate from 157 countries and speak over 150 languages.⁹

b) ECONOMIC AND SOCIAL FACTORS IMPACTING FAMILIES

One of the wealthiest counties in the United States¹⁰, Montgomery County’s average estimated 2014 median household income was \$115,150 and the average family income was \$131,746. 49% of all households have incomes above \$100,000; 17.6% families of which have incomes above \$200,000.

In the midst of this affluence, Montgomery County is also home to a substantial population of low-income families and children.

Population in Poverty by Race, Total
Montgomery County, MD



According to the 2016 Montgomery County Community Action Board’s *Faces of Poverty* Report, while only 7.5% of people living in Montgomery County were in poverty, 20.7% of families with a female householder and no husband present had incomes below the poverty level. For single householder families with related children under five years of age, 33% were in poverty.

This economic climate of wealth creates conditions that exert special stresses and hardships for low-income families, which are characterized by low-wages, underemployed and unemployed workers. The Self-Sufficiency amount required to live in Montgomery County in 2016 -- without public and private assistance -- for a family of four (2 adults, one preschooler and one school-age child) would be \$91,252 per year, or \$43.87 total per hour wages: approximately 4 times higher than the Head Start federal poverty level of \$24,250 for a family of 4.

Housing and Childcare Costs

In the entire Washington, DC Greater Metropolitan Area including Montgomery County, the average household has a higher income than the national average; several counties that rank higher in income nationally are in the Washington, DC suburban community. These regional high incomes bring inflated costs of rent and housing, transportation, food and clothing which cannot be easily abated by moving a short distance away. Lower income families spend a greater percentage of their income on housing and child care than do wealthy families.

Housing costs in 2014: the median mortgage cost in the County was \$2,408 (64% of all County residents) with 21.9% of residents paying 35% of their monthly income on mortgages. The average rental cost was \$1,636 (59% of all County residents). 41.3% of County residents spending 35% of their monthly income on rent. Because of the high cost of rent, 4.4% of families live in overcrowded housing.¹¹

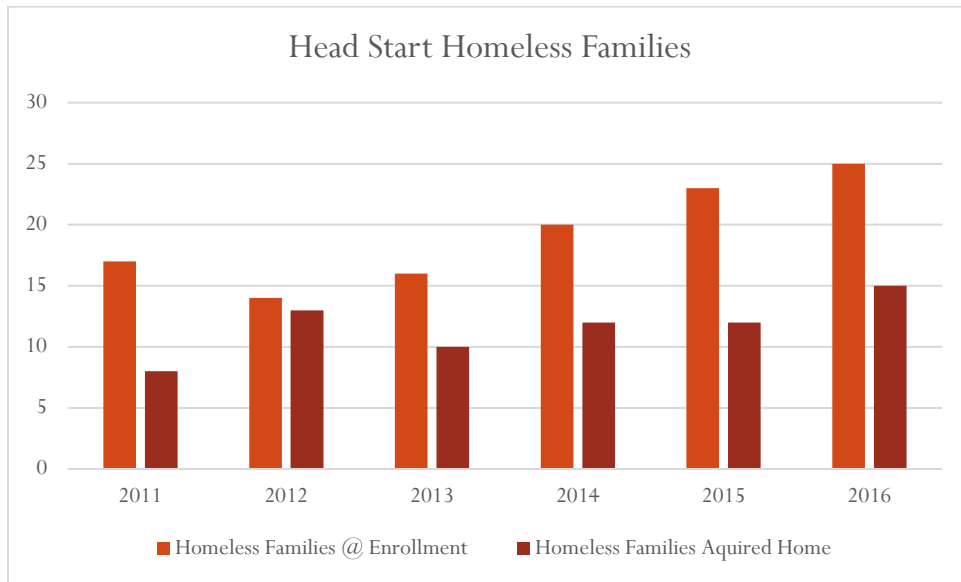
Three out of every four children (approximately 171,000 children) in Montgomery County live in households where both parents work.¹² The cost for child care for one pre-school child in a licensed day-care facility in 2016 for full-day, full-year was on average \$13,520, or about \$260 a week, in Montgomery County¹³.



Homelessness

According to the *Homeless Point-In-Time* survey conducted January 28, 2015, homelessness increased 23.5% from the previous year. A total of 1100 homeless persons were counted in Montgomery County.¹⁴ 159 (or 502 of the 1100 people counted) were considered homeless families. 318 of the 502 people counted were children.

The number of homeless children and families served by Montgomery County Head Start increased proportionally with the County’s homeless statistics. In 2016, 3.8% of MCPS Head Start enrolled families began the school year as homeless. 75% of these families acquired homes by the end of the program year.

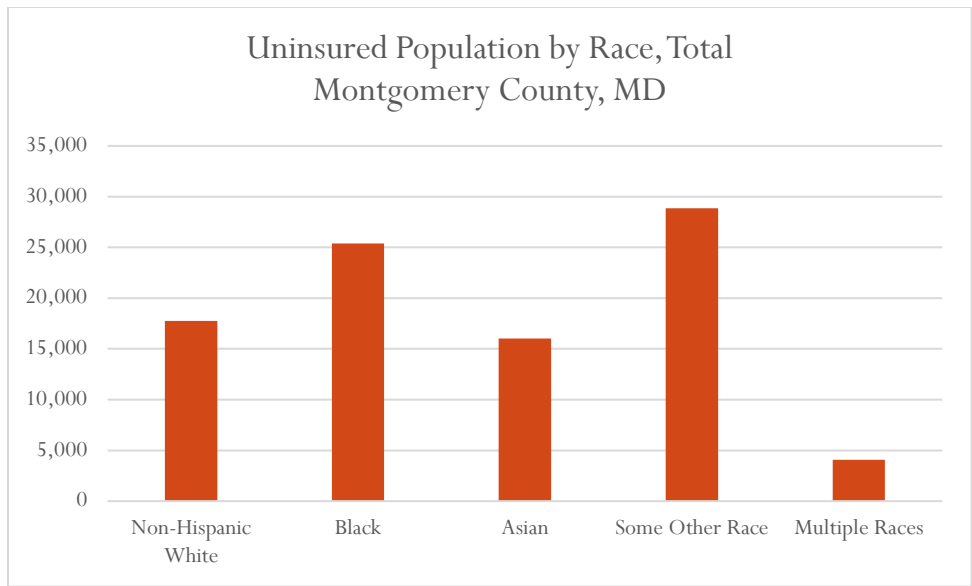


Foster Care

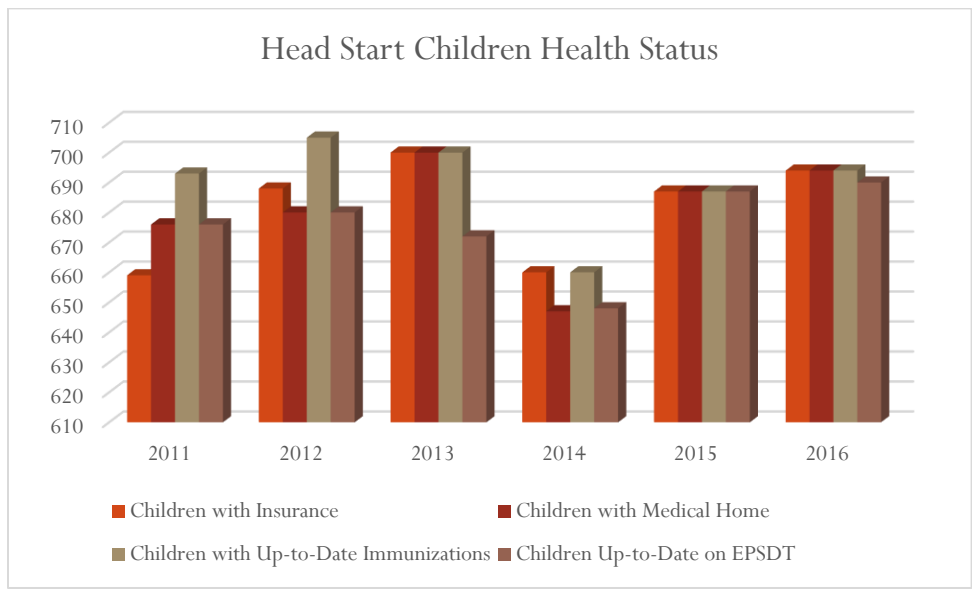
In 2015, a total of 393 youth in Montgomery County entered out-of-home care settings. 105 children (27% of the total) were 0-5 year-olds. These settings included both foster and kinship care with family. Of the 105 children ages 0-5, 36 were placed with relatives or kinship care.¹⁵

Health & Well-Being

The lack of health insurance is considered a key driver of health status.¹⁶ 12.6% of the County’s population remained uninsured in 2014. 3.8% or approximately 9,178 are uninsured children under 18 years old.



Montgomery County Head Start children fared better than the overall County’s uninsured children’s population. Because of Head Start’s mission to support children and families in a comprehensive services model including health services, all enrolled children had medical insurance and an identified medical home from 2011-2016.



The Food Insecurity rate in Montgomery County is proportional with its poverty rate. 7.86% (approximately 77,780 people) of the County’s total population is food insecure. 15.76% or approximately 37,150 are children under 18 years of age. In 2014, 17.92% of the County’s population have limited food access. Only 5.7% of the County’s poor receive Supplemental Nutrition Assistance Program (SNAP) benefits.

Montgomery County Public Schools reports that 35% students were receiving free & reduced meals (FARMS) in 2016: one out of every four students is participating in the program.

V. OTHER CHILD DEVELOPMENT AND CHILD CARE PROGRAMS

County-Wide Regulated Early Childhood Programs and Education¹⁷

Program Type	Total # of Programs	Capacity
Family Child Care Providers	940	7,099
Licensed Group Care*	477	33,193
8-12 Hour Child Care Centers	278	21,019
Infant/Toddler	136	2,172
Part-Day	67	N/A
Before/After School (School & Center-based)	304	N/A
Employer Sponsored centers	12	1,225
Youth Camps	123	N/A
Nursery Schools	164	N/A
Kindergarten (non MCPS)	94	N/A
Early Head Start	3	296

*Note: numbers do not total because facilities may have more than one type of program.

Montgomery County has over 200 licensed childcare centers and approximately 940 family child care providers. Low-income families have difficulty using licensed providers due in part to their high cost of services. Montgomery County offers two sources of funding to assist families in gaining licensed family care: Child Care Subsidy (CCS) and Working Parents Assistance (WPA). The federally funded Child Care Development Fund's Child Care Subsidy program, administered by the Maryland State Department of Education (MSDE), helps limited-income families pay for child care while parents work, attend school or job training. Families receive a voucher for each child needing care; a sliding scale, based on household income, is used to determine the amount of the voucher and the amount of the co-payment, which the parents must pay. The Working Parents Assistance program (WPA) is funded through County local resources. The WPA commits County funds with the goal of helping low-income parents meet the costs of child care and allows more Montgomery County families to receive a child care subsidy. WPA targets working families, providing financial assistance and assistance for the pursuit of child support. Parents may use the provided funding to purchase any type of care, including informal care.

The County is home to three **Early Head Start programs**. A companion program to Head Start, Early Head Start (EHS) is also a federally-funded comprehensive health, education, parent engagement and social services program for low-income families with children birth to 3 years of age and pregnant women.

Family Services, Inc. (FSI) located in Gaithersburg, promotes the resilience, recovery and independence of individuals and families across the life span through integrated mental and physical health, social services and education programs with a goal of strengthening communities. FSI's early childhood programs promote early childhood health, education and development in the home, school and community. In 2015, FSI's Early Head Start program serves upper Montgomery County, offers both home-based and center-based child development services. In 2015 FSI EHS served a total of 273 pregnant women and children.¹⁸

The Lourie Center for Children's Social & Emotional Wellness is a private, non-profit agency with a mission to improve the social and emotional health of young children and their families through prevention, early intervention, education, research and training. The agency's Early Head Start program,

provides comprehensive, year-round, child and family development services to 152 low income families with children, prenatal to three years old in both Montgomery and Prince George's County. The Lourie Center EHS model provides services to 77 families and children in home-based, and center-based family child care, and 75 families in EHS-Child care partnership. Services in Montgomery County include both family childcare and home-based models. As of 2016, 25 EHS children and families in Montgomery County are served by the Lourie Center EHS.

CentroNia is a private, non-profit educational organization that provides family support services and affordable, quality education, professional development to educators in a bilingual and multicultural environment for more than 2,400 low-income children and families. CentroNia EHS provides services to 144 children and families in the District of Columbia, and both Montgomery and Prince Georges Counties in Maryland. Currently, CentroNia provides both center-based and home-based services to 72 children in Maryland, 43 of which are enrolled children and families living in Montgomery County. CentroNia also has a contract with Montgomery County through DHHS for 20 pre-school age children in one full-day classroom at its child development center.

County-Wide Public Support Services

The Montgomery County **Department of Health and Human Services (DHHS)** assures the provision of integrated services addressing the health and human services needs of County residents. DHHS provides crisis invention services (including homelessness); disability services, housing benefits (including financial services, food, and energy); health services (including medical coverage, mental health/substance abuse; school-based and community health); and older adult services (including caregiver support).

School Health Services (SHS)

Under HHS, School Health Services assures and promotes the health, safety, and well-being of students enrolled in all Montgomery County Public Schools. Basic services include: First aid/emergency care, medication and treatment administration, hearing and vision screenings, case management of students with chronic health conditions, health promotion/education, and linking students to health care providers and other resources.

Children, Youth, and Family Services (CYF)

Under DHHS, the mission of Children, Youth, and Family Services (CYF) is to promote opportunities for children to grow up safe, healthy, ready for school and for families and individuals to be self-sufficient. Departments within CYS include:

- Child and Adolescent Services and Community Based Services
- Early Childhood Services
- Childcare Subsidy Programs and Office of Eligibility and Support Services
- Child Welfare Services
- Positive Youth Development

Below highlights some of the services and resources available for low-income families with young children provided by the various departments within CYS.

Child Welfare Services provides protective, rehabilitative, and supportive services for children who are maltreated and for their families. This program also provides supportive and financial help to relatives,

foster, and adoptive parents. Investigations, protective services, kinship care, foster care, adoption, and in-home aide services are also provided through this system. Family Preservation Services provide social services to families with children who are at risk of removal from home due to neglect or abuse.

Linkages to Learning is a program under DHHS CYF Child and Adolescent and Community Based Services. Linkages collaborates with MCPS and local public and private human service agencies to provide school-based prevention and early intervention services to students and families of elementary and middle school communities with the highest indicators of poverty. These integrated social, health, mental health and educational support services are designed to address the non-academic issues that may interfere with a child's success in school.

Early Childhood Services focuses on increasing the quality of early care and education programs available to young children throughout Montgomery County through technical assistance, consultation, and training for child care providers. This program also includes the development of strategies to increase the supply of quality early care and education programs and services.

The Montgomery County Child Care Resource and Referral Center (MCCCRRC) works with parents, child care providers, businesses, and community members, to help promote the availability of and accessibility of high-quality child care services in the County. Families who need child care services are given free child care referrals and information on evaluating quality child care available; parents can call LOCATE by telephone to receive individualized counseling and referrals to child care providers who might meet their needs. Training for child care providers to establish and improve their programs is offered for free or at low cost, including training for the Maryland Child Care Credential, voluntary state program which recognizes child care providers who go beyond the requirements of State licensing and registration regulations. Special recruitment efforts are targeted to providers who serve low-income families and immigrant communities.

ChildLink provides parents and caregivers with resources and information about services and linkages to programs that are available to assist them with their children, from birth to age five. It serves as an entry point to services for young children, and functions as a triage system for assistance. Callers may receive simple referrals-such as referrals to Head Start- consultation on child development or parenting issues, or linkages and follow up for families presenting more complex or at risk situations which would require early intervention services.

Child Care Subsidies are support for eligible low-income families who work or are in a work activity, and for families receiving Temporary Cash Assistance (TANF), and actively participating in job search or job preparation, or another work activity.

The Income Supports Program serves low-income families and individuals facing significant challenges by providing basic resources of cash assistance, food supplements, and medical assistance. This program determines eligibility for: Temporary Cash Assistance (TCA); Temporary Disability Assistance Program (TDAP); Refugee Cash Assistance (RCA); Food Supplement Program (FSP); Community Medical Assistance (MA); and Refugee Medical Assistance. The Income Support Program also manages a required employment program for applicants and recipients of TCA.

Child and Adolescent School and Community Based Services include respite care, community empowerment efforts, single-parent family services, family services, youth services, and family outreach efforts. The program also provides for the coordination, planning and implementation of a number of key

interagency initiatives among public and private agencies in the community to meet the needs of children, youth and their families.

Judith P. Hoyer Centers Early Child Care and Family Education Centers

Judy Centers offer a wide range of services to children age birth through Kindergarten and their low-income families. The goal of Judy Centers is to support School Readiness. In Montgomery County, services are provided at Title I schools. Judy Centers use a “whole child” approach in addressing the many variables that can impact young children’s readiness for Kindergarten.

The Judy Centers were founded in Maryland and are named in honor of the foundational work in early care and education of the late Judy Hoyer, the wife of Maryland Senator Steny Hoyer. There are 48 Judy Centers throughout the state of Maryland. In Montgomery County, there are currently two Judy Centers administered by MCPS:

- Rolling Terrace Elementary School, Takoma Park
- Summit Hall Elementary School, Gaithersburg which also serves students and families at Washington Grove Elementary School

The County Judy Centers provide enrichment activities for preschool age children, parent-child activities for all families, and parent education and support for children to attend high quality child care, and accreditation support for child care, Head Start, Pre-K and Kindergarten classes.

Disability Services

Montgomery County Infants & Toddlers Program (MCITP)

MCITP provides evaluation, assessment, family support and early intervention services to families with children birth to 5 when there is a concern about development, or when a developmental delay is documented. The services are delivered using a family-centered approach and are provided by staff employed by MCPS, HHS and private community service providers. MCITP assists families with their child's developmental and special needs, serving children birth to three years old and their families who reside in Montgomery County if eligibility criteria are met. Children who are eligible for services receive ongoing early intervention services through an Individualized Family Service Plan (IFSP) designed to achieve outcomes determined by the early intervention team which includes the family as well as other providers. Early intervention services include family centered interventions from a speech/ language therapist, occupational therapist, physical therapist, special educator, social worker, interim and on-going service coordinator, infant/adult mental health specialist, and psychologist.

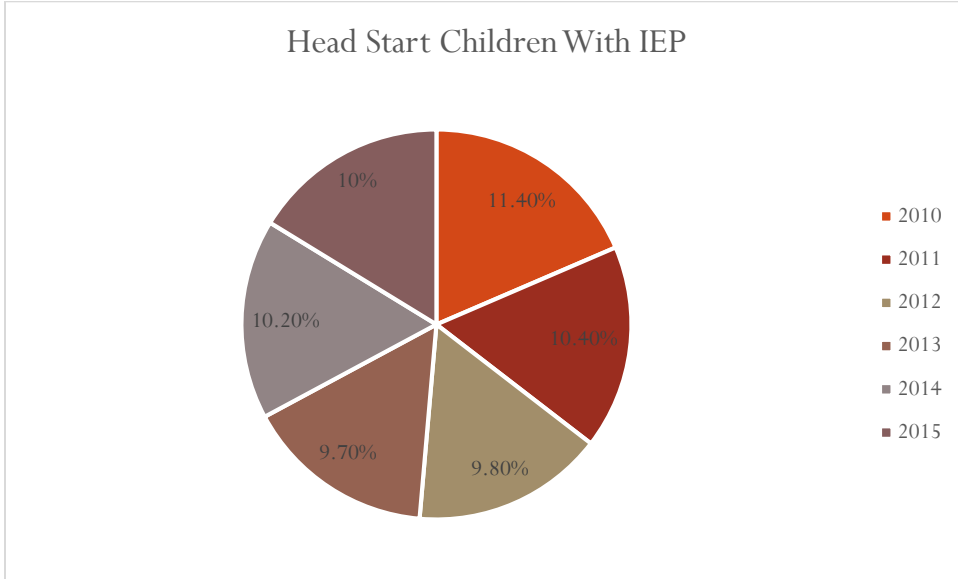
Eligibility is determined by residency AND if the child exhibits either a 25% delay in at least one area of development (motor, language, cognition, self-help, social/emotional), or atypical development, or a high probability of delay due to a diagnosed medical condition.

Local Educational Agency (LEA)

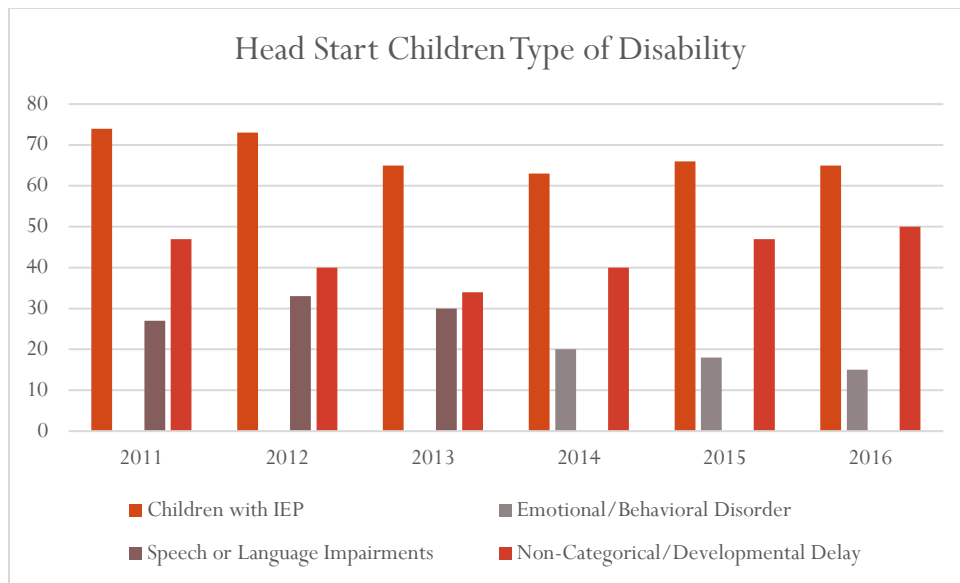
MCPS serves as the County’s Local Educational Agency (LEA) and maintains the requirements for Part B of the federal Individual with Disabilities Education Act (IDEA). MCPS is committed to promoting improved academic achievement for all students with disabilities. All decisions regarding the placement of a child with

a disability in a special education service delivery model is made by the Individual Education Program (IEP) Team with consultation with parents.

Over the past five years, at least 10% of Montgomery County Head Start’s annual enrollment included children with disabilities.



Of the Head Start Children with Individual Education Plans (IEPs) Non-Categorical/Developmental Delay remains the most consistent diagnosis. Typically, pre-school age children who receive individualized special instruction and attention can evolve overtime and “catch up” in their overall development.



Preschool Special Education Programs (PEP)

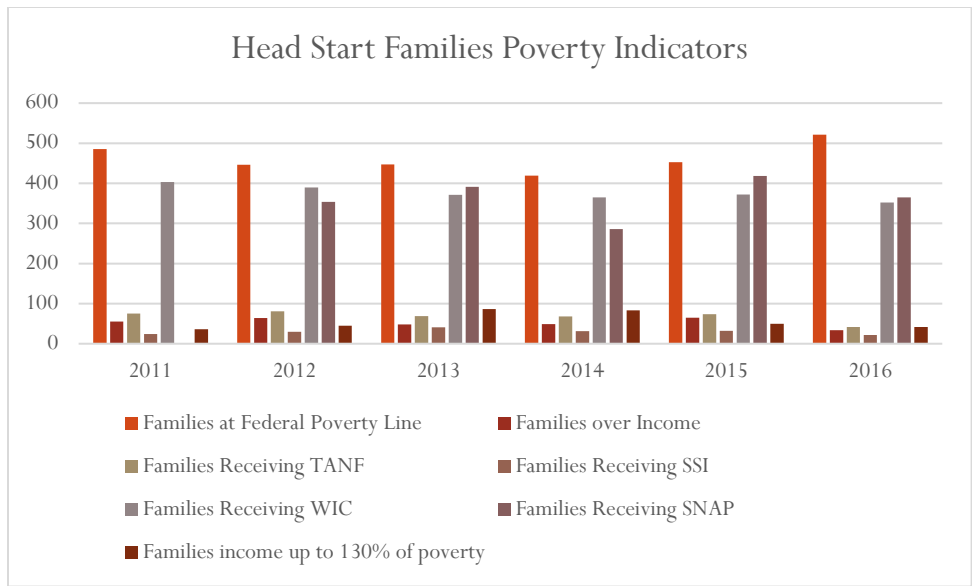
For children with more severe disabilities, MCPS' Preschool Education Program (PEP) provides a variety of preschool literacy –based educational and support services for children with disabilities, ages 3 to 5, with serious developmental delays, students with intensive needs, and the medically fragile. Children between three and five years of age may be eligible for PEP if they have a developmental delay or disability as determined through assessment, meet the criteria for one or more educational disabilities as defined by the Individuals with Disabilities Act (IDEA), and/or need special education services. A child is placed in PEP through a centralized special education placement process following assessment in any area of disability. Referrals for evaluation are usually through Montgomery County Infants and Toddlers Program (for children under the age of 3 years) or the Child Find Unit (for children between 3 and 5 years of age).

PEP services address the same early learning skills fostered in MCPS prekindergarten classrooms, and also include art and music, with mandated services such as: speech, occupational and/or physical therapy, and parental involvement. Wherever possible, classes are taught collaboratively with MCPS Prekindergarten classes. Services range from itinerant in community preschools to five hours per day of intensive, low- ratio classroom programming for children with multiple severe disabilities.

The Preschool PEP programs also serves children with sensory disabilities, autism, or physical disabilities. These students usually require more specialized instruction and programming, including daily programs ranging from 2.5 to 6 hours daily. Mandated related services such as speech, occupational, and or physical therapy, and parent involvement are included. Their classroom instruction addresses the special needs of the child, while supporting the same early learning goals as the Prekindergarten and Head Start program. Children participate in physical education, art, and music, and wherever possible, classes are taught with MCPS prekindergarten classes.

VI. MONTGOMERY COUNTY HEAD START: FIVE-YEAR TRENDS (2010-2016)

Between the 2010 and 2016 program years, the overall demographic makeup of children enrolled in Head Start remained consistent. At least 85% of enrolled families are between 100- 135% of the federal poverty guidelines. However, other than SNAP and WIC, the majority of enrolled families did not receive other public assistance such as TANF and SSI. This may be a reflection of a family's immigrant status and underemployment (aka "working poor"). Moreover, MCPS staff noted in a survey that three main changes in the community that enrolled Head Start families face are: (1) severe financial stress; (2) lack of affordable housing that often leads to housing instability and homelessness; and (3) lack of affordable child care. These changes are increasing families' reliance on social services (See Appendix B).



During the five-year period, parents consistently indicated specific resources needed to support their families. Emergency or crisis intervention (such as food, clothing or shelter) were overwhelmingly requested by approximately 96% of families each year. Approximately 27% of families requested English Language classes, and approximately 63% of families requested Parenting Education.

Families Identified Need During the Program Year (Total = 648)	2011-12	2012-13	2013-14	2014-15	2015-16
Emergency or Crisis Intervention	100%	93.8%	96.9%	96%	94.5%
English (ESL) Training	30.7%	16.8%	26.3%	36%	26.5%
Job Training	10.1%	9.4%	10.9%	29%	13.8%
Parenting Classes	15.3%	93.8%	96.9%	15%	94.5%

Within the Two Generation Framework, Montgomery County Head Start identified the following strengths and needs of enrolled families.

Programmatic efforts to help parents gain the skills, knowledge and resources to support their child's development

Montgomery County Head Start engages parents in developing and implementing the program's School Readiness Goals. In partnership with Montgomery County Public Libraries (MCPL), parents are encouraged to apply for library lending cards. MCPL hosts literacy activities for families with young children and provides literacy "backpacks" with books, an iPad and themed activity resources for a variety of learning topics.

In the 2015- 2016 program year, MCPS conducted its annual pre and post survey to assess Head Start parents understanding of School Readiness and what knowledge they have to support developmental skills in their children. 103 parents participated in survey. By the end of the year, 57% of parents who responded, stated that they read to their child every day with 25% engaging in the reading activity for 25-30 minutes. Of the 75% of parents who responded that they speak a language other than English at home, 85% stated they speak to their child in their home language every day and 37% stated they read to their child in their home language every day (See Appendix C).

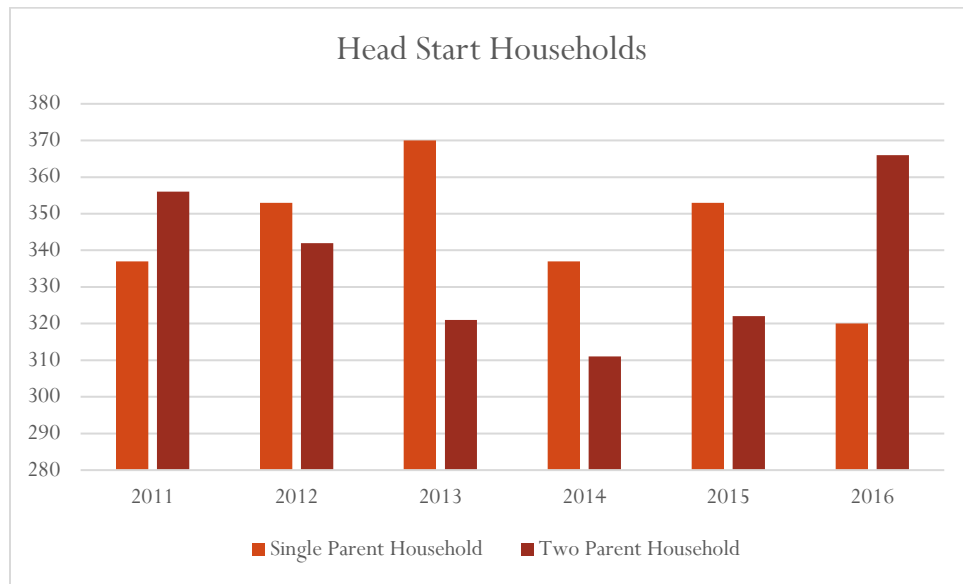
The majority of the parents who responded also noted that they engage in other learning development activities with their children everyday: 77% talk with their children and ask questions about colors, numbers and shapes; 67% draw, color, cut or write with their child; and 26% of parents responded that they visit parks, museums and other free activities offered in the community at least once a week with their child.

In addition, a satisfaction survey queried parents on their relationship with their child’s teacher and comfortability in participating in the classroom. In 2016, 110 parents responded to the survey (See Appendix D).

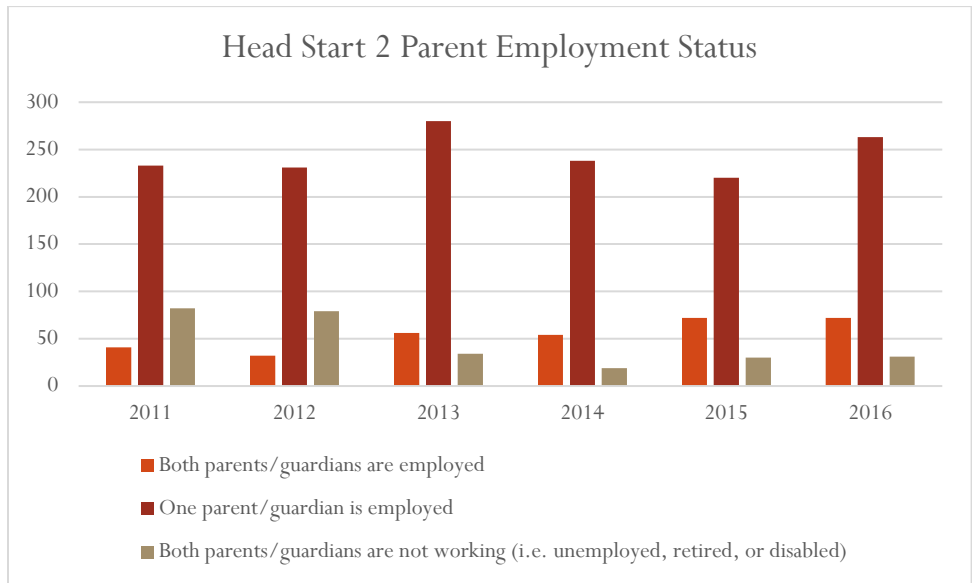
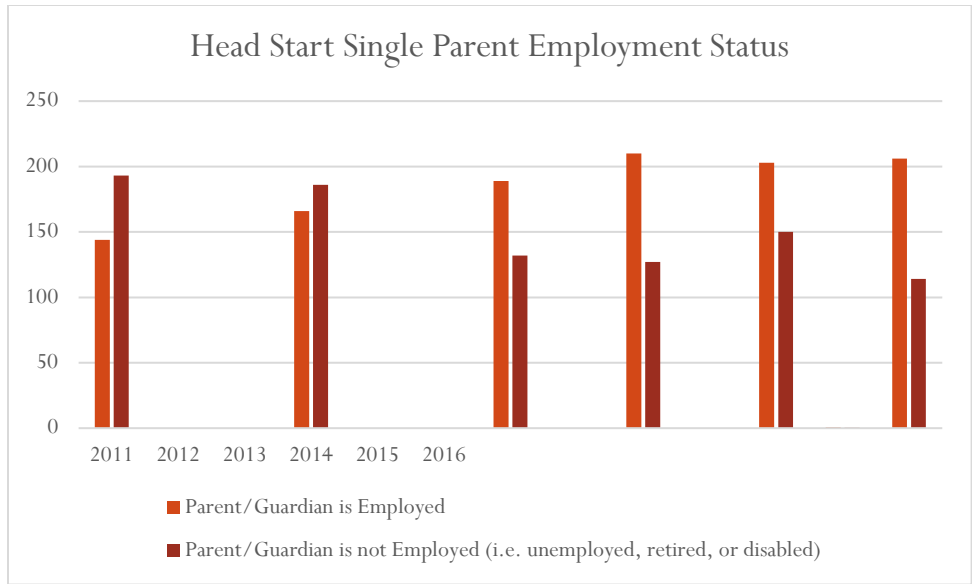
79% of parents who responded stated they always feel welcome in the child’s classroom to visit or volunteer. 80% responded that the teaching staff encourage them to share their thoughts about their child’s interests, strengths and needs. 75% of parents who responded agreed that they received information or training on child behavior management strategies.

Ensuring that families have access to the economic and social supports needed for stability and resilience and healthy child development

Over a five-year period, the demographic makeup of enrolled Head Start families came full circle with two parent households out numbering single parent households five years ago, and in subsequent years, enrollment of single parent households leading two parent households. In 2016 however, two parent household enrollment was 7.4% more than single parent households.



Single parent households showed an increase in employment status. Two-parent households consistently reported at least one parent working and a steady decrease in the households with neither parent employed.



An analysis of Montgomery County Head Start’s PIR Performance Indicator Reports from FY2011- FY2016 documents the efforts of the program’s family engagement and social services components in meeting the needs of families. 100% of enrolled parents participated in developing a Family Partnership Agreement. MCPS Family Services staff support parents in establishing self-sufficiency goals for their families that often begins with parents identifying needs and/or barriers to meeting their goals. Of the four leading identified needs of parents over the 2011-2016 program years, 100% of parents who requested a support received it.

TOTAL FAMILIES = 648	2011-12		2012-13		2013-14		2014-15		2015-16	
	Families Identified Need	Service Provided	Families Identified Need	Service Provided	Families Identified Need	Service Provided	Families Identified Need	Service Provided	Families Identified Need	Service Provided
Emergency or Crisis Intervention	648	100%	648	93.8%	628	100%	648	96%	648	94%
English (ESL) Training	213	100%	116	100%	171	100%	246	100%	182	100%
Job Training	105	100%	65	100%	71	100%	193	100%	95	100%
Parenting Classes	106	100%	648	100%	628	100%	101	100%	648	94%

Helping families build social capital that can support both resilience and upward mobility

Each year, MCPS offers a variety of activities for families to participate in. A center committee is convened monthly at each of the 30 elementary school locations that house Head Start classrooms. Committee meetings are designed to support parents in getting acquainted with each other and staff, provides parents with a venue to assist in planning the program and serves as a two-way communication vehicle between the school and the Head Start program. During the FY2016-2017, monthly center committee parent education topics include: Child growth and development; Language & Literacy; Health and Nutrition; and Personal Safety. MCPS also hosted ESOL classes for parents, financial literacy and CAA’s VITA (Volunteer Income Tax Assistance) services.

In accordance with the HSPPS, MCPS also supports parents in facilitating the Head Start Policy Council. The Policy Council is a key stakeholder in the overall Head Start program governance system. Parents also elect up to two members of the Policy Council to participate in CAA’s governing board (CAB). These parent representatives are voting members of the CAB and give voice to legislative policies that the CAB advocates to support low-income families in the County.

The program governance structure for Montgomery County Head Start is a blend of both the federal HSPPS and Community Services Block Grant (CSBG) Organizational Standards. Parent members of the policy council are elected to the CAA CAB. Both the CAB and PC’s responsibilities include advocating on behalf of Head Start children and families. The PC supports the Head Start budget to MCPS school board. The CAB support the Head Start budget to the County Council. Members of the governing body are invited to participate in annual legislative advocacy days in Annapolis, Maryland’s state capitol.

a) Kindergarten Readiness

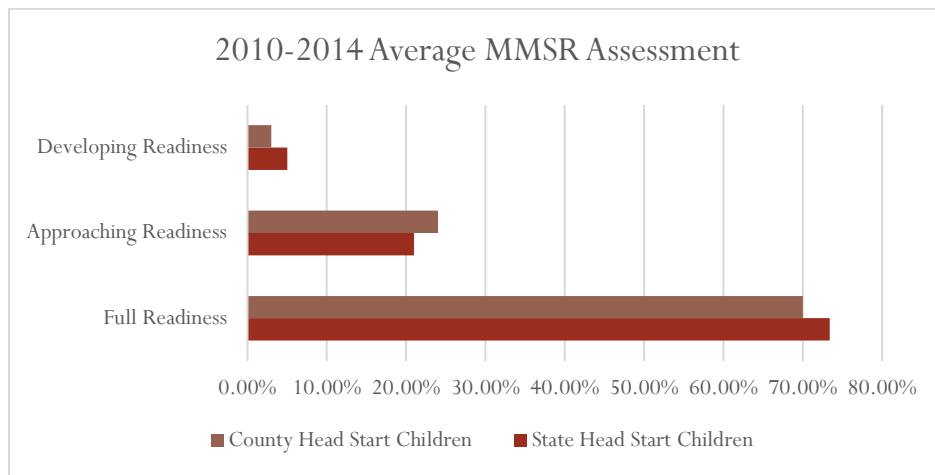
The Maryland Model for School Readiness (MMSR)

In September 1999, the Maryland Joint Committee on Children, Youth, and Families decided to focus its work on improving services for children, birth to five, affecting one of the eight results areas established by the Maryland Partnership – Children Entering School Ready to Learn. As part of its efforts, the Joint Committee requested the

Maryland Subcabinet for Children, Youth, and Families to develop a process to establish baseline information on the social, physical, linguistic, and cognitive skills of children entering kindergarten. The Maryland State Department of Education (MSDE) was charged with identifying and implementing an early childhood assessment system by school year 2000-01 that would provide baseline information on children entering kindergarten. The Maryland Model for School Readiness (MMSR) was designed as the school readiness framework to support teachers with improving their assessment and instructional techniques to support young children’s readiness for school. The MMSR includes the following components: assessment, instruction, family communication, and articulation among programs.

The Work Sampling System (WSS) was selected as the early childhood assessment system to be used in kindergarten for the purpose of assessing entering kindergartners’ skills for seven curricular domains: 1. Social and personal development; 2. Language and literacy; 3. Mathematical thinking; 4. Scientific thinking; 5. Social studies; 6. The arts; and 7. Physical development and health. Although WSS was selected and used by Maryland State public schools, it was not required by state Head Start programs. Montgomery County Head Start utilized the Early Childhood Observation Record (ECOR) assessment tool that was aligned with WSS. The Head Start Act 2007 mandates Head Start programs to implement educational curriculums and assessment systems that were validated by current scientific research. The 2016 revised HSPPS requires programs to participate in State Quality Rating Improvement Systems (QRIS) and share assessment data with the state board of education.¹⁹

Under the MMSR, the state-wide Kindergarten Readiness assessment results for Head Start children showed the following trends over the 2010-2014 five-year period (see chart below). Assessment results were divided into three categories: Full Readiness; Approaching Readiness and Developing Readiness. Montgomery County Head Start kindergarten readiness assessment results showed similar trends with the overall state percentages. From 2010-2014, on average 70% of County Head Start children assessed as fully ready for Kindergarten. 24% of County Head Start children assessed as approaching readiness with a steady decrease in children approaching readiness by 2% each year. 3% of children measured as developing readiness.



Ready For Kindergarten (R4K)

Beginning in the 2014-2015 school year, MSDE implemented a new comprehensive school readiness system that includes: *Ready for Kindergarten: Maryland’s Early Childhood Comprehensive Assessment System (R4K)*. R4K aligns with Maryland’s more rigorous PreK-12 College and Career-Ready Standards and establishes higher benchmarks for all

children. R4K’s assessment for children- Kindergarten Readiness Assessment (KRA) system- builds on and advances the MMSR, yet adding more rigorous assessment indicators. This change in the kindergarten readiness assessment system had a significant impact on assessment scores, lowering the overall percentage of pre-school children demonstrating foundational skills and behaviors needed for kindergarten by nearly 30% in year one baseline results.

*Readiness Matters: The 2015-2016 Kindergarten Readiness Assessment Report*²⁰, shares the school readiness results of Maryland’s children – statewide, by subgroups, and for each of Maryland’s 24 local jurisdictions. Based on the state’s higher standards, the new baseline results for year two are:

- Nearly half of entering kindergarteners in school year 2015-2016 (45%) are demonstrating that they possess the foundational skills and behaviors that prepare them for the curriculum that is based on Maryland’s new more rigorous kindergarten standards.
- 52% of female students are demonstrating readiness compared to 39% of the male students.
- More than half of Asian kindergartners (52%), and white kindergartners (56%), are demonstrating this new level of readiness. American Indian/Alaska Native (44%), African American (41%), and Hispanic (27%) kindergartners are below the state average of kindergarteners (45%) demonstrating readiness.
- Kindergartners with disabilities, those learning the English Language, and those from low-income households have fewer students demonstrating readiness than Maryland kindergartners as a whole.
- Children who attended child care centers (54%) and non-public nursery schools (66%) the year prior to entering kindergarten exceed the statewide readiness average.

In 2015-2016, 10,911 children were enrolled in statewide Head Start programs. 3,088 children (28.3% of all state enrolled Head Start children) who received the KRA were identified as attending Head Start prior to attending kindergarten. Of these children, 33% of children demonstrated readiness; 43% demonstrated approaching readiness and 24% demonstrated emerging readiness skills. Challenges of comparing the readiness of Head Start children for kindergarten using KRA’s ELA are: (1) the limited number of Head Start grantees participating in the system; and (2) the accuracy of self-report by parents regarding the early care and education options used prior to Kindergarten.

Montgomery County Head Start children did participate in the KRA. The 2015-2016 Montgomery County Head Start results comparison to state aggregated assessment data is as follows:

2015-2016 KRA COMPOSITE	MONTGOMERY COUNTY HEAD START	MARYLAND STATE AGGREGATED DATA
<i>Demonstrating</i>	38%	45%
<i>Approaching</i>	44%	37%
<i>Emerging</i>	18%	18%

2015-2016 Montgomery County early care and education programs’ KRA comparison data results are as follows:

2015-2016 KRA COMPOSITE	CHILDCARE CENTER	FAMILY CHILD CARE	HEAD START	HOME/ INFORMAL CARE	NON-PUBLIC NURSERY	PRE-K
<i>Demonstrating</i>	61%	39%	38%	33%	69%	33%
<i>Approaching</i>	29%	36%	44%	39%	25%	44%
<i>Emerging</i>	10%	25%	18%	28%	6%	23%

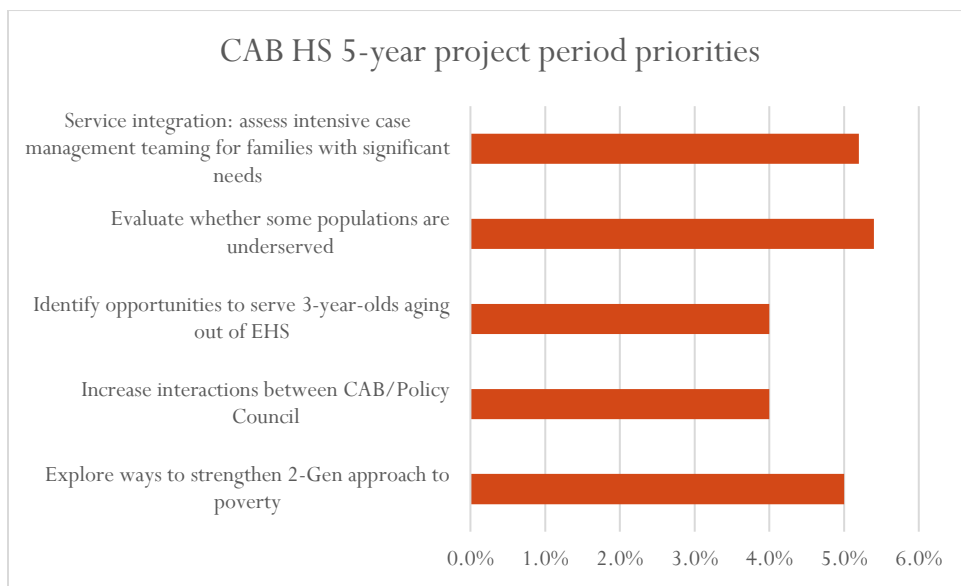
VII. PRIORITIES

The Montgomery County Head Start Policy Council’s considers School Readiness a priority for County’s Head Start/ Pre-K program. Increasing parents’ knowledge and understanding of:

- Child development;
- Key concepts of School Readiness including the central domains of learning outlined in the *Head Start Early Learning Outcomes Framework*;
- How to interpret child assessment data; and
- Strategies, resource and activities parents can use at home to support their child’s development and readiness for kindergarten.

The Community Action Agency Board (CAB) considers developing a systematic approach to strengthening family self-sufficiency a priority for the County’s Head Start families:

1. Outreach/Equity: Evaluating whether some populations are under-served
2. Service Integration: Examining the need for DHHS intensive case management for families with significant needs
3. System: Exploring ways to strengthen “two-generation” approaches to poverty



Montgomery County Head Start’s five-year project period goals (2015-2020) are:

1. To improve existing family outcomes for Head Start Families; and
2. To enhance and strengthen collaborative relationships with community agencies to meet the increasing needs of low-income families in a time of decreasing resources.

VIII. COMMUNITY SUPPORT

The momentum to strengthen and support families with young children in Montgomery County is high. The following are examples of local, regional and state-based organizations that are collaborating their efforts in early care and education.

Early Childhood Coordinating Council

Maryland's commitment to early childhood education was strengthened with the establishment of an Early Childhood Coordinating Council in 2000. Based on this early work in developing a readiness assessment system for K-12, Maryland was awarded a federal *Race to the Top: Early Learning Challenge Grant* (RTT-ELC) in 2012. RTT-ELC required a state wide Early Childhood Advisory Council (ECAC). In Maryland, each county jurisdiction was charged with establishing a local ECAC.

Since 1998, Montgomery County included early childhood initiatives in its school readiness approach. As a partner in the State's RTT-ELC, the County's ECAC was initiated by the County Executive, and was established and executed in conjunction with the superintendent of schools. The ECAC worked collaboratively to plan, implement and assess activities focused on ensuring that all young children (birth through age 5) in Montgomery County arrive at school fully ready to learn. In 2015, Montgomery County Council passed Bill 13-15 that established the Early Childhood Coordinating Council (ECCC). Membership of the former ECAC has been transferred to the ECCC. Members are appointed or invited by the County Executive and confirmed by the County Council. ECCC membership is comprised of a variety of stakeholders and professionals with expertise in the early childhood field including: County parents, business and foundation representatives, child care providers, Montgomery County Public School staff, Maryland State Department of Education staff, Montgomery County Libraries and County Government representatives.

Montgomery County's early Care and Education Strategic Plan 2017²¹ includes the following goals:

Goal 1. High quality care from birth in all settings. *All infants, toddlers, and preschoolers in Montgomery County experience high quality early care and education in formal and informal settings.*

Goal 2. Affordable, accessible early care and education for all children and families. *Montgomery County provides adequate resources to ensure eligible families can afford early care and education that is high-quality, accessible and meets their needs.*

Goal 3. An educated, diverse, well-compensated early childhood workforce. *The Montgomery County early childhood workforce is diverse, professionalized, well-compensated, and has access to on-going professional learning supports.*

Goals 4. Transitions and continuity across ages and settings. *All infants, toddlers and preschoolers in Montgomery County experience continuity in transitions as children develop and continuity across settings and sectors.*

Goals 5. Leadership and Financing. *Montgomery County has the necessary infrastructure and funding to support a high-quality, affordable, accessible early care and education system.*

WorkSource Montgomery: Innovate + Education Two-Gen Project

In 2016, WorkSource Montgomery (WSM) received a grant from the W.K. Kellogg Foundation to develop a two-generation model of workforce development and access to affordable child care in partnership with the County's DHHS. The proposed program will pilot a two-generational approach to young parents under the age of 25 intended to make a strong impact on parents early in their career path. Simultaneously, WSM and DHHS will work to align workforce development with Early Head Start programs and begin an earnest discussion with employers and the community around employment barriers and solutions for parents with young children.

In addition to the Kellogg grant, WSM will utilize federal Workforce Innovation and Opportunity Act (WIOA) youth funding to support workforce activities for young parents as part of this pilot. The pilot will incorporate the five components of a two-generation approach as outlined by the Aspen Institute in the Two-Generation Playbook.²²

As part of the pilot, career specialists will focus on whole-family approaches and work with partners to provide effective services to 50 families with a parent under the age of 25. Services for young parents will include skills development, guidance balancing work and family responsibilities, financial and computer literacy, provision of supportive services, and coordination with existing early childhood education programs and resources to find affordable child care during their work hours. Parents enrolled in the County's Head Start and Early Head Start program will be a source of recruitment for the pilot program.

Montgomery Moving Forward / Nonprofit Montgomery

Nonprofit Montgomery is an alliance of leaders of nonprofit organizations serving Montgomery County, MD. Nonprofit Montgomery's vision is to be a collective voice of nonprofits of all sizes and missions with government, philanthropic, and corporate partners. The organization's goal is to strengthen individual organizations, increase the visibility of their work, and advocate on behalf of nonprofits and the people they serve. *Montgomery Moving Forward* (MMF) is the organization's collective impact vehicle for change that brings cross-sector leaders from business, philanthropy, education/academia, government, and non-profits together to define a problem and embrace a common agenda.

In 2016, MMF launched its second focus issue: *Early Care and Education: A key building block for economic opportunity*. MMF's decision to embrace this issue was the result of a six-month community engagement process that gathered input from more than 500 residents and leaders. MMF's goal is to add value to the County's established early childhood initiatives, by fostering cross-section dialogue and advocating for alignment of all components of the system. MMF believes that a stronger, more equitable system will lay the foundation for more children to succeed in school, help reduce the achievement gap, and help build the workforce of the future.²³

Montgomery County Food Council²⁴

The Montgomery County Food Council is an independent council formed and led by individual community members and representatives of local businesses, government, non-profit organizations, and educational institutions that broadly represent the food system both substantively and geographically.

The Food Council's mission is to bring together a diverse representation of stakeholders in a public and private partnership to improve the environmental, economic, social and nutritional health of the County through the creation of a robust, local, sustainable food system.

In 2016, Montgomery County Council unanimously passed *Bill 19-16, The Strategic Plan to Achieve Food Security* that initiated the process for developing a Food Security Plan. The focus of the Food Security Plan is to:

- Greatly enhance the level of food security in the County;
- Link County dollars spent on food assistance to the needs identified in the plan; and
- Guide non-profits who support County residents with food assistance to seek food assistance grant funding from the county.

*Healthy Montgomery*²⁵

Healthy Montgomery is Montgomery County's community health improvement process. It is an ongoing effort that brings together County government agencies, County hospital systems, minority health programs/initiatives, advocacy groups, academic institutions, community-based service providers and other stakeholders to achieve optimal health and well-being for all Montgomery County residents. Healthy Montgomery's goals are:

- Improve access to health and social services
- Achieve health equity for all residents
- Enhance the physical and social environment to support optimal health and well being

*Washington Region Early Care & Education Workforce Network*²⁶

The Washington Area Women's Foundation is organized to ensure that economically vulnerable women and girls in the Washington (District of Columbia) region have the resources they need to thrive. In 2008, the Foundation launched the Early Care & Education Funders Collaborative (ECEFC). ECEFC is a collective of foundation and corporate investors dedicated to supporting systemic approaches that increase quality, capacity and access to early care and education in the Washington region. The Washington region includes: the District of Columbia, Montgomery and Prince Georges' counties in Maryland; and Alexandria and Fairfax counties in Virginia.

ECEFC's goals are to:

- Improve the quality of early care and education for low-income children ages zero to five
- Expand access to affordable early care and education options
- Support professional development for early care and education professionals
- Encourage and strengthen partnerships among stakeholders that support positive changes in the early care and education system

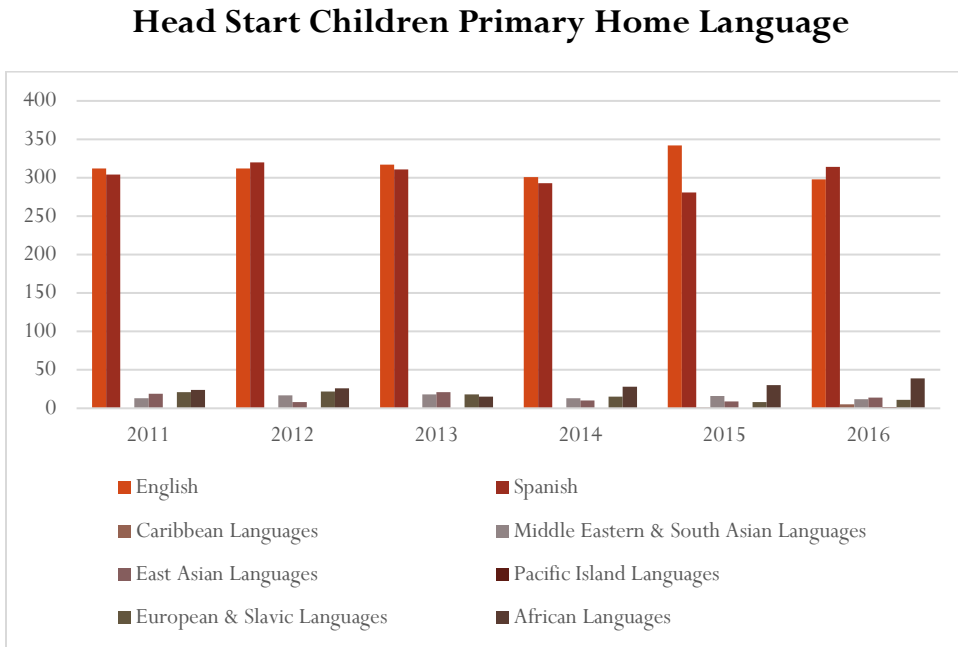
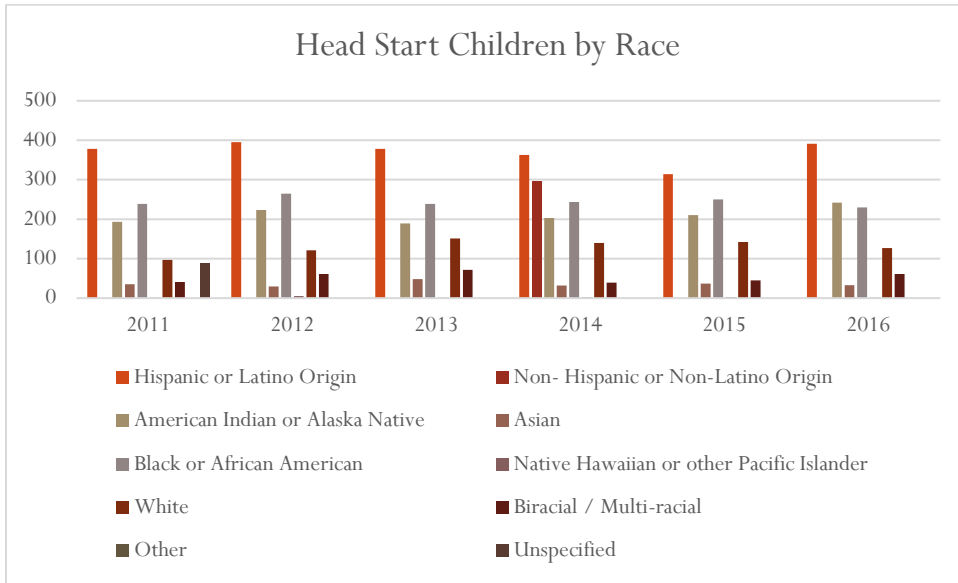
IX. SUMMARY

Five-year trends in Montgomery County demographics continues to indicate more growth in the overall population by the increasing numbers of births, international immigrants and migrants from other counties within the State of Maryland. As the current availability of Head Start and other community based early care and education services do not meet the County's current need, the gap in services will continue to increase. In addition, The Self-Sufficiency Standard of 2016 highlights the impact of the increasing gap in economic diversity between low income families and those with more wealth. The inability of poor families to meet self-sufficiency will intensify, placing additional burdens on the County's social services structure.

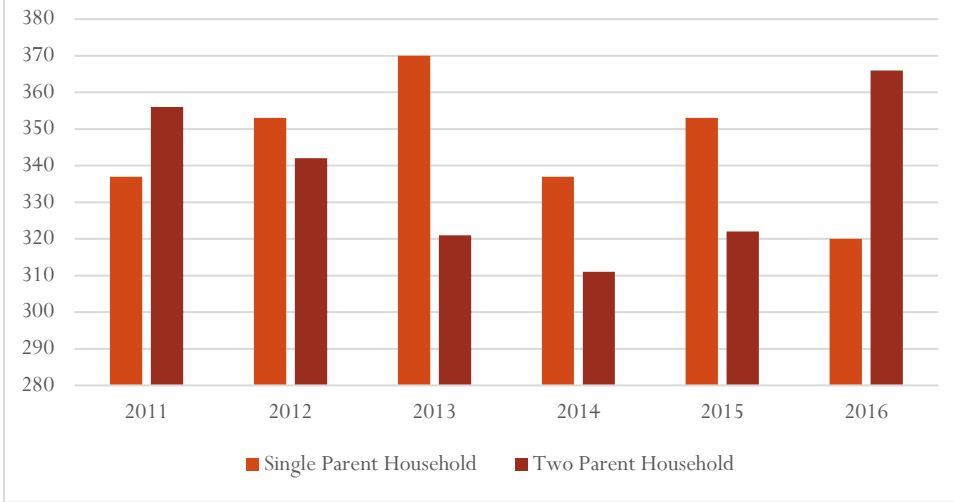
The goal of the County's DHHS is to provide an integrative service delivery approach that addresses the social determinants of the County residents' health and well-being. Montgomery County has a wealth of resources available to support family self-sufficiency. As the Head Start grantee agency, aligning these resources and strategies would strengthen the efforts of multi-agency approach and increase the impact and benefit to families in need.

APPENDICES

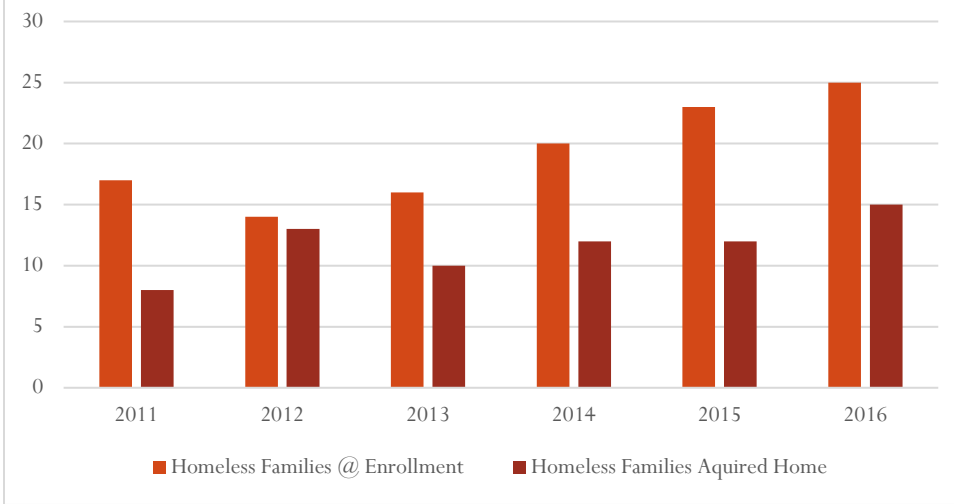
Appendix A: MCPS 2010-2016 PIR Data Reports



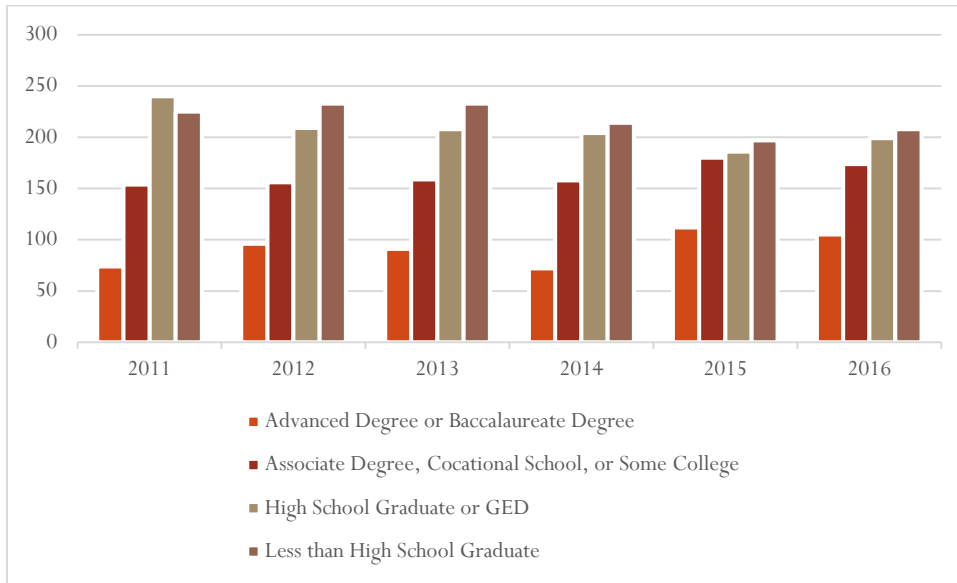
Head Start Households



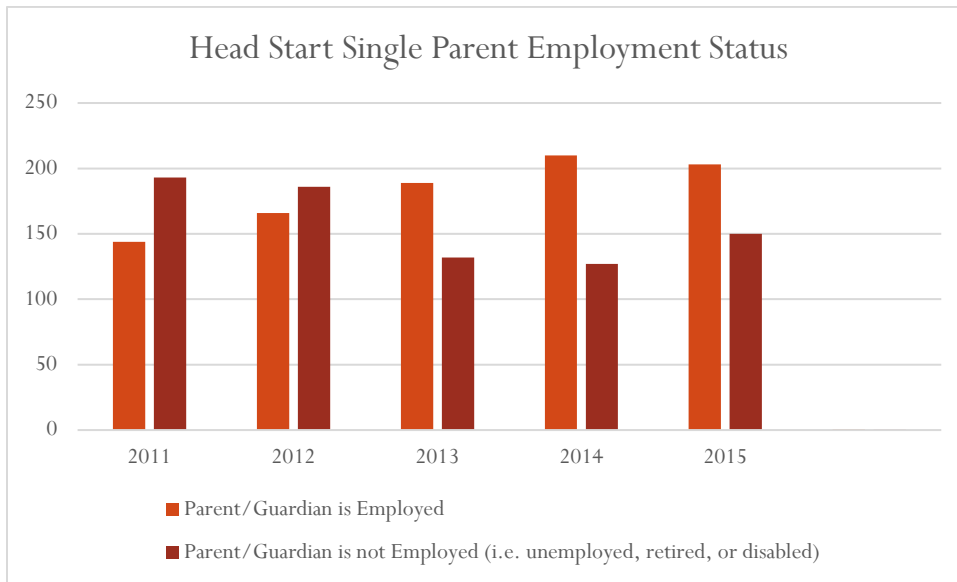
Head Start Homeless Families



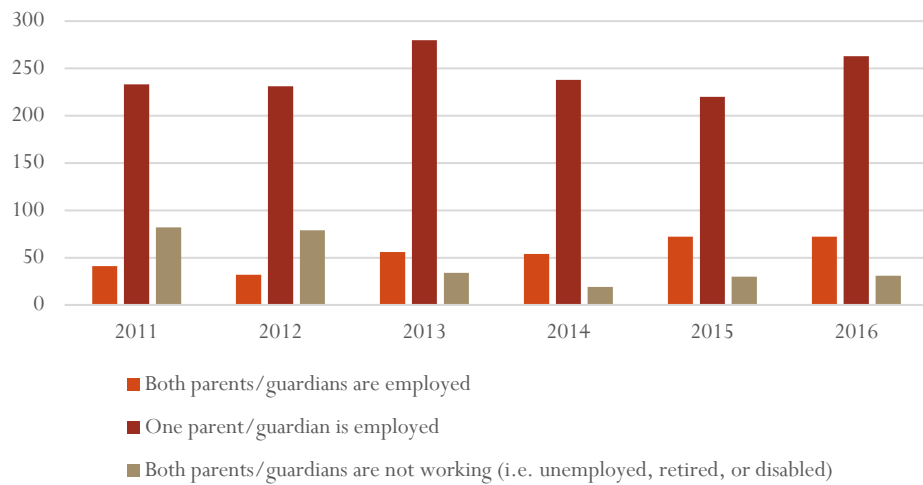
Head Start Parent Education Levels



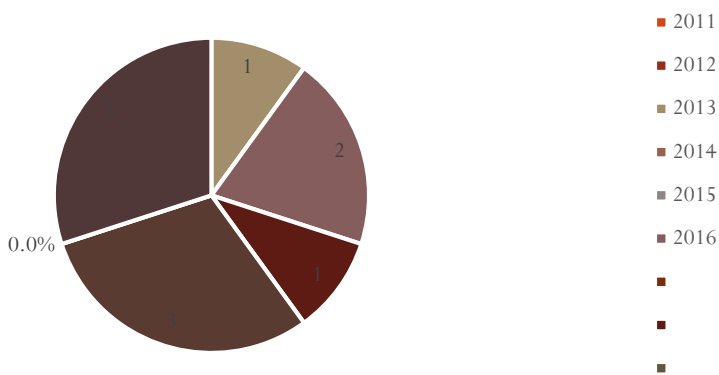
Head Start Single Parent Employment Status



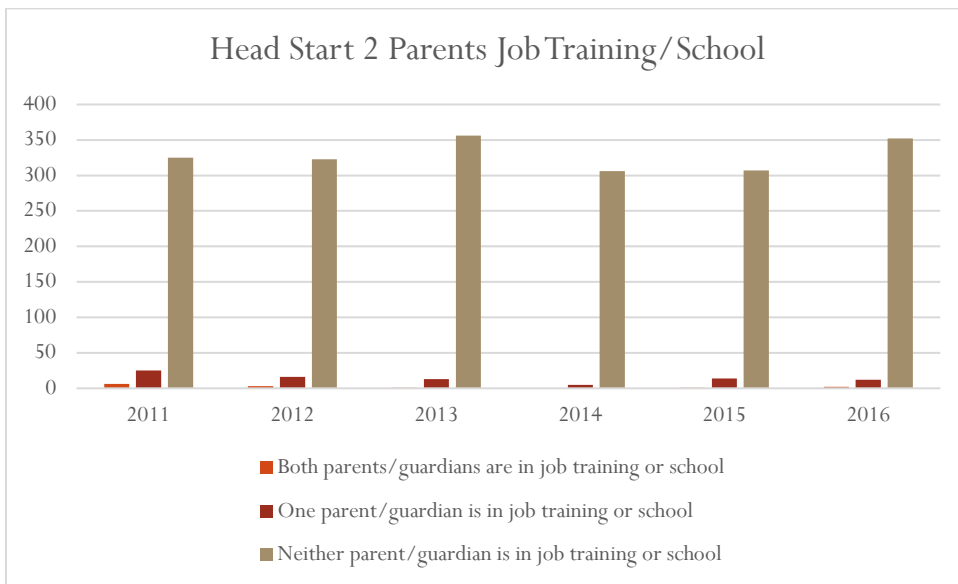
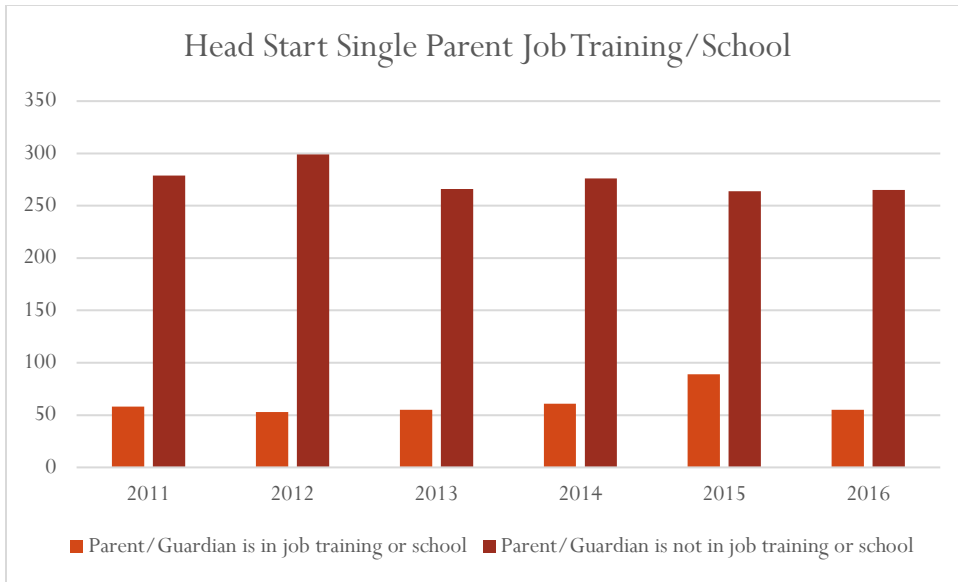
Head Start 2 Parent Employment Status



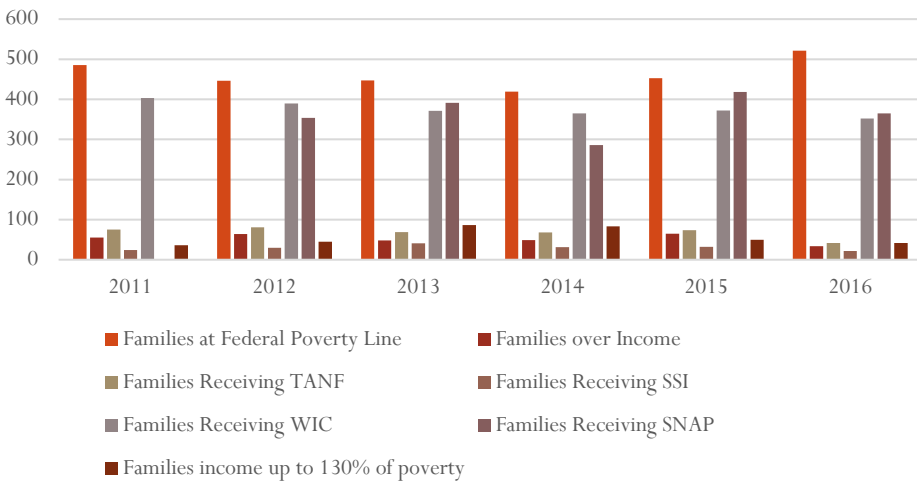
Number of all families in which at least one parent/guardian is a member of the United States military on active duty N/A



Year	Number of Military Families
2011	0
2012	1
2013	2
2014	1
2015	3
2016	3

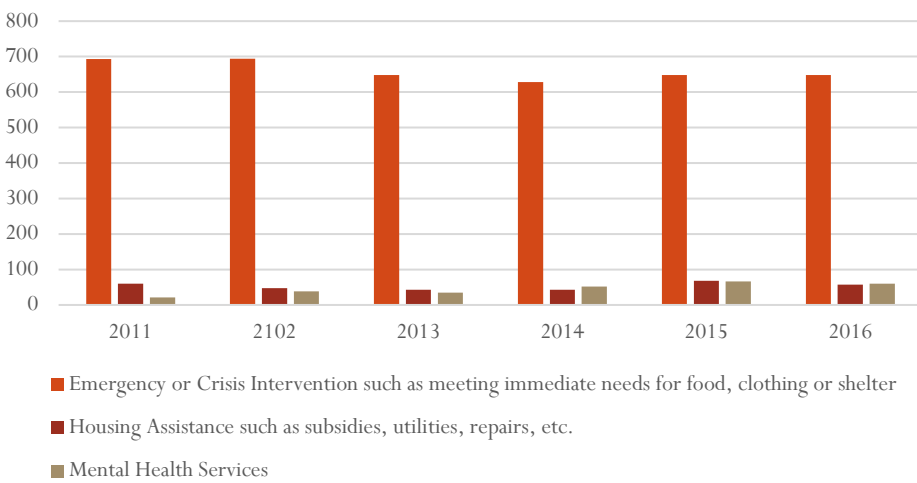


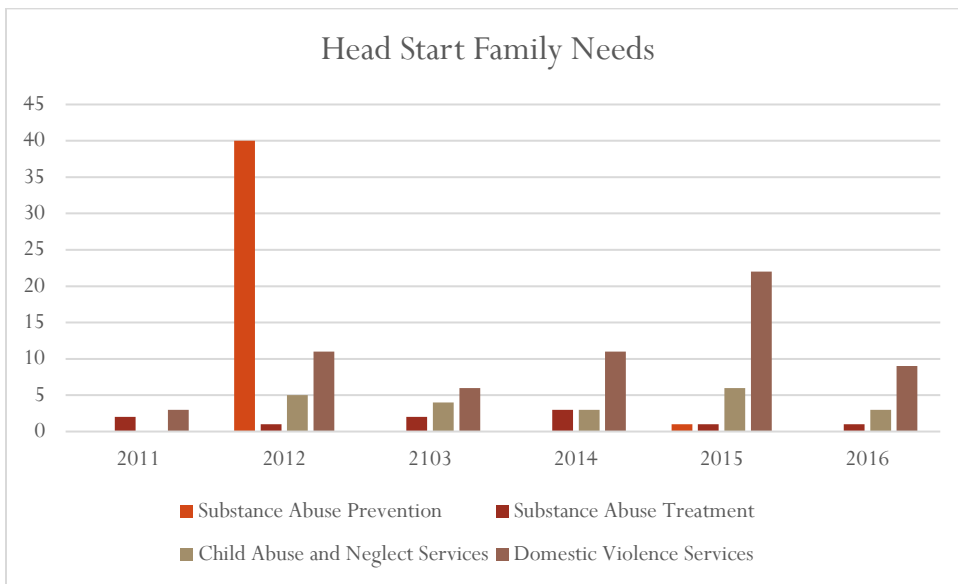
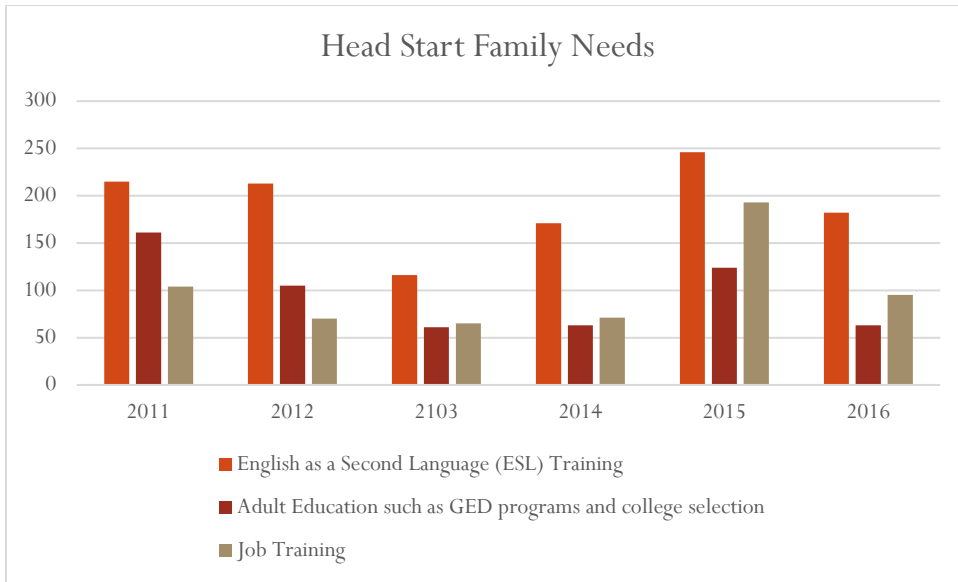
Head Start Families Poverty Indicators

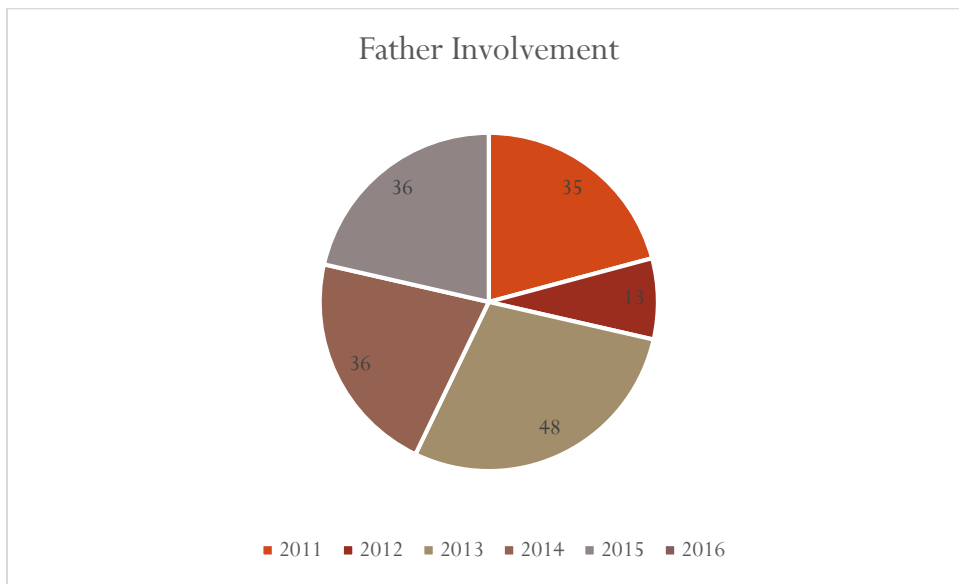
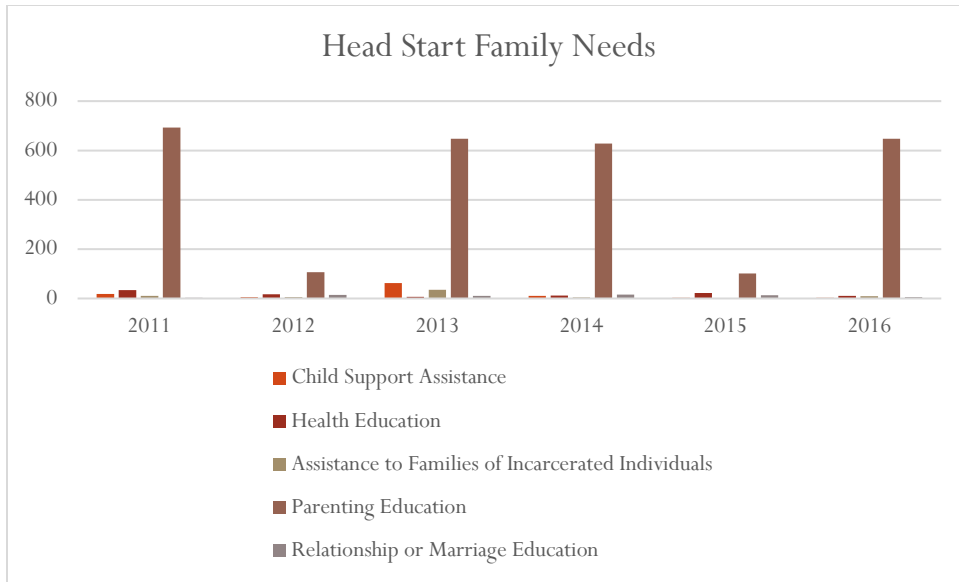


	2011	2012	2013	2014	2015
Families at Federal Poverty Line	446	447	419	453	521
Families over Income	64	48	49	65	34
Families Receiving TANF	81	69	68	74	42
Families Receiving SSI	30	41	31	32	22
Families Receiving WIC	390	371	365	372	352
Families Receiving SNAP	354	391	286	418	365
Families income up to 130% of poverty	45	86	83	50	42

Head Start Family Needs

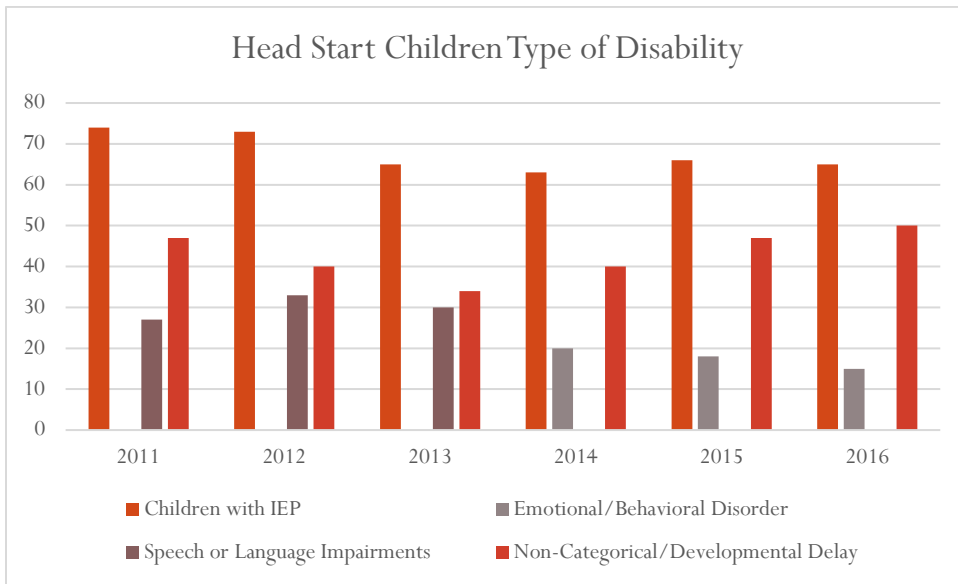
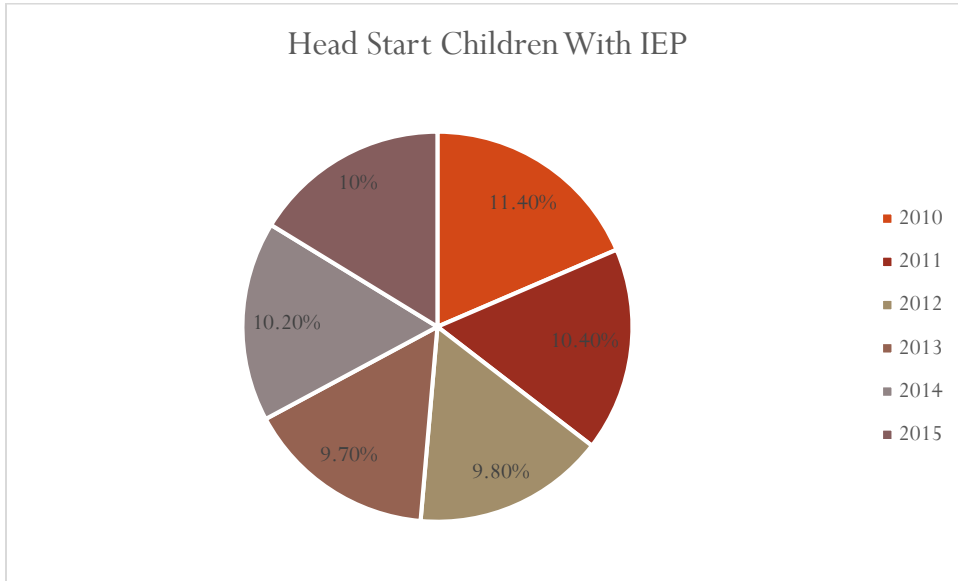




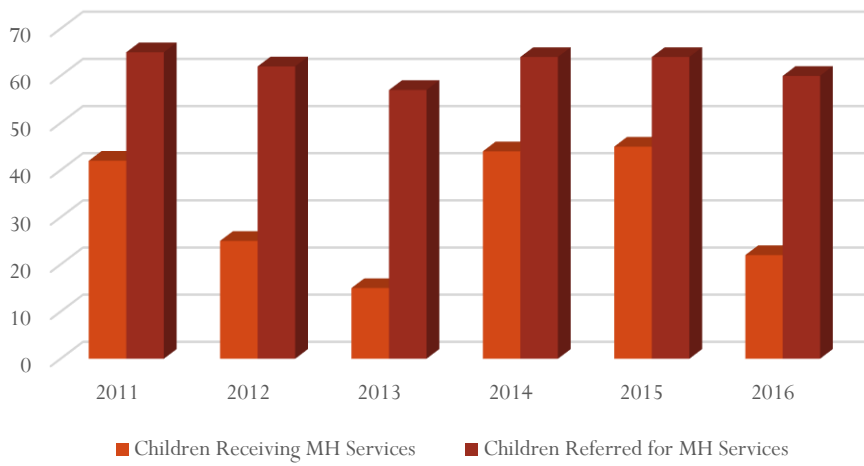


Year	#of Fathers
2011	35
2012	13
2013	48
2014	36
2015	36
2016	0

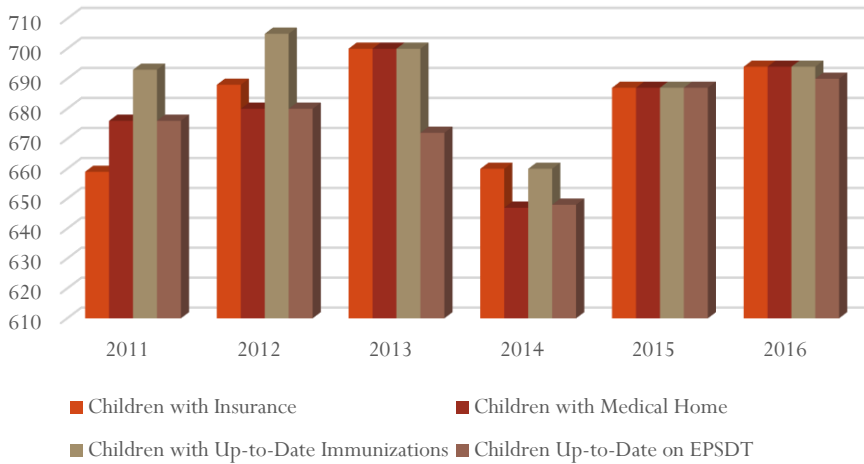
Head Start Children with Disabilities

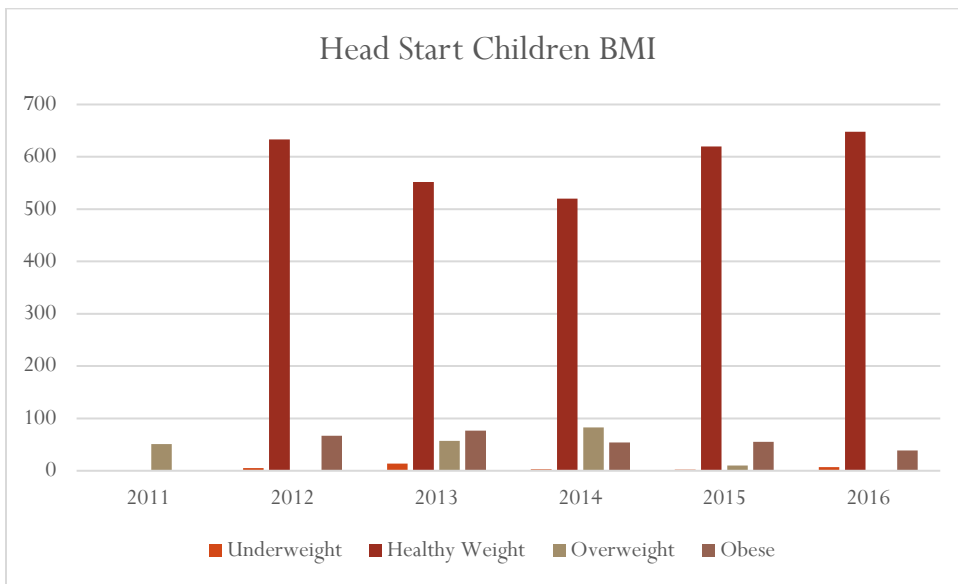
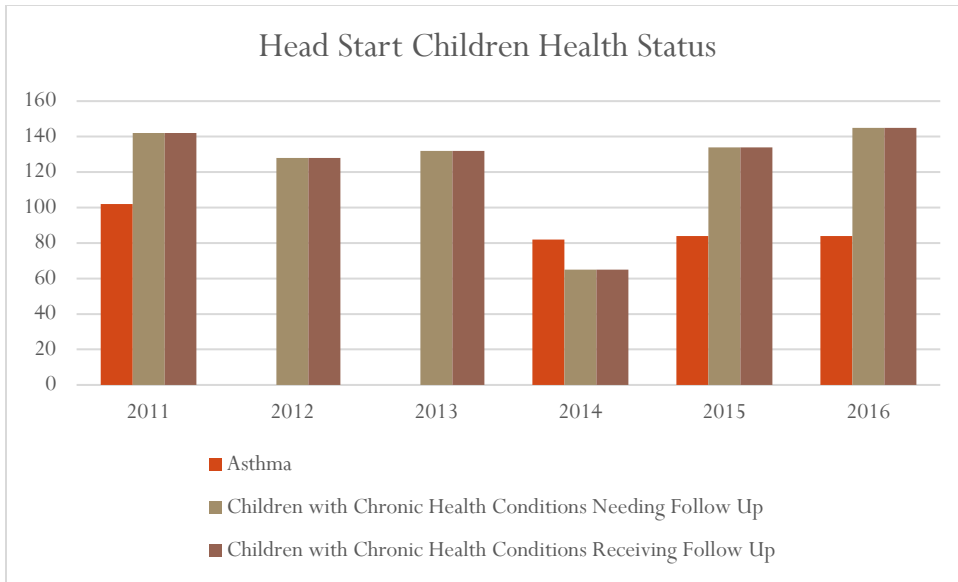


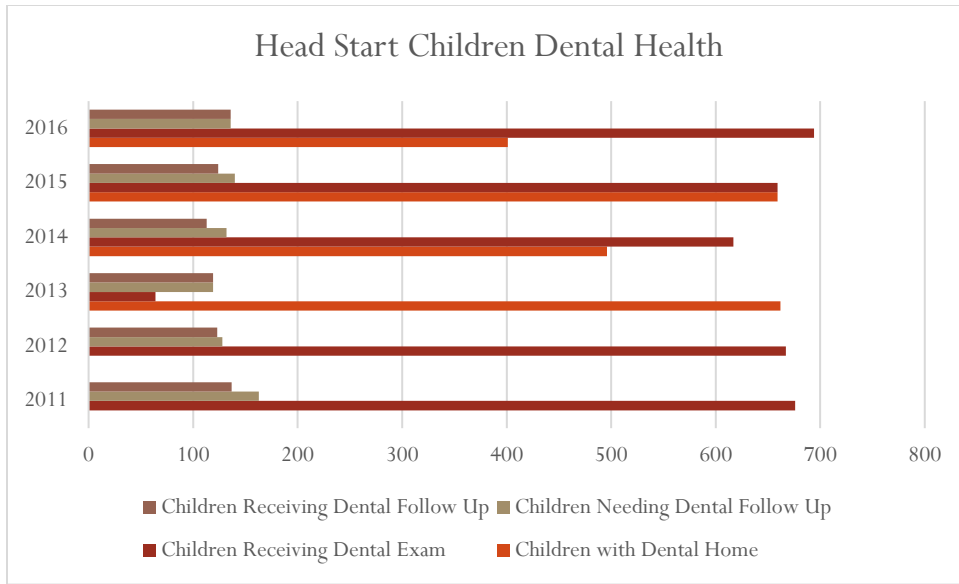
Head Start Children Mental Health



Head Start Children Health Status

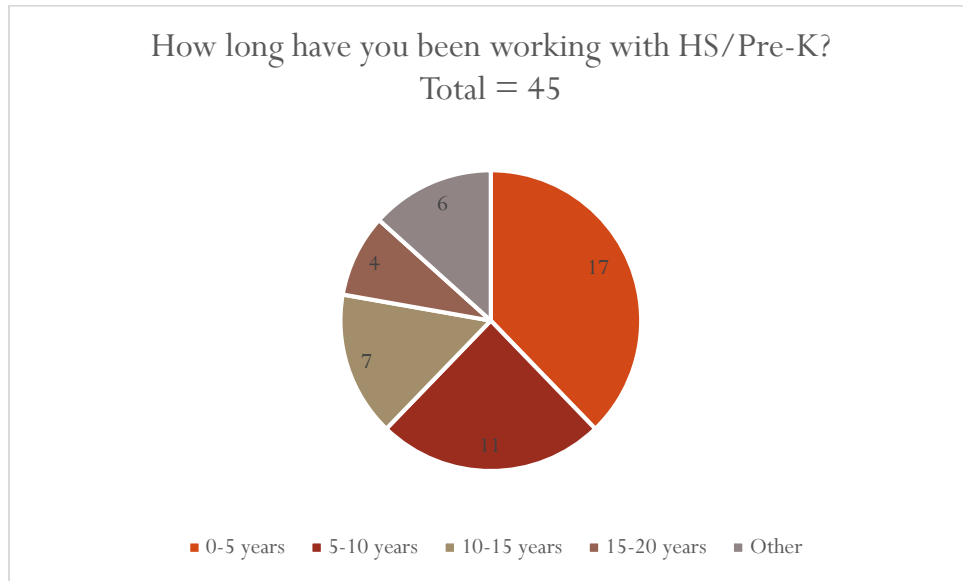




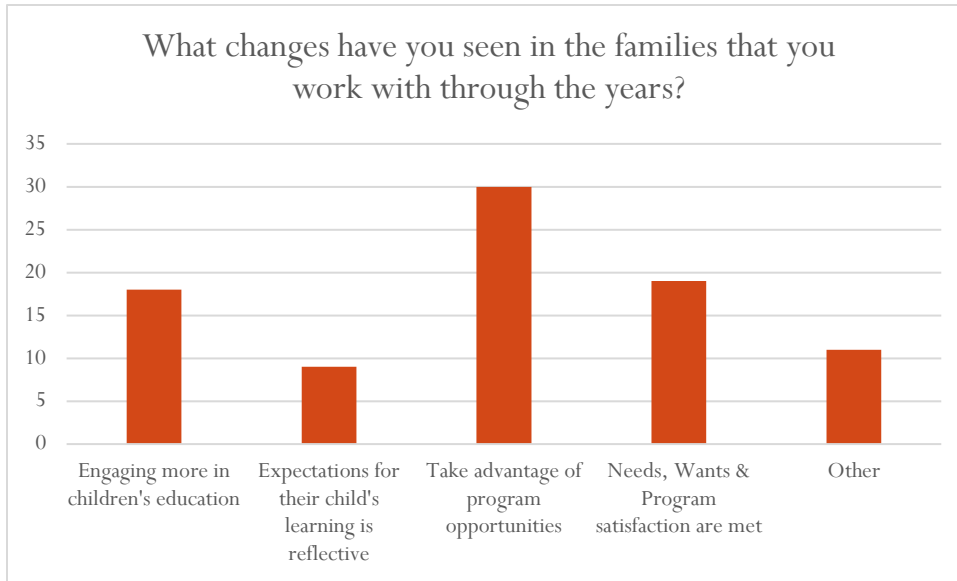


Appendix B: MCPS Staff Survey Results

MCPS STAFF COMMUNITY NEEDS ASSESSMENT SURVEY RESULTS (2016)



QUESTION #2 (Total Responds = 46)



Other

Parents' circumstances seem more critical each year.

More fathers are participating in parent meetings.

We have come a long way may be not that every parent takes it as seriously as they should but it is a higher percentage.

Most parents are busy working one or two jobs to provide for their family. Many see the HS program as a way they can work while their child is in school. It is difficult for these parents to be involved in school due to the fact that they are hourly workers. They would not get paid for the time that they may attend a parent conference, field trip or other daytime school events. I have seen the same issues for the past several years I have worked in HS.

This is my 1st year with HS- all of the above apply in my opinion.

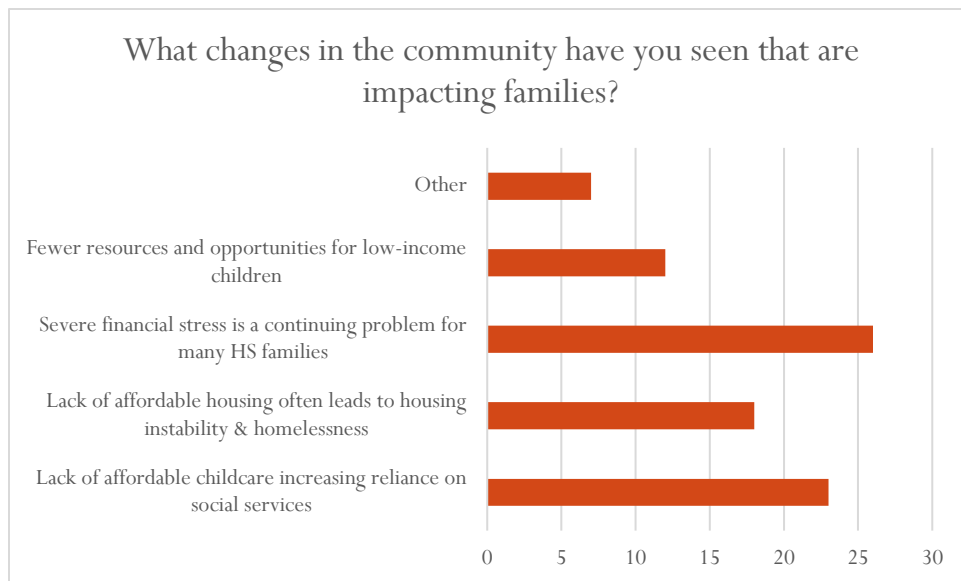
Families are becoming more self-reliant.

Many families lack in their engagement with their children's education. Parents don't show up for conferences or don't answer phones. Information in folders isn't read, students don't bring backpacks, students are absent/tardy a lot.

Families are more stressed out and less involved.

Many families remain un-involved, even when I am teaching their 2nd and 3rd child and I thought they understood the importance of parent involvement.

QUESTION #3 (Total Responds = 44)



Other

Many of our families are from immigrant and refugee populations and therefore need additional resources and support such as language classes and mental health services.

Not in program long enough to see change.

Our area does not have enough HS or PreK slots (Montgomery Village, MD)

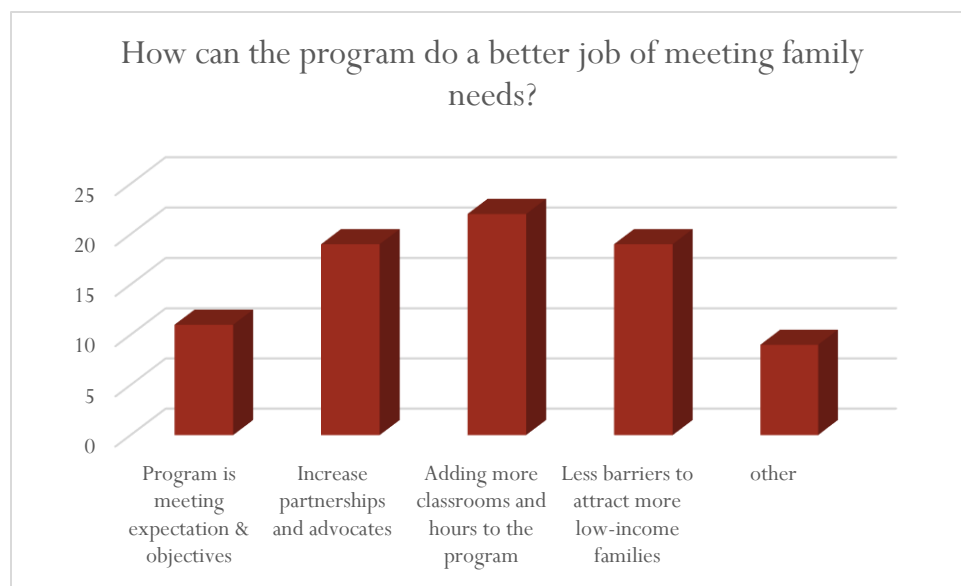
Not enough information to answer this questions.

1st year- not sure

The resources are there (supposedly) but yet they are not available at this time.

Transportation to nightly events.

QUESTION #4 (Total Responds = 46)



Other

Meeting expectations is good-good becomes better- better becomes best.

I feel every Head Start and PreK should be ALL DAY! It would really help the kids. More time to learn!

I think it would be beneficial to serve more children than a few (20) for a longer day. A longer academic day is too long for the majority of children for this age group. It would be great to provide parents with hands on resources/ material to work with their children at home. Requiring parents to volunteer in class so they are able to see good role modeling form the teacher/ para educator regarding - teaching academic and social skills, and various strategies used in class. Hopefully parents would use these strategies at home to help their children.

Smaller class sizes for this age group.

Lower teacher/student ratios, not too many students per class.

Less forms/paperwork for teachers to fill out so we can spend our time on meeting student needs. Smaller class sizes. Parents/guardians should be required to take part in an ongoing parenting class while their child is in Head Start, & choice of lunch should be allowed so students who don't like what is being served aren't hungry all day.

Smaller class sizes to all for more individualized attention. I don't think they need more hours (in a whole day program) just fewer children per class.

Increasing half time (6) classrooms to full time will help families who struggle to find affordable childcare on a part time basis.

More teachers therefore lower class sizes (over 20 is too many students for 2 adults).

Appendix C: MCPS FY16 Parent School Readiness Survey Results

**Montgomery County Head Start
Parent School Readiness Survey SPRING RESULTS
July 2016
103 responses**

Have you met the family service worker assigned to your school? yes 88% no 11% n/a 1%

The family service worker assigned to my school has provided me with services and/or referrals.
yes 80% no 17% no answer 3%

How often do you read to your child at home?
every day 57% a few times a week 36% once a week 4% once a month 1% n/a 2%

For how many minutes?

5 minutes	1%
10 minutes	12%
15 minutes	17%
20 minutes	25%
25	3%
30	25%
35	1%
60 minutes	5%
No answer	11%

Do you have a public library card? yes 66% no 34%

How often do you take your child to the public library?
every day 0% once a week 27% few times a week 20% once a month 23% a few
times a year 18%
no answer 12%

How often do you sing songs or tell stories with your child at home?
every day 48% once a week 11% few times a week 33% once a month 6% a few times a year 1%
no answer 1%

How often do you talk with your child and ask questions about colors, numbers and shapes?
every day 77% once a week 8% few times a week 14% once a month 0% no answer 1%

How often does your child draw, color, cut or write?
every day 67% once a week 15% few times a week 18% once a month 0% no answer 0%

How often do you play games with your child, such as board games, matching games, etc.?
every day 21% once a week 25% few times a week 39% once a month 9% a few times a year 2%
no answer 4%

How often do you visit parks, museums and other free activities in the community?

every day 6% once a week 26% few times a week 35% once a month 20% a few times a year 11%
no answer 2%

Do you speak a language other than English at home? yes 75%no 24% no answer 1%

How often do you speak to your child in your home language?

every day 85% once a week 2% few times a week 7% once a month 0% a few times a year 1%
no answer 5%

How often do you read to your child in your home language?

every day 37% once a week 17% few times a week 20% once a month 6% a few times a year 11%
no answer 9%

Appendix D: MCPS FY16 Parent Satisfaction Survey Results

Montgomery County Public Schools Head Start Parent Survey- 2016 Results

110 parents responded.

1. Do you feel that you are welcome to come into the classroom to visit or volunteer?

79% Always 12% Sometimes <2% Never (7% no response)

2. Does the teaching staff communicate with you regularly about activities that are going on in the classroom?

76% Always 18% Sometimes <2% Never (<4% no response or n/a)

3. If a language other than English is spoken in the home, does the teaching staff help your child learn English?

65% Always 5% Sometimes <2% Never 26% Does Not Apply (<2% no response)

4. Does the teaching staff encourage you to tell them about your child's interests, strengths, and needs?

80% Always 15% Sometimes 3% Never (2% no response or n/a)

5. Does the teaching staff give you suggestions and/or materials for you to work with your child at home?

77% Always 20% Sometimes <1% Never (2% no response)

6. Were the days/times when parent activities were offered convenient for you?

51% Always 39% Sometimes 7% Never (3% no response or n/a)

7. Do you feel that parent activities and staff are respectful of your family's culture and ethnic background?

81% Always 16% Sometimes 0 Never (3% no response or n/a)

8. Has the family service worker referred you to any community agencies? If yes, were your needs met?

27% Always 14% Sometimes 18% Never 38% Does Not Apply (3% no response)

9. Were you satisfied with the frequency of contact with the family service worker assigned to your school?

55% Always 24% Sometimes 12% Never 8% Does Not Apply (1% no response)

10. Overall, were you satisfied with the support you received from the family service worker?

63% Always 18% Sometimes 11% Never 6% Does Not Apply (2% no response)

11. Do you have the opportunity to share observations/concerns about your child’s emotional and behavioral health with staff?

76% Always 16% Sometimes 5% Never 1% Does Not Apply (2% no response)

12. Does Head Start provide you with information or training on child behavior management strategies?

75% Always 14% Sometimes 8% Never 1% Does Not Apply (2% no response)

13. Has the Head Start staff provided the services outlined in your child’s Individual Education Plan (IEP)?

50% Always 9% Sometimes 5% Never 35% Does Not Apply (1% no response)

14. Has staff provided you with resources and supportive information in regards to your child’s disability?

34% Always 7% Sometimes 6% Never 51% Does Not Apply (2% no response)

15. Were the Head Start registration locations and the registration process convenient for you?

77% Always 14% Sometimes 6% Never 1% Does Not Apply (2% no response)

16. Were you treated in a respectful and courteous manner when you called the Head Start office?

85% Always 9% Sometimes 4% Never (2% no response)

17. Were you informed of program activities in a timely manner?

77% Always 16% Sometimes 3% Never (4% no response or n/a)

18. Were you satisfied with the transportation services provided for your child?

71% Always 10% Sometimes 11% Never 5% Does Not Apply (3% no response)

19. Overall, did you have problems with the program services provided by Montgomery County Head Start?

6% Always 6% Sometimes 84% Never (4% no response or n/a)

20. Were your child’s dental health concerns and needs addressed to your satisfaction?

76% Always 9% Sometimes 9% Never 2% Does Not Apply (4% no response)

21. If your child needed a dental referral were you assisted in obtaining help with finding a dental provider?

51% Always 12% Sometimes 23% Never 11% Does Not Apply (4% no response)

22. Did the Head Start nurse respond to your needs in timely and courteous manner?

77% Always 7% Sometimes 8% Never 4% Does Not Apply (4% no response)

23. Were your child's health concerns addressed to your satisfaction?
70% Always 9% Sometimes 13% Never 5% Does Not Apply (4% no response)

24. Were you satisfied with the overall health and dental services?
79% Always 9% Sometimes 7% Never 1% Does Not Apply (4% no response)

25. Comments:

Appendix E: Community Action Agency Needs Assessment Survey

HEAD START COMMUNITY NEEDS ASSESSMENT SURVEY
COMMUNITY ACTION BOARD RESPONSES

6 responses

Question 1 - If 100% of HS families are at or below the poverty line, why do you believe there is such small percentage of families receiving public assistance (TANF, WIC, SSI, SNAP)?

- Some might be ineligible due to immigrant status. Others might be above income since eligibility for programs is limiting.
- lack of information
- Lack of effective outreach in getting program information available for eligible persons.
- -many families don't know about these programs -immigrant families are scared to approach government programs
- Immigration status and teen parents living at home with grandparents
- It could be due to a large number of undocumented families who are not eligible to receive those services.

Question 2 - In your opinion, how accurate is the Head Start Program Information Report data if it is "self-reported" by parents? How can we assure more accuracy in self-reporting? What are the barriers?

- Not accurate because questions might be framed in ways which could be misconstrued. Literacy is also a factor, Interviews might be one means to get information if interviewers are properly trained.
- language barrier
- By randomly double checking to ascertain. Asking same question in a variety of ways.

- Self-reported date is fairly accurate. - might be advantageous to have people in particular communities do random checks of the info
- Word questions carefully to get honest answers. Be aware of "leading" questions
- Self-reporting does not always give information in a way that is useful. If you know why some people are answering in a certain way, (i.e., American Indians when they are coming from other countries) then the questions need to be revised in a way that would give more accurate answers.

Question 3 - If staff report that "the expectations of parents for their child's learning" is low, how can we improve communication and support parents' understanding of their role in child development in School Readiness?

- How is "low" defined? Ongoing dialog with parents is important.
- creating a special session to meet with the parents and child for special training.
- By persistently making parents aware of how important early childhood education is to their overall children's future educational and economic gains attainment.
- Train parents whose children "graduated" from Head Start, and now several years later doing well, come and talk to parents about why school readiness is important. Community members will be listened to better than school personnel
- I think this was not clearly explained; maybe they did not understand the question.
- It would be ideal if there were parenting classes that dealt with child development and parent communication with the schools and with their children. However, when parents are working two jobs in order to survive it is hard to get them to attend parenting or other meetings.

Question 4 - We are striving to focus on some new priorities for our five year project period. Please select the top three areas (#1 as top priority).

- System: Explore ways to strengthen "two-generation" approach to poverty
 - #1 – 1 person
 - #2

#3 – 1 person

***Weighted Score – 5**

- Governance: Increase interactions between CAB/Policy Council

#1

#2

#3 – 1 person

***Weighted Score - 4**

- Model: Identify opportunities to serve three year olds aging out of EHS

#1

#2

#3 – 2 people

***Weighted Score - 4**

- Outreach/Equity: Evaluate whether some populations are under-served

#1 – 3 people

#2 – 1 person

#3 – 1 person

***Weighted Score – 5.4**

- Service Integration: Is there a need for intensive case management teaming, working with HHS, for families with significant needs

#1 – 1 person

#2 – 4 people

#3

***Weighted Score – 5.2**

- Fiscal: Improve HS grant management with MCPS through "dual tracking"

No responses

Question 5 - Please include any other priorities you would recommend we focus on during the five-year project period.

- Parent literacy and education to engage them as partners.
- age of school should not be September 1, but the year of birth.
- Language development, bilingual skills
- Home visits to help parents learn to trust staff attached to Head Start (family workers, case managers, doesn't have to be teachers)
- Making all Head Start classes full time.

Question 6 – Please include any additional feedback on the Head Start Community Needs Assessment here.

- **Compare program participation to actual population representation by racial/ethnic composition.**

REFERENCES & END NOTES

REFERENCES

Additional data resources use to support the FY2017 Montgomery County Head Start comprehensive community assessment:

The Self-Sufficiency Standard for Maryland 2016. Diana Pearce, PhD. Director, Center for Women's Welfare. University of Washington School of Social Work. 2016.

The Children's Agenda 2015 Data Book. Montgomery County Collaboration Council for Children, Youth and Families.

Maryland Child Care Resource Network Child Care Demographics 2016. Maryland Family Network.

Demographics Report: Families and Children Birth to Six Montgomery County, Maryland. Montgomery County Collaboration Council for Children, Youth and Families. 2014.

2015 Annual Report. Montgomery County Department of Health and Human Services Child Welfare Services.

Faces of Poverty 2016 Montgomery County MD. Montgomery County Community Action Agency.

Working Parents Assistance Program Workgroup 2014 Report. Montgomery County Department of Health and Human Services Children Youth and Family Services.

Montgomery County Commission on Child Care 2014-2015 Report.

Maryland State Department of Education Kindergarten Readiness Assessment Reports: 2010-2016.

Understanding the Two Generation Strategy for Supporting Families: A Conversation about Local Implementation Strategies. Administration for Children and Families. Casey Family Programs. Hagerstown, Maryland, October 18, 2016.

END NOTES

¹¹ Montgomery County, Maryland Community Action Board Annual Report 2014-2015, page 5.

² This standard is adopted by the CAB approximately every two years. For 2016, the standard was prepared by CAA staff and CAB in cooperation with the developer of the measure's algorithms for updating the levels.

³ Head Start Program Performance Standards 1302.11 (b) (1), (2) & (3)

⁴ ACF/ Casey Family Foundation Two Generation Summit, October 18, 2016, Hagerstown, Maryland.

⁵ ACF/ Casey Family Foundation Two Generation Summit, October 18, 2016, Hagerstown, Maryland.

⁶ Montgomery County, Maryland Government Head Start (2015-2016) PIR Performance Indicator Report.

⁷ *Montgomery County Public Schools at a Glance 2016.*

[http://www.montgomeryschoolsmd.org/uploadedFiles/about/Refresh_2011_Content_Pieces/At%20a%20Glance%20%2011.03.16\(1\).pdf](http://www.montgomeryschoolsmd.org/uploadedFiles/about/Refresh_2011_Content_Pieces/At%20a%20Glance%20%2011.03.16(1).pdf)

⁸ FY2015 Statistical Digest. Montgomery County Circuit Court.

http://www.montgomerycountymd.gov/circuitcourt/Resources/Files/Publications/FY2015_MontgomeryCountyCCStatisticaIDigest.pdf

⁹ *Montgomery County Public Schools at a Glance. 2016-2017*

[http://www.montgomeryschoolsmd.org/uploadedFiles/about/Refresh_2011_Content_Pieces/At%20a%20Glance%20%2011.03.16\(1\).pdf](http://www.montgomeryschoolsmd.org/uploadedFiles/about/Refresh_2011_Content_Pieces/At%20a%20Glance%20%2011.03.16(1).pdf)

¹⁰ American Community Survey

¹¹ Community Commons Report. *The Census Bureau has no official definition of crowded units, but this report considers units with more than one occupant per room to be crowded.*

¹² *The Children's Agenda. 2015 Data Book.* Montgomery County Collaboration Council for Children, Youth and Families, pg.7.

¹³ Maryland child Care Resource Network Child Care Demographics 2016. Montgomery County Report. (Maryland Family Network).

¹⁴ A Regional Portrait of Homelessness-2015 Homeless Enumeration, pg. 81

¹⁵ Montgomery County Child Welfare Services.

¹⁶ Community Commons Report 2014.

¹⁷ Maryland child Care Resource Network Child Care Demographics 2016. Montgomery County Report. (Maryland Family Network).

¹⁸ *Discovery Station Early Head Start Annual Report Program Year 2014 (July 1, 2014 – June 30, 2015).* Family Services, Inc.

<file:///C:/Users/muhamc01/Downloads/EHS+Annual+Report+Final+PY14+revised.pdf>

¹⁹ Department of Health and Human Services Administration for Children and Families Head Start Program Performance Standards 45 CFR Chapter XIII RIN 0970-AC63. 2016.

²⁰*Readiness Matters! The 2015-2016 Kindergarten Readiness Assessment Report.* Maryland State Department of Education.
http://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/kindergarten_readiness_assessment_final_report_2015-16.pdf

²¹ Montgomery County Early Care and Education Strategic Plan 2017.
<http://www.montgomerycountymd.gov/HHS/Resources/Files/Reports/ECStrategicPlan1-17.pdf>

²² <http://ascend.aspeninstitute.org/pages/two-generation-playbook>

²³ <https://www.nonprofitmoco.org/programs/montgomery-moving-forward/>

²⁴ <http://mocofoodcouncil.org/food-security-plan-and-food-action-plan/>

²⁵ <http://www.healthymontgomery.org/index.php>

²⁶ <https://thewomensfoundation.org/ECEFC/>