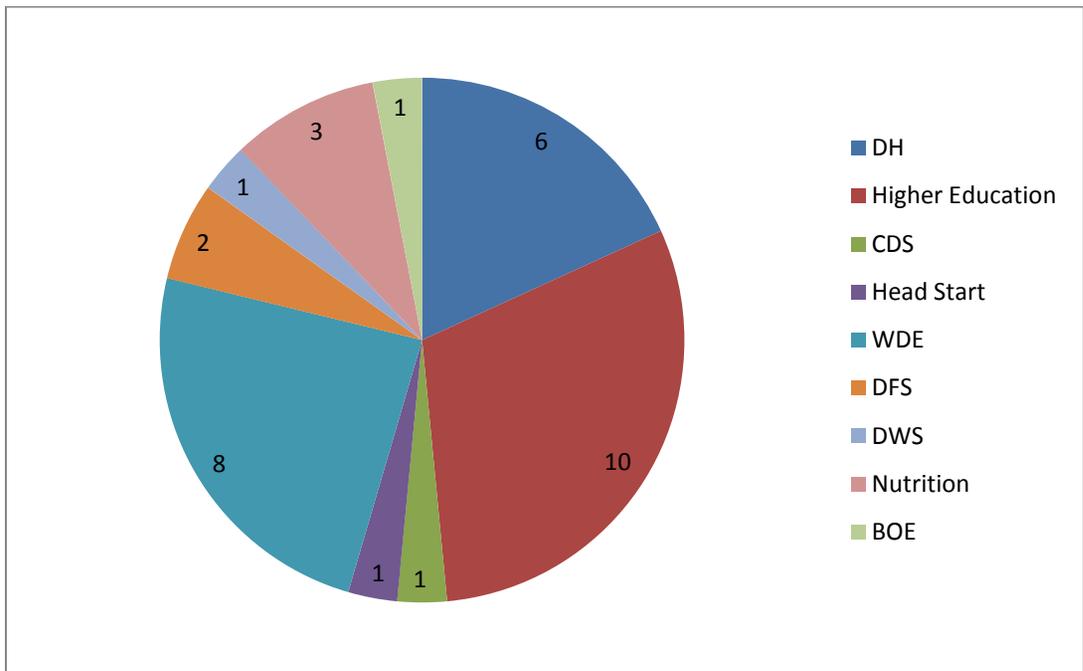


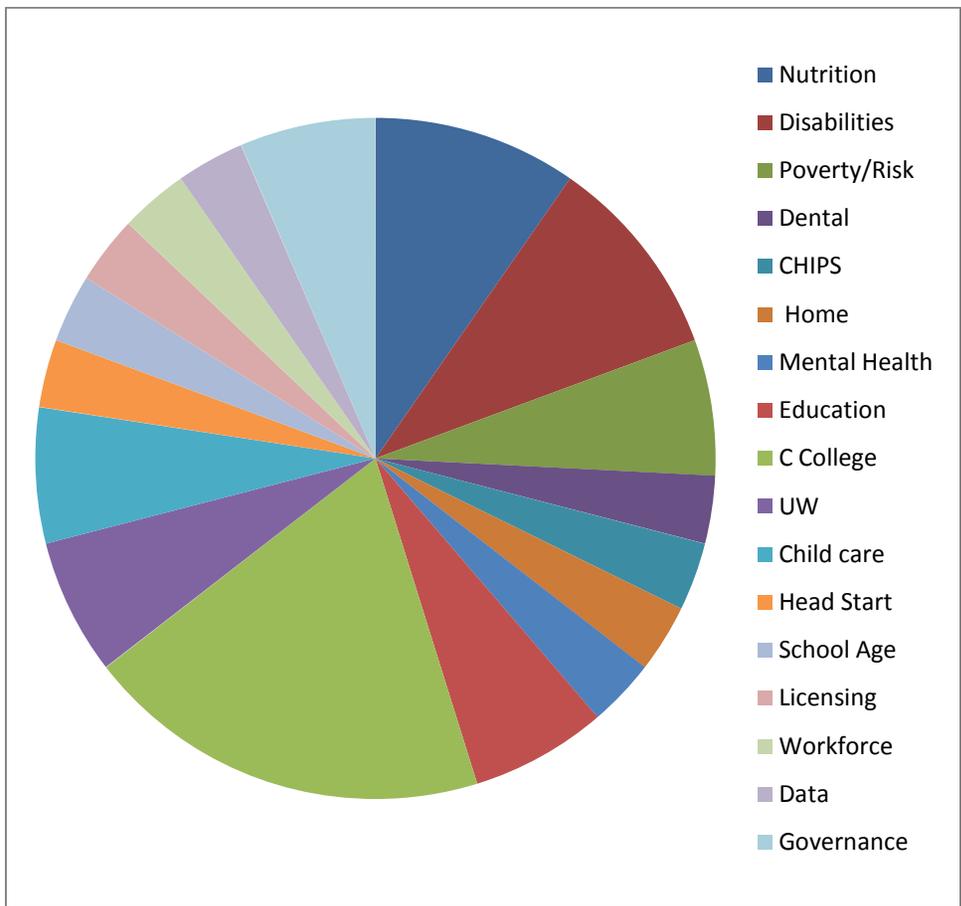
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Agency Representation



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Respondents' Program Areas



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Agencies Supporting Council Tasks:

Statewide Needs Assessment; Status of Children Collected

DFS, Maternal and Child Health (MFH and PHN), WDE, Head Start, Nutrition Program, Disabilities, DWS, 21st Century is building a database
Colleges do local needs assessments.

<u>What is collected:</u>
<u>Child and Parent Data</u>
Poverty levels; Free and reduced meals; Maternal and Child Health Issues; Disabilities, VI; Hearing; Oral Health; Academic Performance, Kindergarten Readiness; Developmental Delays/Disabilities (IEP/IFSP); children in foster care; child outcomes (DH, WDE, Head Start, Developmental Disabilities); Police Reports (Family/Child); Community Needs Assessments.
<u>Program Data</u>
Market survey for child care; child care subsidy participation; Head Start PIR; Workforce Scholarships and Business access to funds; Early Childhood Special Education and Early Childhood Teacher Certification; Nurse Family Partnership; CHIPS; WIC; CACFP; Title 1 and TANF Preschool; Highly Qualified Teachers; Community Mental Health Center Services, census and federal demographic information.
<u>Data System Used</u>
Access, Excel, GMS, Fusion, WYCAPS, WYSAC (PPICS), MMIS, BCBS Data base, Wyoming Client Information System, EPICS, JAS, WIC Data System.

Identify opportunities for collaboration and coordination among entities carrying out federally funded and state-funded child development, child care, and early childhood education programs;

DFS, WDE, Head Start, Nutrition, Public Health, UW

Develop recommendations for increasing the participation of children in existing federal, state, and local early childhood education and child care programs;

WDE, DFS, Nutrition, CHIPS, Head Start

Develop recommendations for establishing a unified data collection system for publicly funded programs offering early childhood education, development, and services;

WDE

Develop recommendations for a statewide professional development and career plan for early childhood education and care;

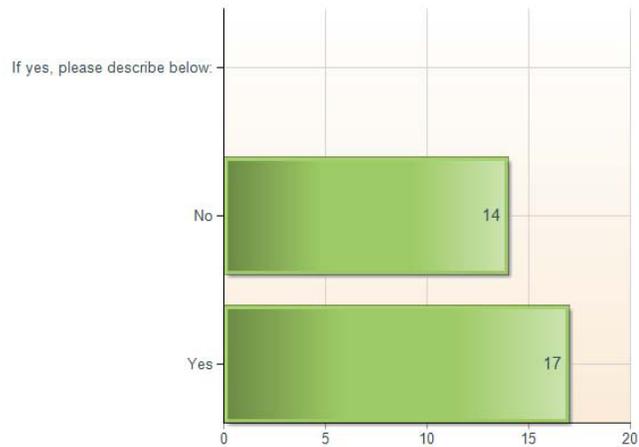
All community colleges, UW, DWS WDE, DFS, Head Start

Make recommendations for improvements in state early learning standards, as appropriate

DFS, WDE, BOE, Head Start

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Have you conducted needs assessments and planning around the status of young children?



Funding and Direct Services

80% of agencies fund or provide direct services with the exception of a few Community Colleges and Head Start Collaboration

Special Population Outreach

DFS, WDE, DH, Head Start, CDS, BOE
Who:
Special Health, Prenatal and Post Natal Service; High Risk, Poverty/Low-Income, Disabilities, Homeless, First-Time Mothers, Visually and Hearing Impaired; Low-Birth Weight/Premature; Foster Care; Adult Ed; Native American; Non-English Speakers, Mental Health, Teen Parent,

Under-represented Populations

Infant-Toddler, Low-Literacy; Low-SES; Wind River; Native American; ELL (non-English speakers); Homeless, At-Risk, Visually Impaired; Minorities

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Barriers and Challenges for Agencies in Providing Services for Young Children:

- Small staff
- Teacher Shortages and Low Salaries
- Referral Process
- Funding for services
- Costs
- Space/Facilities for Local Programs
- Transient Population
- This is Local Decisions on Services, Not State Decision
- Providers need more education but lack funding or willingness
- Facilities and money to increase services to disadvantaged children
- Financial
- manpower shortages
- recent budget reductions,
- education and language
- Capacity is limited, can't serve children that need the services
- Funding creates challenges, current climate means stretching dollars
- Funding is limited for direct services to children
- Few B.A. degrees in Early Childhood
- Lack of comparable wages for B.A. to school districts
- Funding
- Travel distances/significant staff travel

- Lack of knowledge regarding specialized services and few
- Specialized staff for children with disabilities.
- Beginning coordination though PTAC but some overlap and need
- to identify services and how deep, streamlining for effective and efficient services
- Work with adult students tangentially touches children.
- Geography
- Paperwork for access to programs
- Staff training, access for special populations,
- Parent education
- Services need one lead agency
- Lack of funding for facilities
- Reduced funding to serve children
- Convincing parents to access services and use them
- Funding
- Data access
- High turnover
- Lack of treatment providers who specialize in services
- Funding
- Ability to retain and recruit qualified staff (health/Dietician)

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Rate the Quality of Services

4 -Average Rating

Comments:

- I think it is excellent but it could be even better so I put good
- Our early childhood programs are accredited
- There is always room for improvement with continual quality assessment
- We work hard to ensure high quality by maintaining national accreditation and working with various departments and agencies to continue self studies and improvements.
- Great Customer Service
- We are NAEYC accredited and all of our lead teachers have degrees and experience in child development or early childhood education
- We have a wide variety of reimbursed services for children
- our new director is making positive changes but there are still changes needed
- Range from good to Excellent
- Responsive to the requirements of the IDEA in ensuring provision of FAPE to children with disabilities.
- High enrollments, positive evaluations
- avg: some services are of excellent quality, some lacking, all look to improvement but until there is a systematic/systemic method to track, monitor, follow-up/through, and evaluate the overall quality will be average
- There is always room for improvement and we have to find more creative ways to serve families.
- The program is set up to feed children and provide the centers with the knowledge to follow the regulations. The staff is available at any time to help the centers to do that.
- Our teachers are highly educated (require a B.S. degree) half of our aides have A.A. degrees. We complete over 200 hours of training a year, we are highly recommended in the community
- We follow NAEYC and Head Start Performance Standards, DEC Recommended Best Practice for serving children with disabilities
- We strive to provide high quality nutrition services to our participants; WIC is the premier public health nutrition program with a focus on participant-centered care; we go to great lengths to hire the best, most qualified and compassionate staff and provide ongoing and essential training; we are customer focused--we do customer satisfaction surveys and use the results to make changes in our program; staff are committed to helping people and work as a team--actually, more like a family; we are innovative (we were the first state to deliver WIC food benefits electronically, which is a huge benefit to participants); we have won national and regional awards.

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Rate Access to Services

4 - Average Rating.

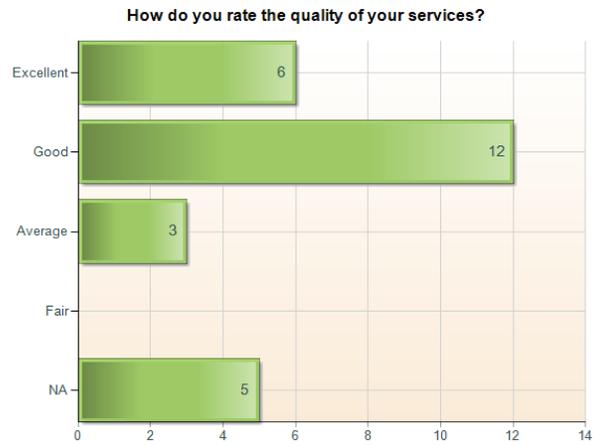
Comments:

- Coordination efforts are excellent
- Our programs are available all over the state in so many different venues
- PHN encounters some barriers related to the referral process
- Range from good to Excellent
- Our waiting list is extensive and we rarely have turnover so we are not able to serve many of the college students
- Offer programs on campus and online, state tuition support for students taking classes toward certification
- On campus and online program availability
- Open to all students and faculty
- Avg: until we ensure availability is known and accessible, this area too, will be average
- Training throughout the state once a month. Conduct a Technical Assistance within the first month a new center joins the program and do a review in the first year. Will do Technical Assistance on the phone or through email at anytime. If a center request another visit in person that is also planned.
- We need a birth-1 year old program, so many of our students drop out of college because they cannot find affordable childcare for their infant.
- We have a larger than average provider base with access to services in most communities
- TA/PD provided on an on-going basis in response to data regarding compliance and outcomes for 3-5s with disabilities.
- We have a waitlist of 200
- We cover 37 communities in Wyoming, representing every county, but can't have WIC in every community as it would be cost prohibitive.
 - In the Child Care Subsidy program, all eligible families that apply are served. We have no waiting list.
 - We maintain waiting list for the eligible Head Start/Early Head Start Children as we are only funded for a and need more facility space.
 - Lack of specialists lead to decreased availability
 - We are not able to open our services to the community
 - Families are able to access a local DFS office in every community to receive Child Care Assistance and other programs as needed
 - Any licensed provider may apply for our funds.
 - Access depends on funding and eligibility. Intervention services are readily available.

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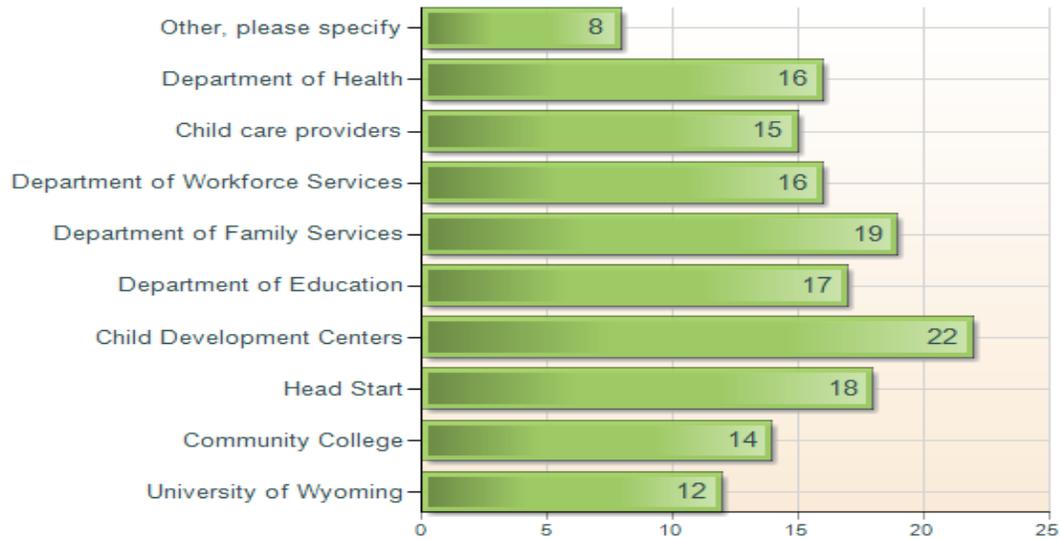
Other comments:

- It is up to the individuals persons or centers to take advantage of the programs
- The CACFP program has an open door policy at any time providers can call and have their questi answered.
- Expansion of educational opportunities
- We are a laboratory school rather than one that provides child care without serving the needs of those college students needing practicum and internship opportunities
- We serve all children identified with a developmental disability,
- Systemwide shortage of high quality services for learning



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What organizations/agencies do you collaborate with to provide services for young children: Collaborate: To work together on a joint effort or shared goals.



OTHER

Non-profits

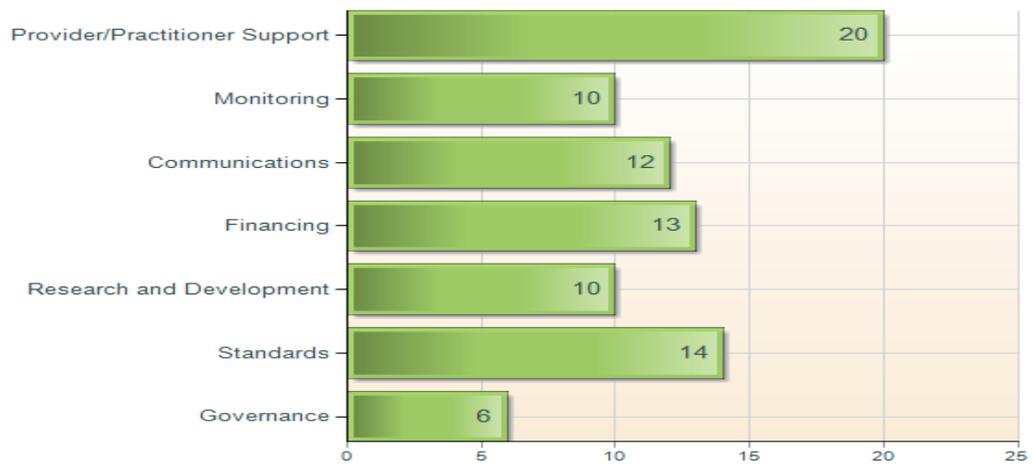
DOC; BOCES, in-state & out-of-state institutions/facilities, juvenile detention centers, law enforcement, courts, CJP, WCRP, SACJJ, CJSB

Local Public Schools, United Way, Foundations. Churches

United States Department of Education; Parents and School Districts

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Please indicate whether your agency is currently involved in any of the elements of a comprehensive early childhood system:



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To help the Council in its strategic planning, please rank how each of the core elements should be prioritized.

