



FIRST5 CALIFORNIA

Early Head Start: Providing a Quality Comprehensive Program for Infants, Toddlers and Their Families, Part I

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WestEd Center for Child & Family Studies

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Welcome and House Keeping

Discussion/Interactive Format

- Quick Polling (click options and verbal yes/no polls)
- Open Responses
- Break for responding to text- chat questions/comments
- Those on just the teleconference can email questions to: eventquestion@wested.org

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Introductions

Joya L. Chavarin, Project Director
Early Head Start Expansion Training Opportunities Project
at WestEd Center for Child & Family Studies

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Presenter Introductions

- **Kay Wernert**
– Director of Marin Head Start
- **Cheryl Williams-Jackson**
– Instructor in the Child Development Department at Modesto Junior College
- **Pamm Shaw**
– Executive Director, Berkeley-Albany YMCA
Early Childhood Services Branch

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Agenda - Kay



Part I, April 7, 2009

- Early Head Start Overview
- Introduction to Guiding Regulations

Part II, April 9, 2009

- Exploration of the Performance Standards
 - Disability - Health - Governance
- Head Start Act of 2007



Agenda - Cheryl



Part I, April 7, 2009

- The Vision
- Process of Quality/Social Environment

Part II, April 9, 2009

- Structural Elements of Quality/ Physical Environment
- Parental Partnership and Family Involvement
- Culture and Individualization



Agenda - Pamm



Part I, April 7, 2009

- Early Head Start Program Options
- Introduction to Fiscal/Administrative Requirements
- Using Multiple Sources of Funding

Part II, April 9, 2009

- Partnering with Other Agencies to Provide EHS Services
- Braiding/ Blending Funds
- Challenges



Poll:



Are you located in California?

- Yes
- No
- If no, please enter your state (or country) information



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Poll:

What is your role?

- Administrator
- Adult Educator
- Policymaker
- Staff
- Teacher
- Other/Text box

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Poll:

Type of program?

- Private non profit
- Private for profit
- Local Education Agency (LEA)
- Higher Ed
- Government
- Other/Text Box

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Poll: Check all that apply

Which of the following programs do you currently operate?

- Head Start
- Early Head Start
- Subsidized infant toddler care
- Subsidized preschool programs
- School age
- Early intervention/special education
- Other/Text

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**Early Head Start Overview-
Introduction to Guiding Regulations**

Kay Wernert, Director
Marin Head Start
President of the California Head Start Association

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Effective Early Head Start Programs

Participant Profile:

- Current Head Start Grantee or Delegate who also has Early Head Start or a stand alone Early Head Start and wants to expand services
- Current Head Start Grantee or Delegate who wants to add Early Head Start
- Current provider of infant toddler services to low income children and want to become an Early Head Start

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Head Start- Origins/History

- Social and political struggles of the civil rights movement- 1960's
- War on Poverty- belief that education as the solution to poverty
- Environment versus heredity February 1965- Summer 1965 (375,000)
- Comprehensive approach and parent involvement

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Early Head Start

- Created in 1994 with the reauthorization of Head Start
- Responding to strong evidence that early intervention is key
- Built on four cornerstones: child, family , community, staff

For more information:

- Head Start Bulletin - http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/DA0671213D45030D8B1099504C20A103.pdf

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Head Start/ Early Head Start

A comprehensive child development program which serves children from birth to age 5, pregnant women, and their families.

There is a complexity in terms of service intensity, the need for flexibility, and the need for quality services that are comprehensive, collaborative and continuous over time

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Successful Early Head Start Programs will:

- Embrace innovation to meet changing **family and community needs**;
- Develop and maintain a clear and **strong leadership** structure;
- Build strong, respectful linkages with **community institutions** while enhancing community knowledge of and commitment to the EHS population;
- Ensure appropriate **staff** selection and ongoing professional development; and
- Plan and implement meaningful **self-evaluation** and
 - **continuous improvement** activities.

Guiding Regulations

- Head Start Performance Standards
- Head Start Act of 2007- Reauthorization
- Community Care Licensing, CA Dept. of Social Services - Title 22
- Child Development Division, CA Dept. of Education - Title 5

Community Assessment

- An assessment of community needs and resources (1305.3)
- Every 3 years- update annually
- Includes number of eligible children, other child development and child care programs that are serving eligible children and the number they are serving.


- Question: Who will complete and update the Community Assessment?
- Who do we partner with to do this?
- How well do I know about existing services for EHS eligible children- who else in our community can help me?
- What is my geographic Service Area?

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Effective Leadership

- Organizational structures and systems to support the program or the expansion of the program keeping in mind the comprehensive nature of the program

- Question: What will the management and support team look like to support all areas of requirement?
- If we have an existing structure, what changes do we need to make in order to support a new or expanded program? More of the same or a totally new structure?




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Community Partnerships



- Build strong, respectful linkages with community institutions while enhancing community knowledge of and commitment to the EHS population.

- Question: Do you have enough connections to community support services for families and for infants and toddlers in your community to meet all of the program performance standards and get the support and services needed for families?

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Family Partnerships

- The Early Head Start program and the parent work together to identify goals, strengths and needed services. (Family Partnership Agreement)


- Question: Who in your organization has the skills to build trust with parents and to spend time with them on identifying needs and services and following up?

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Qualified staffing



- Ensure appropriate staff selection and ongoing professional development

- Question: Are there enough qualified staff in my community to work with infants, toddlers and their families in the program options I am thinking about?
- If they need more training how will I get it and how will I pay for it?
- Who on my staff can support professional development plans?



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Self Assessment and Ongoing Monitoring

- There are requirements for annual self assessment and ongoing monitoring.

- Question: Do we currently do program assessment and have a system to make changes based on the assessment?
- Do we have a well developed monitoring system that could address all of the program areas for EHS? Nutrition? Curriculum? Attendance? Enrollment? Family engagement? Prenatal and postpartum services?

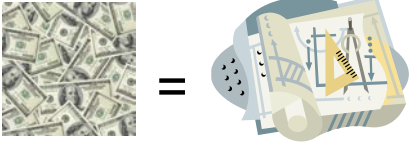


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Federal Dollars = Federal Regulations



- Head Start Performance Standards
- Head Start Act of 2007


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Performance Standards

- The Performance Standards define the services that are to be provided to children and families without being prescriptive in how the services must be carried out.



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Areas of the Standards

- 1301 Grants Administration
- 1302 Funding and refunding
- 1304 Program Performance Standards
- 1305 Eligibility, Recruitment, Selection, Enrollment, and Attendance
- 1306 Staff requirements
- 1308 Children with Disabilities

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Head Start Act Reauthorization by Congress

- On December 12, 2007, President Bush signed Public Law 110-134 "Improving Head Start for School Readiness Act of 2007" reauthorizing the Head Start program. This law contains significant revisions to the previous Head Start Act and authorizes Head Start through September 30, 2012.



Focus on some specific areas of the Head Start Performance Standards and the Head Start Act

April 9, 2009

- Health
- Disabilities
- Governance
- Staff Requirements



Open Response

- Do you have any questions on the information just covered?



Infant & Toddler Development and Quality



Cheryl Williams-Jackson, MS
Modesto Junior College

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Agenda

- **Tuesday, April 7, 2009**
 - The Vision
 - Environment: Social/The Process of Quality



- **Thursday, April 9, 2009**
 - Environment: Physical/The Structural Elements of Quality
 - Partnerships/Culture/Individualization
 - The Vision

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The Vision



- *Two children have enrolled in your program today (2009). Where will they be in 2025?*
- Joycelyn began her early care and education experience in your program when she was 6 weeks.
 - Today is April 7, 2025 and she is now in high school.
- Mark entered your program at the age of 2-1/2.
 - Today is April 7, 2025 and he is now preparing for college.

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Reflecting on the Vision



- Think about Joycelyn and Mark as you begin to create a program.
- Chat room discussion:
 - What do you envision for them?
 - What possibilities do you visualize for them?

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Reflection

- As you write your proposal, think of these questions:
 - How will you play a vital role in assisting them in being able to reach their potential?
 - What physical and social environment will you create that supports their development?

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Supporting Later Outcomes

- Creating quality in programs means that they must be based on research and best practices.
- Head Start Performance Standards provides the support needed to accomplish this.

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Poll:

How familiar are you with the Performance Standards?

- Very familiar
- Some what familiar
- Not familiar

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Familiarity with the Performance Standards

- **Subpart B— Early Childhood Development and Health Services**
 - 1304.20 Child Health & Developmental Services
 - 1304.21 Education & Early Childhood Development
 - 1304.22 Child Health and Safety
 - 1304.23 Child Nutrition
 - 1304.24 Child Mental Health

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Familiarity with the Performance Standards

- **Subpart C— Family and Community Partnerships**
 - 1304.40 Family Partnership
 - 1304.41 Community Partnership
- **Subpart D— Program Design and Management**
 - 1304.52 Human resources management

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Education and Early Childhood Development

1304.21 →

- (a) All Children
 - Parents
- (b) Infant/Toddlers
- (c) Preschoolers

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Education and Early Childhood Development

1304.21 →

(a) *Child development and education approach for all children.*
 (1) *In order to help children gain the skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies' approach to child development and Education must:*

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Making the Vision a Reality

- What **must** I do today to make the vision of 2025 a reality? Focusing on quality includes a:
 - a) Focus on Environment (Process & Structural)
 - b) Focus on Parental Partnerships & Family Involvement
 - c) Focus on Culture and Individualization
 - d) Focus on Brain Development
 - e) Focus on the Curriculum

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Environment: Social/ Process of Quality

- The social environment provides the support that children need for identity development and secure attachments.
 - Gender Identity
 - Image of self
 - Identity Formation
 - Attachments
 - Self Concept

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Environment: Social/ Process of Quality

- **Social Environment:** How will your program support a child's development?
- What will be in place for the following?
 - Teacher education for working with Infant and Toddlers and On-going training [1304.52]
 - Attachment and Relationships [1304.21; 1304.40]
 - Adult-Adult relationship building
 - Parent-Child relationship building
 - Child-Teacher relationship building
 - Peer-Peer relationship building

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Examples

- **Parent-Child relationship building**
 - There is a quiet place for babies who are breastfeeding to be with their parent- not near the bathroom.
- **Child – Teacher**
 - Ratio is maintain with parent volunteers so that one-on-one opportunities flourish
- **Chat Room Discussion: Your turn**
 - Adult – Adult relationship building
 - Peer – Peer relationship building

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Environment: Social/ Process of Quality

- **Primary Caregiving**
 - A special caregiver assignment with the support of a team of adults.
- **Continuity of Care**
 - Will the children be allowed to remain with the same primary caregiver and support team for the time that they are in your infant and toddler program?
 - How will transitions from your program to Head Start or another program take place? [1304.21 (h)]




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Environment: Social/ Process of Quality


- **Social Environment:** How will your program support a child's development?
- What will be in place for the following?
 - Parent Partnership [1304.40 (a) (4); 1304.40 (d) & (e)]
 - Community Involvement [1304.41]
 - Direct Involvement: Child Development Curriculum
 - Indirect Involvement: Referrals

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Open Response

- Do you have any questions/comments on the information just cover?






Early Head Start – Quality Services by Blending, Braiding and Partnering

Pamm Shaw, Executive Director
Berkeley-Albany YMCA
Early Childhood Services






  

Poll:

What is your familiarity with the federal funding requirements?

- Very familiar
- Some what familiar
- Not familiar




Poll:

What is your familiarity with using multiple sources of funding?

- Very familiar
- Some what familiar
- Not familiar



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Early Head Start Program Options

Program options are determined based on documented community needs.

- **Home Based**
 - Services provided primarily in the child's home, working with the child's family as the primary factor.
- **Center Based**
 - Services provided to children primarily in classroom settings.

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Program Options (con't)

- **Combination Model**
 - Services provided to children in both a center setting and through intensive work with the child's family at home.
- **Family Child Care**
 - Services provided to children primarily in family child care settings.
- **Pregnant Women**
 - Comprehensive prenatal and postpartum care.
 - Prenatal education on fetal development, labor and delivery, and postpartum recovery; information on the benefits of breast feeding.

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For Center-Based Programs

- Must be licensed based on state standards
- For California three different licensing options for infants and toddlers
 - Infant license (Birth- 2 years)
 - Toddler option (18 – 30 months)
 - Preschool (2 years to school-age)

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Early/Head Start Fiscal Requirements

- All Federal grantee agencies are required to have financial management systems that provide for timely, accurate, current and complete disclosure of financial information while providing for oversight and protection of Federal funds.
- Effective and efficient financial management systems are required by Federal regulations ([45 CFR 74.21](#) and [92.20](#)).

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Fiscal Requirements (con't)

- Contract and compliance requirements must be fulfilled and grant and contract funds must be expended appropriately.
- Accounting records must be maintained.
- Assets must be safeguarded.
- Internal control systems must be adequate.

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Fiscal Requirements (con't)

- Internal policies and procedures must be developed and implemented.
- Costs must be allocated to the correct program based upon a cost allocation plan in cases where costs are shared by programs.
- Grantees must have an annual audit.

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Key Terms/Definitions

- **Cost allocation**
 - A documented method for equitably assigning costs incurred by multiple funding sources working in a collaborative arrangement.
- **Internal controls**
 - A process that helps to ensure efficiency, control over Federal funds, and compliance with Federal regulations.
- **Prior approval**
 - Written permission provided by the OHS before the recipient may undertake certain activities (such as performance modification or expenditure of funds).

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Nonfederal Share

- OHS funds 80% of total costs
- Local programs provide 20% of the total cost of the program (25% of federal share)
- Non federal share can include:
 - Cash
 - In-kind contributions


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EHS Funding Requirements

- Comprehensive child development services for pregnant women and families with children birth to 3 and their families
- Services must be provided 12 months/year
- 10% of enrollment must include children with disabilities with an individualized family service plan (IFSP through Part C System)




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EHS Administrative Requirements

- Role of Board of Directors in program oversight and accountability
- Head Start Policy Council
- Parent education/training/involvement
- Annual grant submission
- Program goals and objectives based on community assessment with annual updates




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ERSEA Requirements [Part 1305]


- **E**ligibility
- **R**ecruitment
- **S**election
- **E**nrollment
- **A**ttendance



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Funding Options for Infants & Toddlers

- Subsidized Child Care (State & Fed –CCDF)
- Teen parent funds (CalSAFE)
- Preschool Grants, Part C for children with disabilities
- First 5
- TANF/CalWorks
- Even Start
- Early Reading First
- Title 1



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Enrollment

- Early/Head Start funding is determined by enrollment.
- All programs must maintain full enrollment at all times.
- **Dual enrollment** – child is enrolled in more than one program.

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Dual Enrollment in Subsidized Child Care

- Family must meet both sets of requirements
- Eligibility includes EHS income limits AND need for child care
- Parents must be working, in school, training...
- Programs must meet highest standard
 - E.g., adult/child ratios (CDE = 3:1 for infants birth to 18 months)

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Blending & Braiding Funds

- Separate funding streams are “braided” to support unified/seamless services.
- More flexible pots of funding are “blended” into one funding pool.
- Decategorizing
 - State-level strategy making funding streams less “categorical” by removing, reducing, or aligning requirements and regulations. Funds from more than one program are “blended” into a unified funding stream.

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Partnerships

- Contractual relationship to provide EHS programs and/or services
- Subcontractor must have base funding from other sources
- Services provided in child care or other early care/education/intervention program
- Must meet all EHS standards and/or services provided by EHS Grantee





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Some of the Regulatory Challenges

- Eligibility
- Program requirements
- Funding
- Teacher qualifications
- Licensing





Other considerations...

- EHS has a LOT of requirements and federal scrutiny
- Funds come directly from federal government to local programs
- Transition at age 3 – process, procedures, regulations


Resources





- Head Start Performance Standards (Parts 1301-1311)
<http://www.acf.hhs.gov/programs/ohs/legislation/index.html>
- Head Start Act, 2007
<http://www.acf.hhs.gov/programs/ohs/legislation/index.html>
- Flynn, Margaret and Hayes, Cheryl. *Blending and Braiding Funds to Support Early Care and Education Initiatives*. Financing Strategy Series, January 2003.
www.financeproject.org/Publications/FP%20Blending%20Funds%201%2024.pdf.
- DHHS Administration for Children and Families
<http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Fiscal>
- Early Childhood Learning and Knowledge Center:
<http://www.eclkc.ohs.acf.gov>

Open Response

- Do you have any questions on the information just covered or information to cover in Part II on Thursday, April 9?



Next Steps

- **Two Webinars:**

Early Head Start: Providing a Quality Comprehensive Program for Infants, Toddlers & Their Families

- Part I, April 7, 2009, 10:30-12pm PT
- Part II, April 9, 2009, 10:30-12pm PT

To register: www.schoolsmovingup.net






Next Steps

- **2009 Regional Workshops**

Develop an RFP that emphasizes effective quality programming for infants and toddlers:

- Santa Clara: Thursday, April 16
- Fresno: Friday, April 17
- Woodland: Friday, April 24
- San Diego: Thursday, April 30
- Los Angeles: Friday, May 1

To register contact:
Eva Gorman, Center Manager
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For the Early Head Start Expansion Training Opportunity Project, contact:

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Next Steps: Archive & Feedback

- Feedback
- http://www.surveymonkey.com/s.aspx?sm=PzOTUGSeoAvzReehVI3yVQ_3d_3d
- Archive:
- <http://www.schoolsmovingup.net/webinars/headstart1>