



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



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



Introductions

Joya L. Chavarin, Project Director

Early Head Start Expansion Training Opportunities
Project at WestEd Center for Child & Family Studies

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

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

Poll:



What is your role?

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

Poll:



Type of program?

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



Poll:

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



Exploration of the Performance Standards Head Start Act of 2007

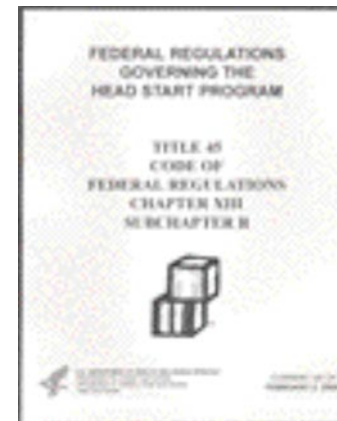
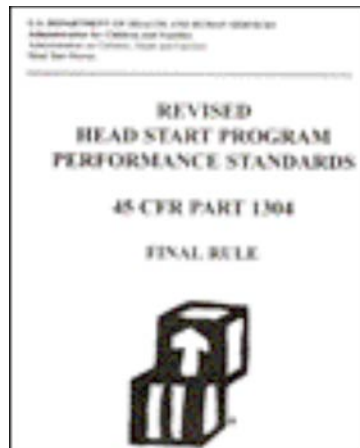
Kay Wernert, Director
Marin Head Start
President, California Head Start Association



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.





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.

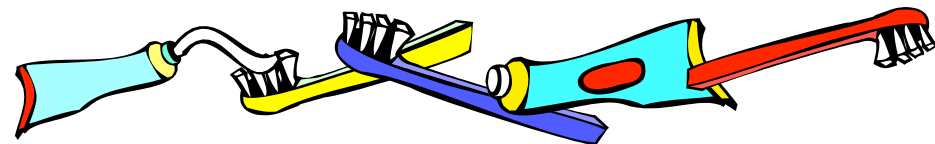


Areas of the Performance Standards

- 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



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



- Health
- Disabilities
- Governance
- Staff Requirements



Health Standards



Head Start + Community Care Licensing

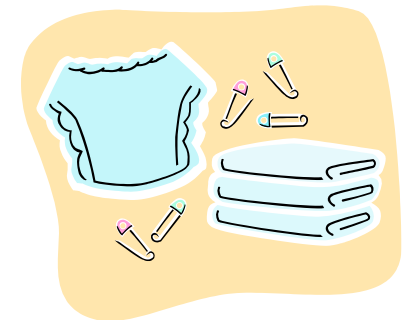
- Compliance with health regulations and time lines-
recordkeeping 1304.22 & 1304.51(g)
- Medical Home 1304.20(a)(1)(i)
- Developmental, sensory, and behavioral screenings-
within 45 days 1304.20(b)(1)
- Oral Health- (1304.20(c)(3))



Health Standards



- Center based program must provide diapers (1304.53(b) & ACF-PI-HS-09-03 and formula 1304.23(b)(1)
- Bottle fed children are held during feeding (1304.23©(5))
- Cribs- three feet apart 1304.22(e)(7)
- Emergency procedures 1304.22(a)



Children with Disabilities



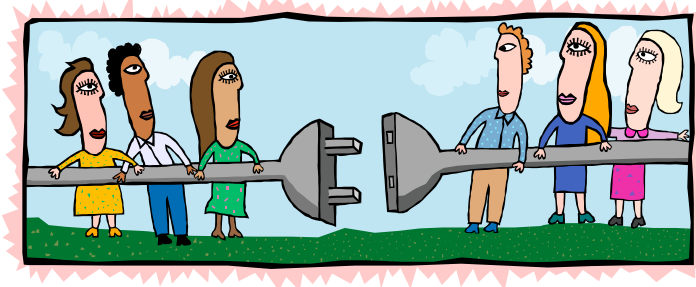
- 10% enrolled by mid program year PI-09-04
- Referrals to local early intervention agency- follow up 1308.4(f) SEC. 645A(b)(11)
- Support parent participation in the evaluation and IFSP process 1304.20(f)(2)(iv) & 1308.19
- Referral for suspected Disabilities (1304.20(f)(2)(ii))

Curriculum for infants and toddlers



- Written curriculum (1304.3(a)(5))
- Consistent teachers (1304.21(b)(1)(i))
- Physical development 1304.21(b)(3)(i)
- Communication skills 1304.2
- Social and emotional development 1304.21(b)(2)(i)





Governance

Shared Governance Structure

- Grantee Board of Directors- has legal and fiscal responsibility for the Head Start agency SEC.642(c)1)
- Policy Council- Parents- has shared responsibility for program design and operations and must approve and submit to the BoD decisions about much of the EHS operations/planning

Board of Directors



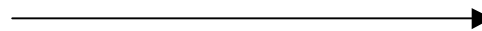
MUST INCLUDE MEMBERS WITH...

- Background and expertise in fiscal management or accounting
 - Early childhood education and development
 - Licensed attorney
 - Parents of children who are currently or were formerly enrolled in the Head Start program
 - Others selected with expertise in education, business administration or community affairs
- SEC.642(c)(1)(B)

Transitions



- Systematic procedure for transition children and parent from EHS to HS or other local early childhood education and development program



Collaborations and Connections



- Disability service providers for infants and toddlers: IDEA Part C and in California-Regional Center
- Workforce support for teachers of infants and toddlers
- Medical providers- prenatal and newborn
- Mental Health supports that understand Infant Mental Health
- Infant nutrition- breastfeeding, recommended feeding guidelines and supports

Staffing Requirements



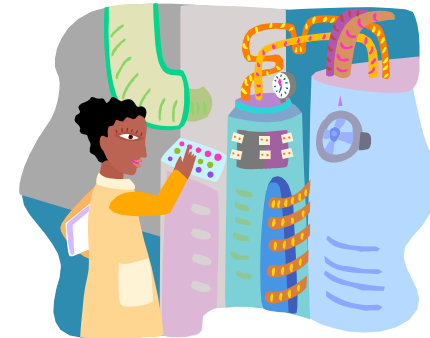
- September 30, 2010- All teachers in EHS Centers have a minimum of a Child Development Associate (CDA) credential (or have equivalent coursework) in early childhood development
- September 30, 2012- additionally all teachers have been trained (or have equivalent coursework) in early childhood development with a focus on infant and toddler. SEC 645A (h)
- OHS shall establish standards for home visitor staff in EHS

Systems, systems, systems



Programming is built on effective key management systems and procedures.

- Governance
- Record Keeping
- Human resources
- Communication
- Ongoing Monitoring
- Planning
- Fiscal Management-Accountability



Open Response



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



Infant & Toddler Development and Quality

Cheryl Williams-Jackson, MS
Modesto Junior College



Reflecting on the Vision



- Again think about Joycelyn and Mark as you begin to create the *structural environment and plan for partnerships and the curriculum*.
 - What do you envision for them?
 - What possibilities do you visualize for them?
- On-going Reflection
 - How will you play a vital role in assisting them in being able to reach their potential?
 - What physical environment, partnership, or curriculum will you create that supports their development?

Brain Development



- How will brain development research be a guiding force in your decisions?

Environment: Physical Structural Elements of Quality



The Physical Environment

- What is an appropriate environment for infants and toddlers?
 - Room Size [1304.53]
 - Will your program offer enough room size so that children feel free to explore and learn?
 - What type of material and structures will be placed in the room?

Environment: Physical Structural Elements of Quality



Group Size and Small Ratios [1306.20]

- Research shows that small group size are key to a quality environment.
 - Reduced noise levels support brain development
- The younger the child, the smaller the ratio is also key components for creating quality care.
 - Safety is increased
 - One-on-One intimate relationships are built and maintained
 - Children feel free to explore

Caring for Our Children Early Head Start Standards



1304.52 (g) (4)

Age of Child	Ratios	Group Size
Birth to 3	1:4	8 children

Your state, tribal, or local regulations may specify staff:child ratios and group sizes that are more stringent.

Parental Partnerships/ Family Involvement



- Understanding the quality of the parent-infant relationship is a key component for programs to address.
- Any program that wants to build and maintain quality must include parents in the planning and daily functions of the program.



Poll

If you currently are involved with a program, how involved are parents/families in your program?

- Very involved
- Somewhat involved
- Very limited involvement

Parental Partnerships/ Family Involvement



- Is there a quiet place for babies who are breastfeeding to be with their parent – not near the bathroom.
- Is there a parent area in the room that is not just a wall or a bulletin board?
- Is there a plan for building on-going relationships among the parents?
- Is the family's culture included in the curriculum – ongoing?

Parental Partnerships/ Family Involvement



Chat Room Discussion

- What are some creative ways that your program will include parents in the day-to-day function of the program, in the curriculum, and in their child's development? [1304.21(a)(2)(i-iii); 1304.21 (d, e, f, g); 1304.40 (e)(1)]

Focus on Culture and Individualization



- **Focus on Family Culture [1304.21 (a)(i, ii, iii)]**
 - To support the need for children to develop self identity and competence about their ability the family's culture must be supported by the program.
 - Teachers develop cultural competence through on-going self-awareness, knowledge of the families and their culture, and through on-going skill building.

Focus on Culture and Individualization



Looking back at the environment that you have created:

- Does it allow for staff to pay attention to children's individual rates of development and meet their individual needs? [1304.21 (i, ii, iii)]
- Is there a system in place for tracking goals and objective progression?



Poll

- **How confident do you feel about addressing issues that arise around cultural differences?**
 - Very confident
 - Somewhat confident
 - Not very confident

Reflecting on the Vision

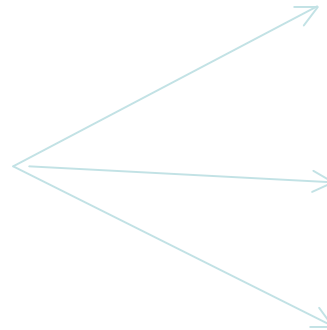


- **Think about Joycelyn and Mark as you begin to include the *culture of the family* and find ways to individualize for each child's need and interest.**
 - What do you envision for them?
 - What possibilities do you visualize for them?
 - How will you play a vital role in assisting them in being able to reach their potential?
 - What will you put in place for cultural and individual interest and needs that supports their development?

Education and Early Childhood Development



1304.21



(a) All Children
• Parents

(b) Infant/Toddlers

(c) Preschoolers



Poll

Do infants and toddlers need a written curriculum?

- Yes
- No

Focus on Brain Development



- The day-to-day environment that is created and the relationships that are allowed to be built and maintained support brain development.
- Cognitive, Linguistic, Social, Emotional, and Physical needs of the children must be considered in the environment.
- Over-stimulation and Under-stimulation can work against optimal brain development.

Focus on the Curriculum



Chat Room Discussion

- What are some questions that you have about creating and maintaining a curriculum in your program?
- For example:
 - How to include the family culture in the curriculum?
 - How to individualize the curriculum to meet your program's needs?

Focus on the Curriculum



- Developmental Appropriate
- Individualized: Needs and Interest
- Family and Culture
- Routines and Activities
- Relationship-Based

The Year is 2025



- Joycelyn is doing well in high school. Could it be that the quality of your program provided some of the early support that she needed to develop her potential?
- Mark is entering college feeling confident of his abilities. Could it be that the relationship and education that your provided to his parents assisted him in reaching this goal?



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 using multiple sources of funding?

- Very familiar
- Some what familiar
- Not familiar

Poll:



What is your experience partnering with other agencies to provide ECE services?

- Very experienced
- Somewhat experienced
- Not experienced

Re-cap



- Program options
- Fiscal requirements
- Funding options
- Blending and braiding funds
- Partnering
- Regulatory challenges

Partnering with Other Agencies to Provide EHS Services



- In order to provide the highest quality EHS services programs are encouraged, and in some cases required, to partner with other programs.
- These may include:
 - Child care
 - Early intervention/special education
 - Health care providers

Partnering with Child Care



- Eligibility requirements
- Funding Terms & Conditions AND Head Start Performance Standards
- Teacher qualifications
- Group size
- Adult/child ratios
- Funding administration
- Record keeping and reporting

Partnering with Early Intervention/ Part C



- EHS provides opportunities to provide early intervention services in a “natural environment”
- Dual enrollment
- Push-in, pull-out services

Partnering to Serve Pregnant Women



- Local health departments, programs, providers
- Black Infant Health Program
- Services for pregnant teens (CalSAFE)
- Mental health agencies
- Drug and alcohol treatment programs
- Jails
- Other

Considerations for Grantees with Multiple Sources of Funding



- ACYF-IM-HS-01-06
- Grantees are encouraged to operate programs that do not "compartmentalize" children, teachers, staff or facilities on the basis of funding source, they must be prepared to document the fair allocation of costs between the Head Start program and the non-Head Start program.

Costs and Cost Allocation Based on Cost Principles



- Appropriate cost allocation methods must be used. Cost Principles for various types of organizations may be found in the following:

Type	Reference
Educational Institutions	OMB Circular A-21
Government Organizations	OMB Circular A-87
Nonprofit Organizations	OMB Circular A-122
Hospitals	Appendix E to 45 CFR, Part 74
Commercial Organizations (For profit)	48 CFR Part 31

Financial Management Issues in HS Utilizing Other Sources of Funding



- ACYF-IM-HS-01-06
- Grantees should develop their child care programs, including cost sharing agreements, in conjunction with other child care funding agencies in order to take advantage of these other funding sources.
- Cost sharing arrangements worked out in advance and reflected in the agency's **approved** Head Start grant do not requires separate cost allocation procedures to separate the Head Start costs from other costs.

Policy and Statutory Prohibition Regarding Fees



- The Head Start Act and 45 CFR 1305.9 has a strict prohibition against charging fees for participation in Head Start programs.
- Fees can be charged:
 - Only for the non-Head Start portion of the day.
 - A family copayment to support extended day services if a copayment is required in conjunction with the collaborative.

Compatibility with Child Care Requirements



- Completion of child observation and assessment (Desired Results)
- Standardized curriculum
- Annual self-evaluation/self assessment
- Participation in Child Care Food Program

Challenges - Funding



- Funding
 - EHS funded on enrollment
 - EHS – electronic draw down, quarterly fiscal reporting to OHS
 - CDE - must earn contract
 - CDE has different reimbursement rates based on age of child
 - Monthly/quarterly reports to CDE

Blending & Braiding Funding – How To's



- Dual enrollment
- Budget and program narrative
- Cost allocation plans
- Other non-federal funds may be used as non-federal share

Cost Allocation



- Refers to the allocation of *allowable* costs to various sources of funding.
- Each program pays only its fair share of the cost of an item used in common, and that no program is subsidizing another.
- Methods used to allocate a shared cost should be the simplest, most straightforward way of allocating this type of cost fairly.

Non Federal Share Requirements



- Head Start non-Federal share requirements may **not** be met through funds derived from other Federal grants, including Federal funds administered by States, unless the authorizing legislation specifically provides that the funds may be used as the non-Federal share. Additionally, matching funds derived from States must not be used to match more than one Federal program.

Some Tips...



- Be cautious about over-matching non federal share with other program funds that may become subject to all Federal requirements.
- Program income becomes part of the “total costs.”
- Agency must be able to separately identify children and services supported by Head Start funds and other funds.

Concerns/Questions



- If I use two funding sources for one child, is this considered “double-dipping?”
 - No, there are different funding source requirements. Neither federal nor state funds are sufficient to provide high quality comprehensive full day, full year services. Cost allocation plans and/or budget narratives should address specific uses of each funding source.

Concerns/Questions (con't)



- How do I know a partner agency will operate high quality services?
 - Lead agencies (grantees) must monitor partner programs. The grantee is the responsible agency and held accountable to meeting all EHS Performance Standards.

Grant Resources



- **GRANTSNET** (<http://www.hhs.gov/grantsnet/>)
- This site includes important grant regulations like 45 CFR Parts 74 and 92 and many of the laws, executive orders, OMB circulars, and policy manuals and directives that govern the grants process.

Open Response



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

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:

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WestEd Center for Child & Family Studies

Phone: 415.289.2315 Email: egorman@wested.org

For the Early Head Start Expansion Training Opportunity Project Contacts:

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Next Steps: Feedback & Archive



- Feedback
- http://www.surveymonkey.com/s.aspx?sm=n92x3eRbFln8GYay3h_2bJLw_3d_3d
- Archive:
- Part II (April 9):
<http://www.schoolsmovingup.net/webinars/headstart2>