


10

Evidence Based Solutions: Topics Impacting EHS Grantees

Deb Smith, PhD, Infant Toddler Specialist
Rebecca Freedman, MS, ECE Specialist
July 29, 2014
Birth to Three Institute

Prepared for the Office of Head Start by ICF International

Best Practices for Planning Begin Early!!!!





© Randy Glasbergen
glasbergen.com

"To get what you want, first create a list of compelling and meaningful goals. Next, draft a dynamic plan of action, then follow through with consistent maximum effort. If that doesn't work, just cry and point."

Prepared for the Office of Head Start by ICF International


Objectives:



- Understand the research supporting best practice in Early Head Start
- Locate important resources useful in providing high quality Early Head Start programming
- Identify  to promote practice change

Prepared for the Office of Head Start by ICF International

Walkabout Survey



Prepared for the Office of Head Start by ICF International

Full Year



- The Head Start Program Performance Standards do not specifically require full-day/full-year services, but they do require continuity of care that provides services to infants and toddlers with the least disruptive and most stable ongoing care.
- RIV Federal Guidance:
 - Full Year is defined as 48 – 52 weeks
 - Summer Services. Programs can transition to full year services over time, by increasing the number of weeks/months that children are being served during the summer months. For example, an EHS program serving children for 9 months can increase services to 10 months and then add weeks progressively. Arrangements will be approved by the RIV Federal Program Specialists

Prepared for the Office of Head Start by ICF International

5

Full Year Resources



- Public Law 110-134 "Improving Head Start for School Readiness Act of 2007"
- Early Head Start Tip Sheet No. 4: Are Early Head Start Programs Required to Provide Full-Day/Full-Year Services? What is the Working Definition of Full-day/Full-Year?
- Head Start Approach to School Readiness
http://eclkc.ohs.acf.hhs.gov/hslc/sr/approach/pdf/HSApproach-to-School-Readiness_complete.pdf

Prepared for the Office of Head Start by ICF International

6

Full Day



- Wraparound Care: Grantees use Head Start monies to fund the core of its services and use funding from other sources to pay for care before and after the Head Start day.
- Wrap-in Care: Grantees contract with child care programs and use HS funds to extend the services offered to the point where it meets HSPS.



Prepared for the Office of Head Start by ICF International

7

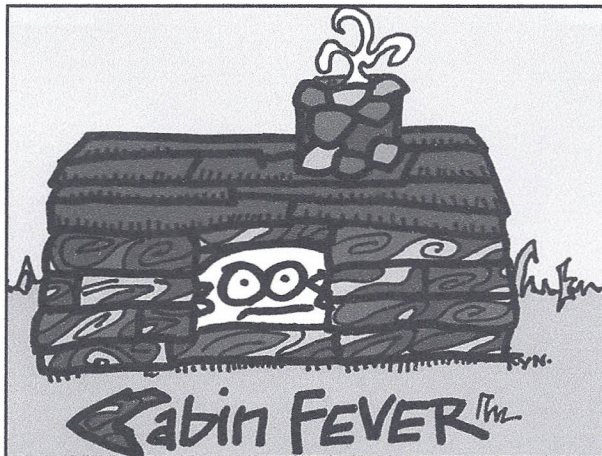
Full Day Resources



- OPTIONS FOR FULL-DAY SERVICES FOR CHILDREN PARTICIPATING IN HEAD START By Lorelei Brush, Ph.D., Sharon Deich, Kerry Traylor, and Nancy Pindus Pelavin Research Institute and The Urban Institute March 7, 1995. For the Office of the Assistant Secretary for Planning and Evaluation Department of Health and Human Services.
- CLASP Policy Solutions that Work for Low Income People. Putting Children and Families First: Head Start Programs in 2010. Brief No. 10, February 2012.

Prepared for the Office of Head Start by ICF International

8



Transitions



The transition process must take into account;

- the child's health status and developmental level,
- progress made by the child and family while in Early Head Start,
- current and changing family circumstances, and
- the availability of Head Start and other child development service in the community.

NOTE: Individualized transition planning indicates that a child may remain in EHS following his/her 3rd birthday, for additional months until he or she can transition into HS or another community program.

HSPS

- 1304.41(C)(2) To ensure the most appropriate placement and services following participation in Early Head Start, transition planning must be taken for each child and family at least six months prior to the child's third birthday.

Prepared for the Office of Head Start by ICF International

10

Transition Resources



- Briana, Chan (April 2011) Resource Guide for Early Childhood Transitions: Annotated Bibliography, Harvard Family Research Project.
- Effective Transitions to Enhance School Readiness, National Center for Quality Teaching and Learning
- <http://floridatransitionproject.ucf.edu> Florida's Transition Project Early Head Start Tip Sheet #5: EHS Children Qualifying for Head Start, August 2010
- NEWS YOU CAN USE (November 2011). Transitions. News for Head Start, Early Head Start & Migrant/Seasonal Head Start Programs
- Transition Strategies: Continuity and Change in the Lives of Infants and Toddlers. Early Head Start Program Strategies

Prepared for the Office of Head Start by ICF International

11

Services to Pregnant Women



Remember:

- Grantees must ensure that a slot is available for the baby; most programs consider the enrolled pregnant women as a child development program slot.
- State regulations identify when an infant can be eligible to attend group care settings (typically, the baby needs to be at least at six weeks old).

HSPS

- 1304.40(c)(1)-(3) Services to pregnant women who are enrolled in programs serving pregnant women, infants and toddlers.
- 1304.40(i)(6) - visit each newborn within two weeks after the infant's birth / 1304.40(a)

Prepared for the Office of Head Start by ICF International

12

Services to Pregnant Women Resources



- EHS Tip Sheet No. 25 How Do We Support Services for Infants and Toddlers in a Birth-to-Five Program?
- Services to Pregnant Women Participating in Early Head Start ACF-IM-HS-09-04 Issuance Date: 07/22/2009.
- Services to Pregnant Women Participating in Early Head Start ACYF-IM-HS-02-04 Issuance Date: 03/27/2002
- A Systems Approach to Serving Pregnant Women in Early Head Start, Mireille Kanda, M.D., EHSNRC Bulletin #69, HHS/ACF/ACYF/ HSB. 2000.
- Giving Children the Earliest Head Start: Developing an Individualized Approach to High-Quality Services for Pregnant Women, TA Paper No. 3, 2000.



Prepared for the Office of Head Start by ICF International

Enrollment Criteria



Early Head Start (EHS) serves pregnant women and children from birth to age 3. Although a child can be enrolled anytime from birth to age 3, the intent of EHS is to intervene early and provide intensive, individualized services throughout the first three years of a child's life. Programs serving pregnant women are expected to enroll the newborn into child development services.

* Laura A. Schad, Head Start Bulletin

Prepared for the Office of Head Start by ICF International

14

Enrollment Criteria Resources



- EHS Tip Sheet No. 15 Enrolling Expectant Families, November 2003 Should Early Head Start programs enroll pregnant women/expectant families?
- Income Eligibility for Enrollment in Head Start and Early Head Start Programs ACF-PI-HS-10-02
- 45 CFR 1305 Eligibility, Recruitment, Selection, Enrollment and Attendance in Head Start
- EHS Tip Sheet No. 11: Does the 85% Monthly Average Daily Attendance Rate Rule Apply to EHS Programs?

Prepared for the Office of Head Start by ICF International

15

Community Assessment



•1304.51(a)(1)(i) Grantee and delegate agencies must develop and implement a systematic, ongoing process of program planning that includes consultation with the program's governing body, policy groups, and program staff, and with other community organizations that serve Early Head Start and Head Start or other low-income families with young children. Program planning must include an assessment of community strengths, needs and resources through completion of the Community Assessment, in accordance with the requirements of 45 CFR 1305.3.

•1305.3(d)(2) The Early Head Start and Head Start grantee and delegate agency must use information from the Community Assessment to determine the type of component services that are most needed and the program option or options that will be implemented.

•1304.40(a)(1) Grantee and delegate agencies must engage in a process of collaborative partnership-building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and other supports.

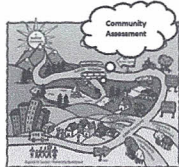
Prepared for the Office of Head Start by ICF International

16

Community Assessment Resources



- Five Steps to Community Assessment - A Workbook for Head Start and Early Head Start Programs serving Hispanic and other emerging populations (ECLKC)
- EHS Tip Sheet No. 23: As Early Head Start Programs Design and Adapt Their Program Models Based on the Needs of the Families They Serve, How Do They Determine Which Program Option(s) to Offer, and the Flexibility Within Those Program Options?
- Start-Up Planning and the EHS Program by JoAn Knight Herren and Mary Shiffer, Head Start Bulletin (ECLKC)



Prepared for the Office of Head Start by ICF International

17

Responsive Care Measurement



The 2007 Head Start legislation requires that Head Start and Early Head Start programs to use "scientifically based measures" that support classroom instructional practices and program evaluation. The selected measures should be "high-quality research-based measures that have been demonstrated to assist with the purposes for which they were devised, . . . developmentally, linguistically, and culturally appropriate for the population served, . . . [as well as] valid and reliable."

-Quality of Caregiver-Child Interaction for Infants and Toddlers: A Review of the Literature



Prepared for the Office of Head Start by ICF International

18

Responsive Care Measurement Resources



- Quality of Caregiver-Child Interaction for Infants and Toddlers (Q-CCIIT): A Review of the Literature
- Relationships as the Foundation of Quality Infant and Toddler Care ; A Unit of Four Online Lessons
- Reflective Supervision: A Tool for Relationship-Based EHS Services Technical Assistance Paper No. 13



Prepared for the Office of Head Start by ICF International

19

Child Care Partnership



In Early Head Start we emphasize relationships. Relationships between moms and dads and their babies and their toddlers--and also about the relationships between our staff and the families that we serve. But, in the same vein, it's all about the relationships that we have within the community, and those partnerships--the relationship is what sustains the partnership over the years.

-Rebecca Pruett, Building and Sustaining Partnerships Early Head Start and Healthy Start Programs Improving Outcomes for Children and Families



Prepared for the Office of Head Start by ICF International

20

Child Care Partnership Resources



- EHS Tip Sheet No. 12: What Are the Key Elements That Contribute to Strong Early Head Start (EHS)-Child Care (CC) Partnerships?
- Promoting Local Partnerships Between Child Care and Early Head Start: Ideas for State Leaders (ECLKC)
- Shaping a Partnership: A Checklist for Developing Partnerships. HHS/ACF/OHS. 2008 (ECLKC)
- Strategies for Head Start — Child Care Partnerships Revisited (ECLKC)
- Tips on How to Form a Professional Development Partnership (Excerpted from the Head Start Bulletin, ECLKC)

Prepared for the Office of Head Start by ICF International

21

Where don't you like to shop???



Prepared for the Office of Head Start by ICF International

22

Environments



Stimulating environments, skilled staff, a structured (yet flexible) curriculum, and enriching experiences are the ingredients that children and families need to grow. In fact, the research and evaluation project found that Early Head Start programs produced statistically significant, positive impacts on standardized measures of children's cognitive and language development. Positive impacts were also established in the social-emotional domain as well, including lower levels of aggressive behavior.

* EHS Research Note: EHS Services and Child Development



Prepared for the Office of Head Start by ICF International

Environments Resources



- EHS Tip Sheet No. 9 Developmentally Appropriate EHS Environments, March 2003
- NEW YOU CAN USE: Environment as Curriculum for Infants and Toddlers, July 2010 (ECLKC)
- Early Head Start Facilities: Doing It Right (Head Start Bulletin, ELCKC)
- Furnishings and Equipment - Head Start Design Guide (ECLKC)
- Healthy Children Are Ready to Learn, Being Healthy Is Critical To School Readiness, National Center on Health

Prepared for the Office of Head Start by ICF International

24

Curriculum Planning / SR Interface



- While staff must have a written plan, individuals implementing planned experiences for children under three should be ready to adapt this plan and their expectations to better meet the needs of the child during the actual experience.

HSPS

1304.21(b)(1)-(2) (b) Child development and education approach for infants and toddlers.

(1) Grantee and delegate agencies' program of services for infants and toddlers must encourage (i) The development of secure relationships in out-of-home care settings for infants and toddlers by having a limited number of consistent teachers over an extended period of time. Teachers must demonstrate an understanding of the child's family culture and, whenever possible, speak the child's language (ii) Trust and emotional security so that each child can explore the environment according to his or her developmental level; and (iii) Opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members.

Prepared for the Office of Head Start by ICF International

25

Curriculum Planning / SR Interface Resources



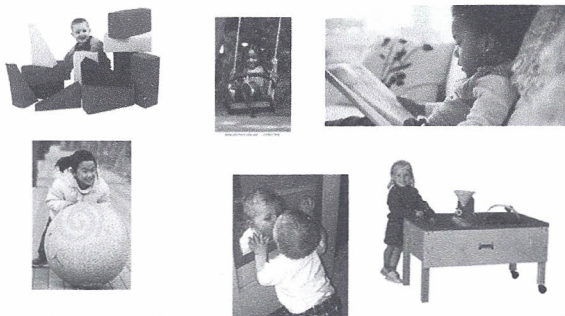
- Early Head Start Tip Sheet No. 10 How Can an EHS Program Have a Written Curriculum With Lesson Plans and Still Follow the Baby's Lead as He/She Creates His/Her Own Curriculum?
- EARLY HEAD START TIP SHEET No. 10 Infant/Toddler Curriculum, March 2003
- News You Can Use: Environment as Curriculum for Infants and Toddlers



Prepared for the Office of Head Start by ICF International

26

Curriculum Planning / SR Interface Resources



Prepared for the Office of Head Start by ICF International

27

Evidence Based Solutions



EHS Research Note: Implementing the Performance Standards:

The EHS Research and Evaluation Project demonstrated that implementing the Head Start Program Performance Standards fully and early ensures quality program services and maximizes critical impacts on children and families.



Prepared for the Office of Head Start by ICF International

28

Walkabout Survey



Any
changes???

Prepared for the Office of Head Start by ICF International

Contact Information



Deborah J. Smith, Ph.D.,
Florida Infant Toddler Specialist
386-310-7645 | Deborah.Smith@icfi.com

Rebecca Freedman, MS, Florida ECE Specialist
954.459.5233 | Rebecca.Freedman@icfi.com



Prepared for the Office of Head Start by ICF International

30