
A Closer Look: Early Head Start (EHS) – Family Child Care (FCC) Partnerships

18th ANNUAL BIRTH TO THREE INSTITUTE:
Nurturing Relationships, Responsiveness, Readiness
Washington, DC July 30, 2014



Early Head Start (EHS)-Child Care (CC) Funding Opportunity Announcement

This presentation will not provide technical assistance or information regarding the Funding Opportunity Announcement (FOA) for the Early Head Start – Child Care Partnerships grants. Additionally, presenters will not be able to answer any FOA related questions.

Objectives

Participants will...

- define the early head start family child care option
- explore strategies for partnering
- explore tools to support partnering

Our Panel

- Amy Thomas – Sr. Writer/Trainer, EHSNRC
- Jessica Sager – Executive Director, All Our Kin
- Calvin Moore – Division Director of the Child Care Services , Alabama Dept. of Human Resources
- Gina Ruther – Sr. Head Start TA Specialist, PDW Center
- Barbara Sawyer – Director of Special Projects, NAFCC

Activity

The knowledge I have of EHS-FCC Partnerships could fill a...

- Thimble
- Post-It Note
- Sheet of Paper
- Book

Introduce yourself to someone you don't know. Tell them your: name, role, program, and where you're from

Prevalence of Family Child Care



Courtesy of EHS for FCC Demonstration Project



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Family Child Care

- Personalized unique environment
- Mixed ages and small groups
- Provides flexible schedules
- Continuity of care
- Present in some form in most communities



Photo courtesy of EHSNRC



Some Benefits Family Child Care

- Home-like setting
- Smaller intimate setting
- Continuity of care
- Share family's culture and home language
- Closer one to one relationships
- Home cooked meals
- Flexible hours of operation
- Preferred choice of my many families
- Parent engagement and growth better facilitated
- Siblings together

The Final Rule for the Family Child Care Option - Definitions



Photo courtesy of EHSNRC



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Family Child Care Program Option

1306.35

- **Subpart A – General**
 - 1306.1 Purpose and Scope
 - 1306.2 Effective dates
 - 1306.3 Definitions
- Subpart B – Head Start Program Staffing Requirements
 - 1306.20 Program staffing patterns
 - 1306.21 Staff qualification requirements
 - 1306.22 Volunteers
 - 1306.23 Training
- **Subpart C – Head Start Program Options**
 - 1306.30 Provision of comprehensive child development services
 - 1306.31 Choosing a Head Start Program Option
 - 1306.32 Center-based program option
 - 1306.33 Home-based program option
 - 1306.34 Combination program option
 - 1306.35 Family Child Care Program Option
 - 1306.36 Additional Head Start Program Option variations
 - 1306.37 Compliance waiver

Highlights of Head Start Program Performance Standards

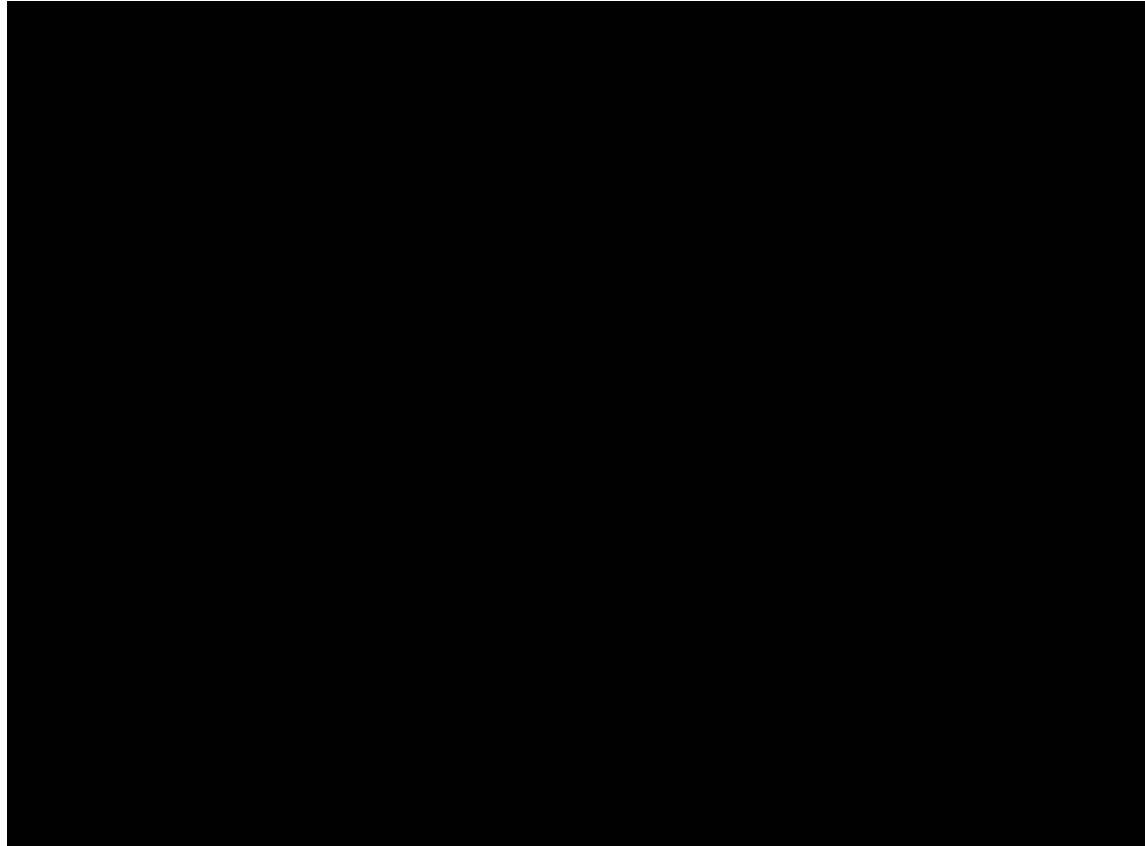


Photo courtesy of EHS for FCC Demonstration Project



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What is Early Head Start Family Child Care?





Video courtesy of EHS for FCC Demonstration Project



EHS for FCC Demonstration Project Activities Planned and Implemented

Activity Type	Planned (number of teams)	Implemented (number of teams)
Connect Providers to Resources or Conduct Training/Professional Development	21	20
Build Awareness and Partnerships	21	18
Identify Family Child Care Providers in the Community	18	16
Assess the Strengths and Quality Improvement Needs of Providers	17	14
Identify Funding Streams and Quality Improvement Resources	16	13
Develop or Align Standards, Benchmarks, and Policies	16	13
Develop and Implement Policies Regarding Recruitment and Enrollment of Families	8	13

Source: Early Head Start for Family Child Care project database, February through September 2011.
N = 22 partnership team work plans; 17,451 activities reported in the administrative database by 22 partnership teams.






EHS for FCC Demonstration Project

Uses of Project Funds

Activity Type	Number of Teams that Spent Funds on Activity	Percentage of Funds Spent on Activity
Training	22	43
Materials	18	18
Resources	18	17
Public Awareness Outreach	16	13
Meeting or Informational Session	14	5
Other	10	4
Equipment	2	< 1

Source: Early Head Start for Family Child Care project database, February through September 2011.
N = 564 approved or final stipend requests reported by 22 partnership teams.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/program-options/ehs-fcc>

Role of Partners

- 15 teams reached out to partners for information-sharing activities
- 20 teams created partnerships with organizations
- 9 teams engaged partners to address policy issues

Planning a Complex Systems-Based Initiative

Strategies to consider when planning a complex systems-based initiative include:

- Creating equal partnerships
- Using a neutral consultant
- Engaging relevant stakeholders at the onset of the planning process
- Establishing a vision and parameters for the initiative
- Designing a structured planning process that allows room for creativity and considerations for local context

Planning a Complex Systems-Based Initiative



Photo courtesy of EHS for FCC Demonstration Project



Building and Sustaining Partnerships

When building and sustaining partnerships:

- Invest time in relationship building and address issues related to trust, turf, and competition
- Educate key stakeholders about the service and address concerns
- Form contractual agreements to solidify and formalize relationships
- Be cognizant of contextual issues (such as budget constraints or pending policy changes) that might impede stakeholders' willingness or ability to commit

Engaging Family Child Care Providers

When implementing initiatives that involve family child care providers:

- Respect providers' expertise
- Understand that time is a major constraint for providers, so plan events thoughtfully and offer support to help them attend
- Consider that many providers are interested in operating as autonomous small businesses

Addressing Policy Considerations



Photo courtesy of EHS for FCC Demonstration Project



Ultimate GOAL

Strengthen the community of Early Head Start designated family child care providers by building their capacity to provide sustainable, quality comprehensive services for low-income children



Photo courtesy of EHSNRC



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All Our Kin



**Early Head Start for Family Child Care:
Expanding Access to Quality**



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About All Our Kin

All Our Kin is a Connecticut-based non-profit organization that trains, supports, and sustains family child care providers to ensure that children and families have the foundation they need to succeed in school and life.



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Family Child Care: What It Is and Why It Matters



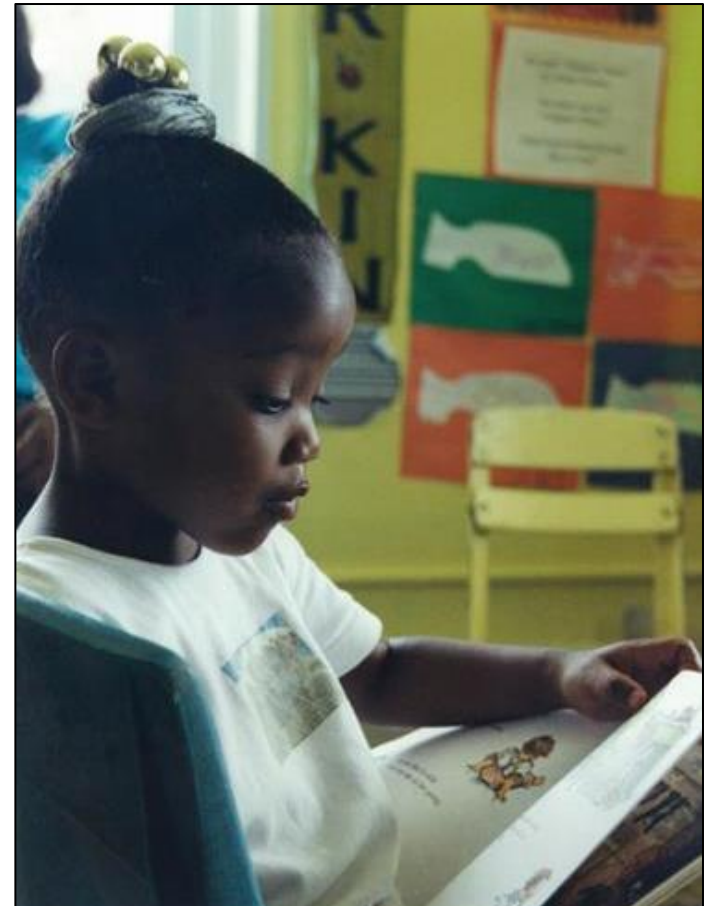
The majority of infants and toddlers are cared for in home-based settings, and children with socioeconomic risk factors are the most likely to be in home-based child care arrangements.

(Porter, Paulsell, Del Grosso, Avellar, Hass, and Vuong, 2010).

Benefits of Engaging Family Child Care Providers

Family child care programs are:

- Intimate, offering a home-like setting
- Neighborhood-based
- Flexible in schedule
- Affordable
- Culturally and linguistically diverse
- Supportive of continuity of care (for child & family)



The Family Child Care Tool Kit Licensing Program



*"I now know
it's not impossible
to accomplish a dream.
I feel overwhelmed
with happiness now that
I have my license.
This is my first step to
open more doors
in my life."*

-All Our Kin provider



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The Family Child Care Network:

Enhancing Quality & Building Sustainable Businesses



- Educational consultation and program visits from master teachers
- Child Development Associate (CDA) training
- Workshop series
- Scholarships for college courses
- Business training and technical assistance
- Networking and peer mentoring
- Annual conference



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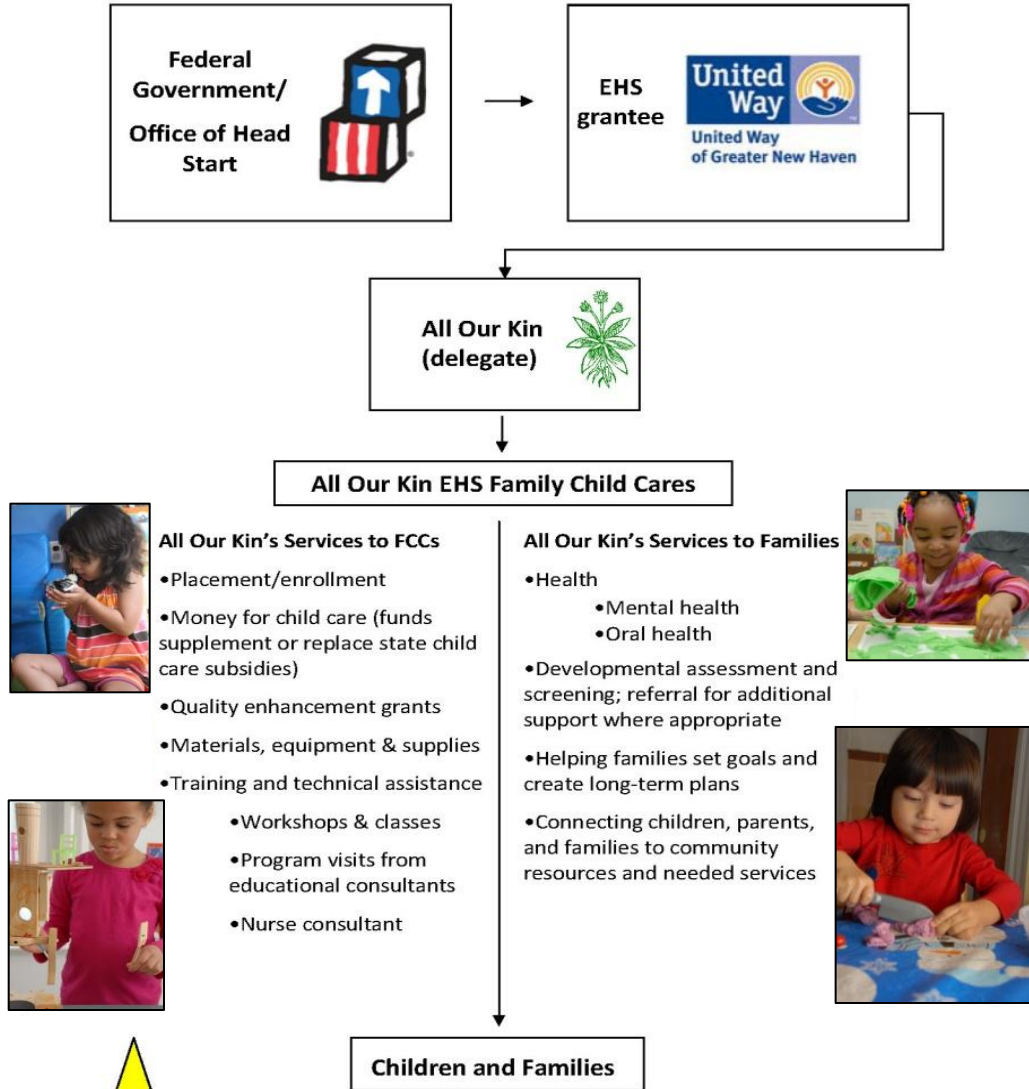


Early Head Start



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Creating a Shared Services Alliance of Family Child Care Providers through Early Head Start



Results:

1. Sustainable family child care businesses
2. Quality child care for low-income families
3. Better outcomes for children

Benefits of the EHS Program



Our program runs EHS in family child cares, making care more accessible to the families who need it most and creating valuable spillover into the community.

Family child care providers have social capital in low-income neighborhoods.

They can recognize the needs of both children and parents, refer families to support services, and serve as trusted advisors for families in need.

How the EHS-FCC Model Enhances Quality

Coaching and Consultation

- Child Development Specialists
- Nurse Consultant

Training

- Child Development Associate training
- Specialized trainings designed for EHS providers (ex. Teaching Strategies Gold)
- Access to All Our Kin's existing programs

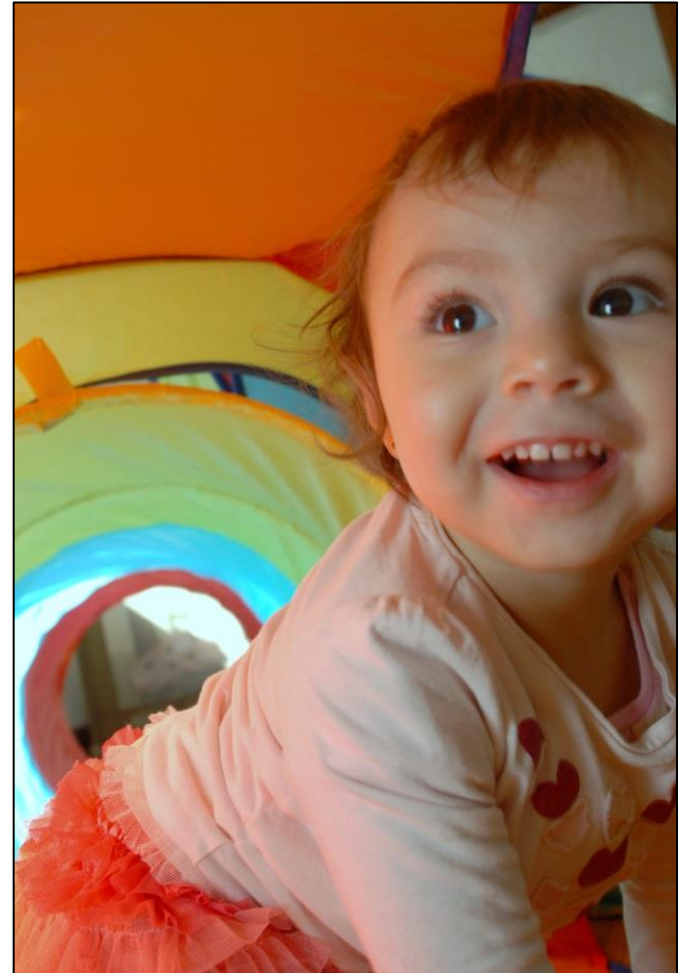


Quality Enhancement Funds/In-Kind Support

- Quality enhancement grants
- Materials and supplies

Incentives for Quality

- Placement/enrollment
- Higher reimbursement rate
- Recognition/respect



Access to Comprehensive Services

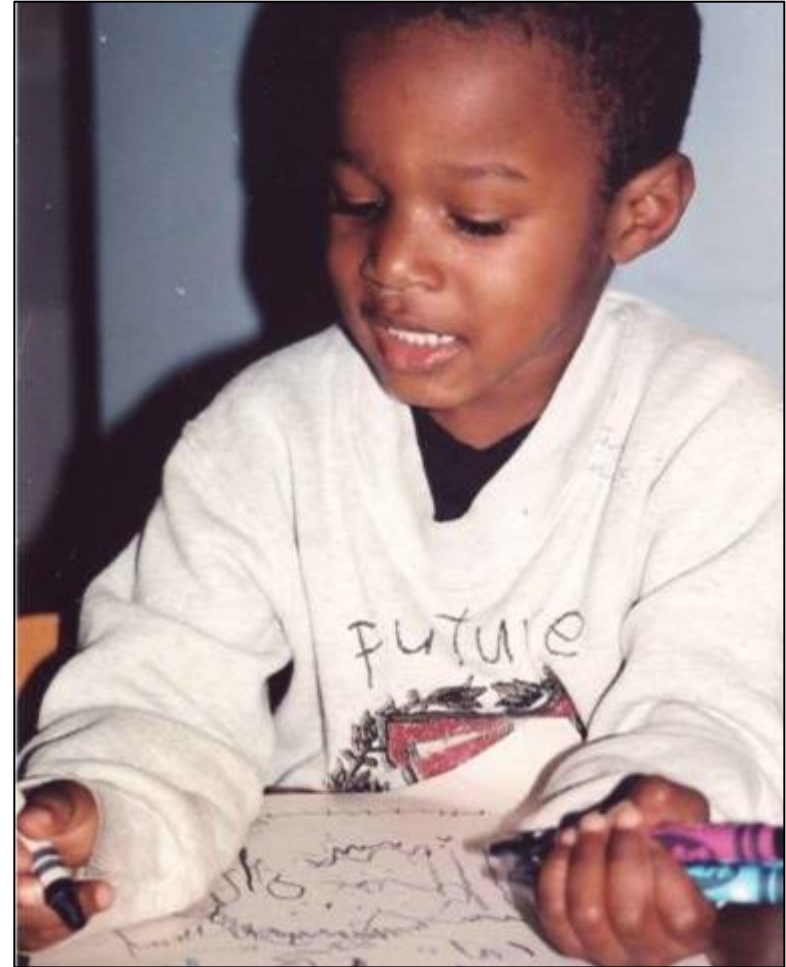


- EHS extends All Our Kin's multidisciplinary team to include health, mental health, and supports for families.
- AOK staff provide services directly to families.
- Availability of wraparound services allows providers to respond to the needs of families.



Our Approach to EHS:

- A strength-based approach to partnering with family child care providers
- Based on a provider-driven mindset
- Applies our coaching and consultation model
- Focuses on goals beyond compliance



Outcomes

- Low-income infants and toddlers and their families have access to quality child care and comprehensive services.
- Family child care providers build sustainable businesses and are rewarded for meeting quality standards.
- The community has a growing awareness of family child care as a good option for infant and toddler care.
- Infants and toddlers are positioned for a seamless transition to preschool and beyond.



Challenges



- Balancing mentorship and coaching with monitoring and supervision.
- Respecting individuality of each family child care program while requiring programs to meet a common set of standards.
- Funding model relies on availability of state child care \$\$.

Lessons Learned

- Create strong, mutually respectful relationships.
- Set clear expectations.
- Build capacity in advance.
- Hire staff who respect and understand family child care.
- Establish partnerships with state and local decision-makers.
- Incentivize, recognize and reward family child care providers for their hard work.

For more information, contact us...



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Mailing Address:
P.O. Box 8477
New Haven, CT 06530



Main Office: 203-772-2294
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www.allourkin.org



Calvin's Journey

My Journey with FCC Partnerships

- Program Level Experience
- State Level Experience
- National Level Experience
(OCC and National Family
Child Care Association)

Lessons Learned

Not every family child care provider
can do Early Head Start

Quality costs

Don't forget about the Outdoor
learning environment

Family Child Care Models

- JCCDC
- Plaza de la Raza
- JCCEO

Support for Providers as Contractors

The Role of CCDF Administrators

- Align Eligibility
- Align Eligibility Length
- Serve Special Populations
- Refer Families
- Waive Parent Fees
- Layer Funding
- Establish Grants or Contracts

Federal Support for Partnerships

OCC

OHS

Regional Office Support

Head Start Collaboration Offices





ADMINISTRATION FOR
CHILDREN & FAMILIES



National Center on Child Care Professional
Development Systems and Workforce Initiatives (PDW Center)
Jointly funded by ACF's Office of Child Care and Office of Head Start

Continuity of Care and Supporting High Quality

Gina Ruther
Senior Head Start TA Specialist
gruther@zerotothree.org

Continuity of Care



Continuity of Care

Providing infants, toddlers, and families with the consistency of healthy relationships, environment, language, and culture in order to strengthen relationships, promote attachment, and support each child's early learning experiences

The practice of providing a "continuous, caring relationship" through the coordination of care, services, and staffing



© EHS NRC/Higher Horizon

My needs matter!
I matter!



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Continuity of Care Continuum

The Infant/Toddler Continuity of Care Self-Assessment Tool is designed to help States/Territories/Tribes examine practices along a continuum

This range of practices includes strategies for the promotion of continuity of care at the system and program levels

A continuum helps broaden our thinking about continuity of care and offers a pathway toward supportive practices

Continuity of Care and Subsidy



Continuity of Care and Subsidy

The rules and the application of the rules allow an eligible family to receive the subsidy with minimum disruption

Family continues to receive subsidy

Child is placed and remains with a consistent provider or program

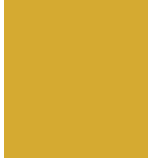
Strategies: Eligibility Policies

- ❑ 12-month redetermination

 - Or longer if aligning with EHS/HS

- ❑ Continuity of eligibility

- ❑ Coverage during gaps



Strategies: Payment Policies

Rates

Enrollment versus attendance

Family copayments

Strategies: Provider Arrangements

- Support choice of stable, quality providers
- Partnerships
- Contracts or alignment with quality providers

Continuity of Care and PD



PD Capacity and Access

Pre- and inservice opportunities for

- Continuity of care as a strategy to increase family engagement
- Managing multi-age groups
- Authentic assessment

Diverse delivery methods for FCC PD



PD Capacity and Access

Higher education

- Embedded in coursework
- Embedded in teaching certification

Infant/toddler specialized credentials

Career Pathways

- ❑ Specialized career lattice for the infant/toddler workforce
- ❑ Infant/toddler credentials embedded
- ❑ Career pathways for multiple roles:
 - FCC Caregiver
 - Home Visitor
 - Consultant

Continuity of Care Resources



OCC CCTAN Website

CCTAN: <https://childcareta.acf.hhs.gov>

PDW Center: <https://childcareta.acf.hhs.gov/professional-development-systems-and-workforce-initiatives>



Professional Development and Workforce Initiatives Center Compensation Tool

These resources are designed to help State/Territory decisionmakers increase and retain a skilled workforce by improving their workplace conditions, compensation, and access to professional development (PD).

LEARN MORE

Through the Office of Child Care's Child Care Technical Assistance Network (CCTAN) and federal leadership, the Office of Child Care provides training and technical assistance to states, territories, tribes and local communities. [Learn more about CCTAN.](#)

Announcement: Explore the Early Head Start-Child Care Partnership Resources and Tools here: <https://childcareta.acf.hhs.gov/early-head-start-child-care-partnerships>

Videos & Webinars



Professional Development/Portable Credentials and Degrees



The Role of CCDF Subsidy Innovation in Early Childhood Systems



Trends in Child Care Regulation



Tribal Home Visiting

SUCCESS STORY



2013 CCTAN QUICK FACT

38 STATES/TERRITORIES received intensive or targeted technical assistance

CCTAN RESOURCES AND TOOLS



QRIS Resource Guide

NATIONAL CENTER ON CHILD CARE Professional Development Systems & Workforce Initiatives

The National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center) builds State/Territory capacity to prepare and sustain a qualified cross-sector early childhood and school-age workforce. Technical assistance (TA) activities respond to customized Child Care and Development Fund Lead Agency plan goals in partnership with the Child Care State Systems Specialist Network and other Child Care Technical Assistance Network Partner projects. The PDW Center creates specialized TA tools to support professional development system assessment and strategic decisionmaking, facilitates topical learning communities, and coordinates the work of infant/toddler and school-age Communities of Practice. The PDW Center also supports the Administration for Children and Families' (ACF) efforts to explore and address system capacity to increase access to and portability of individual professional credentials. The PDW Center is jointly funded by ACF's Office of Child Care and Office of Head Start.

Questions and Requests

Send your questions and requests to:

PDWCenter@zerotothree.org

202-857-2673.

For more information about the Office of Head Start's efforts, visit the following sites:

- State and National Collaboration Office Priorities: <https://eclkc.ohs.acf.hhs.gov/hslc/states/collaboration/about.html>
- Head Start State and National Collaboration Office Contacts and Resources: <http://eclkc.ohs.acf.hhs.gov/hslc/states/>

Highlighted Resources



The Strengthening the Early Childhood and School-Age Workforce Resources are designed to help State/Territory

[+ Show More](#)



The Quick Look Resources provide a brief overview of various workforce supports and how they are part of aligned

[+ Show More](#)



These one-page State/Territory Professional Development System Overviews summarize

[+ Show More](#)



The Planning and Implementation Guides are designed for State/Territory teams as they develop and

[+ Show More](#)



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Questions?



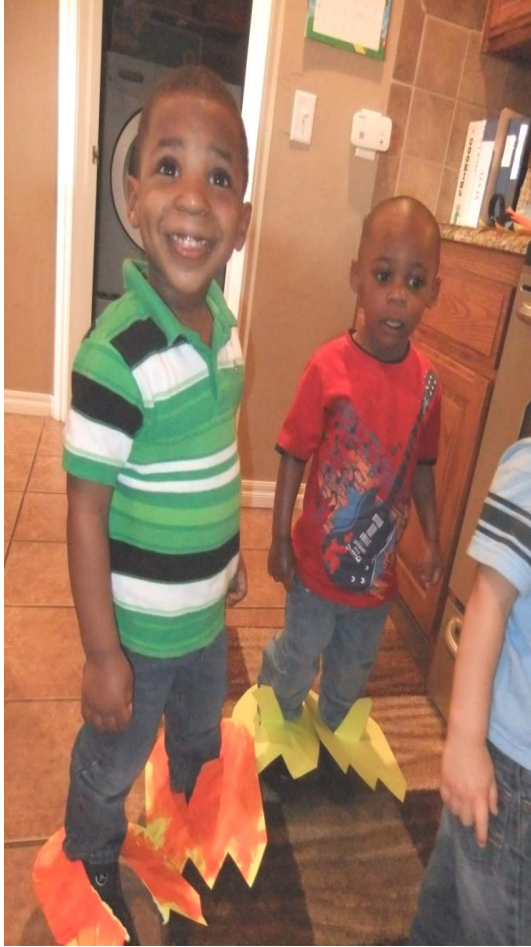
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PDWCenter@zerotothree.org

Family Child Care and Quality

Barbara Sawyer, Director of Special Projects
National Association for Family Child Care



What We Know About Family Child Care



A recent report from the Administration for Children and Families listed nearly one million individuals who are paid for educational caregiving in home-based settings. Of these 115,000 are listed as family child care programs.

(Exchange Magazine, March/April 2014)

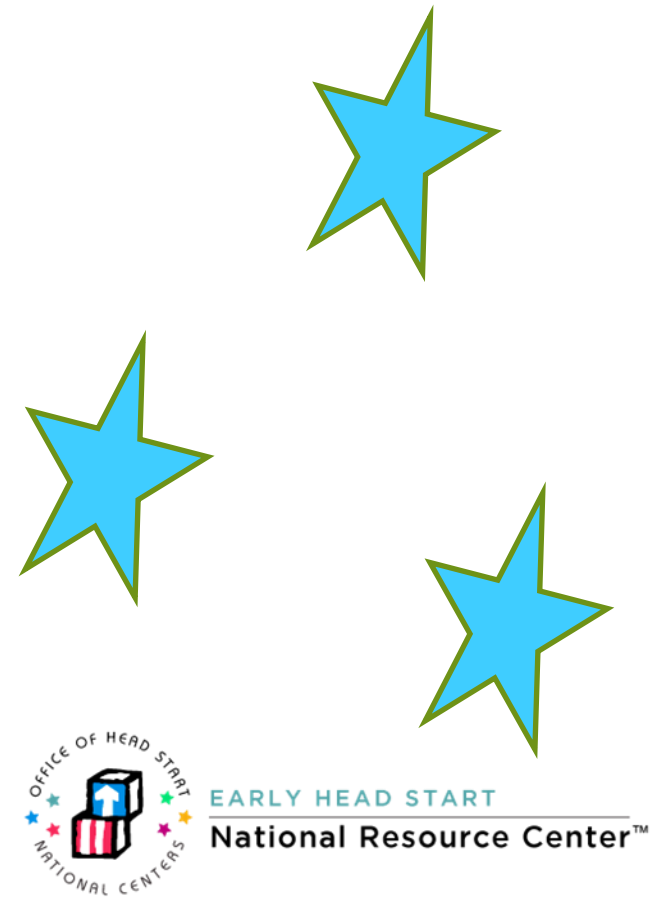
Defining Family Child Care

Family child care. . .
is a unique environment in the early
childhood delivery system.
is typically where child care is provided in
the caregiver's home.
may be regulated by state or county
agencies.
provides programs for infants and
toddlers, preschoolers, school age, and
children with special needs.
typically serves small groups of children of
mixed ages – usually six to eight with one
caregiver or 12 to 16 when two or more
caregivers are present.
is the preferred arrangement for many
parents.



Evaluation of Head Start Family Child Care Homes Demonstration

Based on data from this study, family child care was found to be a viable setting for providing comprehensive Head Start services at costs comparable to those for full-day center-based services. While this study focused on programs serving four-year olds, findings demonstrate that services delivered in a family child care setting can meet Head Start standards of quality and can produce similar outcomes for children and families.



Unique Characteristics of Family Child Care Providers

For family child care providers, the work really is *all about them* – it is personal, includes their homes and families, and touches every aspect of their lives

Family child care providers have many “job descriptions”

Their work is relationship-based and frequently includes extended family members of both the providers and their clients

Family child care providers are entrepreneurs

Providers enter the field for a variety of reasons, including being with their own children

They stay in family child care because they fall in love with it



What's the Same in Family Child Care



Children's development

Needs of individual children and families

Challenges of providing high quality care when resources are limited or unavailable

Commitment to meeting the needs of children and families

Professional needs of the caregiver



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Indicators of Quality in Early Head Start Family Child Care



Licensed or regulated homes
Very small groups of
children

Qualified providers who
have adequate training and
experience

Implementation of a
curriculum based on sound
child development principles

Parent involvement

Strong support from the
Early Head Start program

Readiness Indicators that Promote Successful Partnerships

Provider is...

- committed to high quality
- regulated, if regulation is available
- accredited or in self-study
- open and willing to explore new partnerships and community initiatives

Provider participates in...

- professional development opportunities
- local quality improvement systems if available

Provider has...

- well established business practices



Strategies for Working with Family Child Care Programs



Find the local family child care leader
– every community has one

Make sure that expectations are fully explained and that providers understand what you want

Be clear about roles and responsibilities

Treat providers as professionals

Recognize providers as equals

Warn providers when there might be changes

Celebrate accomplishments

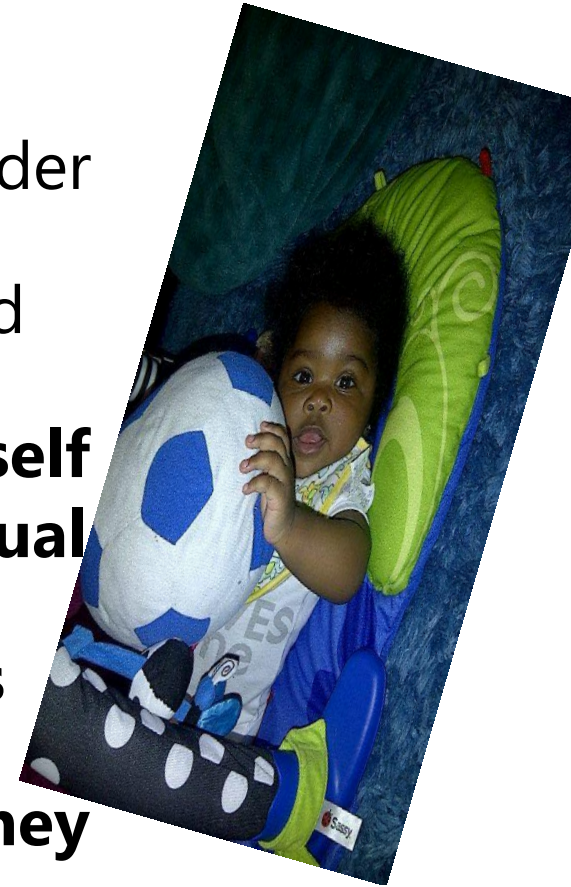
Include recognition – even in a small way



Lessons Learned

You have to develop a relationship with *each* provider
RESPECT is key to working successfully with family child care

- Respect for the field itself**
- Respect for the individual provider**
- Respect for the choices they make**
- Respect for the work they do every day**



NAFCC Accreditation

- NAFCC has offered an accreditation process for family child care providers since 1987.
- The original model was developed as a tool for center based programs and was modified for use for family child care programs.
- The current model was developed specifically to identify high quality family child care programs and has been in use since 1998.

Similarities between Head Start Program Performance Standards and NAFCC Quality Standards for Accreditation

1306.35 Program Space

The FCC home has sufficient indoor/outdoor space which is usable and available to children

1304.52 Human Resources Management

FCC providers must have the knowledge and skill to develop relationships with children and families and knowledge of HSPPS and other required regulations

1306.35 Family Child Care Program Option (2) Injury Prevention (iv)

Children are supervised at all times. Providers must have systems for assuring the safety of any child not within view for any period (napping, bathroom)

2.7 & 2.8 - Environment

Indoors, there is enough space for children to move freely, approx. 35 square feet of usable space per child. Outdoors, the play area has open space for active movement, some play equipment and materials, and places for open-ended explorations

1.12 - Relationships

The provider individualizes the child care program, within reason, to respond to a parent's specific request..... Additional applicable requirements are included throughout the process

4.1 – Safety

The provider can see or hear children at all times. Children age 2 and under are in the provider's line of sight at all times.... The provider assures the safety of all children while attending to her personal needs. When children age 3 or older are not in sight, she listens carefully to assure that all is well



Similarities between Head Start Program Performance Standards and NAFCC Accreditation Eligibility Criteria

- **1306.35(d) licensing requirement**
- **1304.52(h)(1)**
Have experience
- **1305.52(h)(1)**
Be enrolled in a CDA Program
- Be in compliance with all regulations of the authorized regulatory body
- Meet the highest level of regulation by the authorized regulatory body to operate a family child care program
- Have at least 18 months experience as a family child care provider before the observation visit or 12 months experience if home visits are conducted monthly and intensive training is received
- Document at least 90 clock hours of family child care related training dated within 3 years of application for accreditation
- Maintain a current first aid and Pediatric CPR certification
- Have a favorable state criminal history
- Have a favorable federal criminal history
- Be in good health in order to provide a nurturing and stable environment for children



CDA and NAFCC Accreditation

Child Development Associate

- A credential
- Initial training requirement of 120 clock hours or education in 8 subject areas
- Focus on education
- Professional development specialist may be someone candidate knows well
- Administered by the Council for Professional Recognition

NAFCC Accreditation

- A process of quality improvement and professional development
- 90 clock hours of family child care related training and/or education within last 3 years
- Demonstration of competency
- Observation of provider by a trained, impartial observer
- Administered by the National Association for Family Child Care

CDA and NAFCC Accreditation

CDA and national accreditation through NAFCC are complementary processes. They support each other and both the Council for Professional Recognition and the National Association for Family Child Care encourage family child care providers to pursue both.

About NAFCC

The only professional membership organization dedicated specifically to the field of family child care

The voice for the family child care field, especially on issues of professional development, quality improvement, and public policy



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Concluding Remarks



Photo courtesy of EHSNRC

1. What is your program's/state's biggest strength in partnering with FCC or EHS?
2. What is your biggest barrier and how could you overcome it?

Resources

U.S. Department of Health & Human Services Administration for Children & Families

HEAD START
An Office of the Administration for Children and Families
Early Childhood Learning & Knowledge Center (ECLKC)

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Español

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T/TA System

Early Head Start

Early Head Start National Resource Center

▼ Early Head Start (EHS)

- Child Development and Early Learning
- Family Engagement and Relationships
- Health, Safety, and Nutrition
- Infant Toddler Courses for Higher Education
- Program Design and Planning
- Program Management and Supervision
- Program Options**
- Research
- Webcasts and Multimedia
- Online Lessons

Cultural and Linguistic Responsiveness

Program Management and Fiscal Operations

Quality Teaching and Learning

Health

Parent, Family, and Community Engagement

ECLKC Home » T/TA Resources » Early Head Start » Early Head Start (EHS) » Program Options » Family Child Care Option

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Early Head Start and Family Child Care

Monday, May 7
2 p.m. EDT
Why Do Partnerships Matter?

Tuesday, May 8
2 p.m. EDT
Making Partnerships Work for You
OHS and OCC letter [PDF, 84KB]

Wednesday, May 9
2 p.m. EDT
Increasing Quality Through State Partnerships

Thursday, May 10
2 p.m. EDT
Increasing Quality Through Local Partnerships

Friday, May 11
2 p.m. EDT
Building Into the Future
National Call (855) 415-3155

The Head Start Family Child Care (FCC) Program Option is one of four service delivery methods by Early Head Start (EHS) and Head Start programs. The FCC option offers comprehensive services to a small group of children and families through their enrollment in licensed family child care homes. Small settings, a familiar home-like atmosphere, and caregivers nestled in the community are some of the reasons why families gravitate to this service delivery method and why programs choose this option. To learn more download **Technical Assistance Paper** [PDF, 421KB] and browse **more FCC option resources**.

Resources

- Tip Sheets for Administrators** [PDF, 1.7MB]
These four tip sheets can help Early Head Start and child care administrators partner together to improve the quality of care for children and help families move toward their medical, education goals. They also provide insight into how these...

Caregiver interacts with infants and

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/program-options/ehs-fcc>



Resources

The screenshot shows the HEAD START website interface. At the top, there is a navigation bar with the HEAD START logo and the text "An Office of the Administration for Children and Families Early Childhood Learning & Knowledge Center (ECLKC)". A search bar and a "Español" link are also present. Below the navigation bar, there are several menu items: "About Head Start", "Grants & Oversight", "Policy & Regulation", "T/TA Resources", "Collaboration & Partnerships", and "Data & Reports". The "Grants & Oversight" menu is selected, and the page content is displayed. The main content area features a large image of a baby playing with colorful blocks, with the text "What are these grant funds for?" overlaid. Below the image, there are several links: "Frequently Asked Questions", "Ask a Question", "Funding Opportunity Announcement", and "Be a Grant Reviewer". A "Grants.gov" link is also visible. At the bottom of the page, there is a footer with the text "Last Reviewed: June 2014" and "Last Updated: June 17, 2014".

<http://eclkc.ohs.acf.hhs.gov/hslc/grants/ehs-ccp>



Resources

The screenshot shows a web browser displaying the Office of Child Care Technical Assistance Network website. The browser's address bar shows the URL <https://childcareta.acf.hhs.gov/early-head-start-child-care-partnerships>. The website header includes the U.S. Department of Health & Human Services, Administration for Children & Families, and Office of Child Care (return to main site). The main navigation menu includes TA TOPICS, CCTAN PROJECTS, OTHER PARTNERS, PARENTS & CHILD CARE PROVIDERS, and CCDF DATA EXPLORER. The page title is "Early Head Start - Child Care Partnerships". The main content area features a large image of a woman interacting with two young children at a table. To the right of the image is a section titled "Early Head Start Overview" with a "Learn More" button. Below the image is a "Pause >>" button. The bottom section is titled "Webinars & Tools" and includes a "Getting Started: Early Head Start-Child Care Partnership" webinar resource. The text for this resource states: "This webinar provides an overview of Establishing Partnerships, Implementing Management Systems, Understanding Policies & Requirements, Facilitating Ongoing Communication, and Sustainability Planning. See below for webinar resources."

<https://childcareta.acf.hhs.gov/early-head-start-child-care-partnerships>



Resources

The screenshot shows the ZERO TO THREE website. The header features the ZERO TO THREE logo (National Center for Infants, Toddlers, and Families) and the slogan 'EARLY EXPERIENCES MATTER'. Below the header is a navigation menu with links for HOME, BEHAVIOR & DEVELOPMENT, MALTREATMENT, CARE & EDUCATION, PUBLIC POLICY, and ABOUT US. The main content area is titled 'EHS Child Care Partnerships' and includes a 'SUPPORT US' section with a 'Show Your SUPPORT' graphic and a 'DONATE' button. The main text discusses funding for EHS-Child Care Partnerships in FY 2014. A 'FIND IT FAST' section includes a dropdown menu for 'Select a Key Topic'. A 'RELATED INFORMATION' section features a 'Resources for PARENTS' graphic and an 'EXPLORE' button. The footer contains the URL <https://childcareta.acf.hhs.gov/early-head-start-child-care-partnerships>.

<https://childcareta.acf.hhs.gov/early-head-start-child-care-partnerships>



Questions and Answers



Photo courtesy of EHSNRC



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