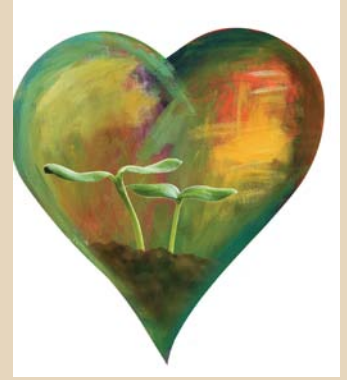


18th Annual Birth to Three Institute

July 29, 2014



Lessons Learned in Implementing Early Head Start
(EHS)-Child Care Partnerships

Presenters: Lisa Goldman, Ennis Baker, Ekky Foss,
Angie Moon de Avila

INTRODUCTIONS

Lisa Goldman (OHS-Region IV, HS/EHS Program Specialist;
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Ekky Foss (Spartanburg County First Steps, EHS Director,
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Ennis C. Baker (Orange County Head Start/Early Head Start, Early Childhood Manager/Mental Health Specialist,
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Angie Moon de Avila (Clarke County School District, EHS/HS Coordinator, moona@clarke.k12.ga.us)

SESSION OVERVIEW

- Child Care Partnership Models
- Implementing Services through High Impact Practices
- Lessons Learned / Discussion



Spartanburg County First Steps



Agency: Non-Profit 501c

Funding Sources: State of South Carolina (21%), Federal-Early Head Start (44%) & Private Foundations (34%)

Vision: Every child in Spartanburg County will enter school ready to succeed.

History: Wave IV EHS, 120 children

48 center-based children in one center with no partners

72 home-based children & pregnant women

Spartanburg County First Steps



Model-

Home-Based Program 40 children and/or pregnant women

Center-Based Program 80 children in 5 Public, Non-Profit Centers

- Center-Based Full Year, Full Day 44 children in 2 centers
- Center-Based & Home-Based 36 children in 3 centers
- Center-based during the public school year & home-based program during the summer months

Spartanburg County First Steps



High Impact Practice

Mixed Ages Groupings in all centers

- Supported by Research from Program for Infant Toddler Care (PITC) & EHS Performance Standards
- Continuity of relationship-teacher & family services specialists remain with children & family throughout enrollment
 - Classroom arrangement must be flexible to allow all ages to have safe & stimulating environments that change throughout the day & year to be responsive to changing needs
 - Training & mentoring is important with all staff to implement mixed ages successfully

Spartanburg County First Steps



Lessons Learned

Collaborations must be based on shared vision

- Roles & responsibilities of partners must be clear to all
- Collaboration changes over time
- Evaluation of the collaboration must be on-going & honest
- Decisions to enter into & to exit collaborations must be based on community assessment & quality of services provided

Orange County Head Start/Early Head Start



Grantee Agency:

Chapel Hill Training Outreach Project (CHTOP)

Non-Profit 501c

Program:

- Started as Wave 4 in 1998, EHS only, 100 kids with 6 child care partners, no home-based and no center of our own
- 2014-15: 203 kids, HS (80) and EHS (67 home-based, 46 in our own center, 10 in 3 classrooms in a child care partner)

OCHS/EHS History



Chapel Hill Training Outreach Project (CHTOP) collaborated to write original grant with local child care community, Smart Start, Health Department and Department of Social Services with a vision for fully integrating EHS into the existing child care community

- key players and stakeholders at the table
- invested from the beginning

= Shared Vision



OCHS/EHS: Sharing the Vision with the child care community



- Some of the child care centers that were invested from the beginning were already serving high-risk infants and toddlers through the child care subsidy system and were excited to have more funding to serve them better
- Others were NAEYC-accredited but primarily served upper and middle income families and wanted to serve more low-income families without losing money (subsidy reimbursement rates were/are less than private pay tuition)

OCHS/EHS Lessons Learned



- Child Care Center Director (and Board if non-profit) must be invested in CONSISTENTLY providing the highest level of quality care for the most vulnerable infants and toddlers and families in the community



OCHS/EHS Lessons Learned



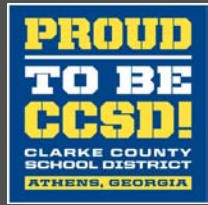
- EHS staff must accept the uneasiness that comes with “all the responsibility without all the control”
- EHS staff must be mindful that EHS mandates and expectations are just a small percentage of what partner site directors and teachers have to worry about and juggle
- fiscal impact of partnership on partner and program must be constantly re-assessed and discussed

OCHS/EHS Effective Practices for our Model



- Individualize support to teachers and directors and embed monitoring systems in supportive relationships
- Ensure that partner teachers/directors and family services staff work as partners from beginning and when problems arise
- Educate and engage community stakeholders (subsidy agencies, child care R&R, referral sources, non-EHS parents at sites, etc.)
- Ongoing support to teachers around challenges of working with families living in poverty

CLARKE COUNTY SCHOOL DISTRICT

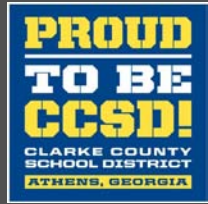


HISTORY:

Office of Early Learning opened in 1992 as a pilot Pre-K program with 40 children and child care partnerships:

- CCSD's program was selected as the model for state;
- In Oct 2000, CCSD became a Wave VII EHS grantee; Grant written by Family Connection; Started with 60 children (center and home based program options)
- In 2014-2015 will serve 316 children via Home Based, Center Based and Combination program options.

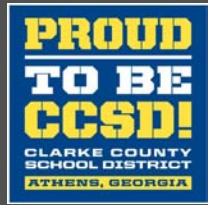
CLARKE COUNTY SCHOOL DISTRICT



HISTORY:

- **FUNDING**: EHS, HS, Georgia Lottery Funded Pre-K Program, Preschool Special Education, Striving Readers Comprehensive Literacy grant, School District General Fund
- **VISION**: Our vision is for all students to graduate as life-long learners with the knowledge, skills and character to succeed in our community and the global society
- **PARTNERSHIP MODEL**: EHS Center Based services at a privately owned for-profit child care center.

CLARKE COUNTY SCHOOL DISTRICT



HIGH IMPACT PRACTICES

- Setting the tone at the top: Non-Negotiable Practices / Commitments for High Student Performance ([Sec. 636. Statement of Purpose](#))
 - Professional Learning:
 - Professional Development School
 - Vertical Alignment
 - Individual Learning Plans (set / track / report on own goals)
 - Side-by-side / day-by-day support for teachers from a highly qualified onsite coach who is a cheerleader and who guides teachers' development in real time throughout the instructional day
- ([Sec. 648A. Staff Qualifications and Development \(f\) Professional Development Plans](#))

CLARKE COUNTY SCHOOL DISTRICT

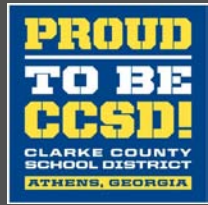


HIGH IMPACT PRACTICES: Analysis of Assessment Data

- Data Teams (*teacher ownership of data; growing teacher leaders so that they understand what children should be able to know, understand, and do; adjust instruction to meet needs of individual children*)
- Cross-Content Area Data Digs
- Impact Checks with Superintendent
- Program evaluation by UGA
- Use of technology (*iPhone / iPad Apps to upload artifacts to TS GOLD; Google Docs; Child Plus*)

(Sec. 642. Powers and Functions of Head Start Agencies (f) Quality Standards, Curricula, and Assessment)

CLARKE COUNTY SCHOOL DISTRICT

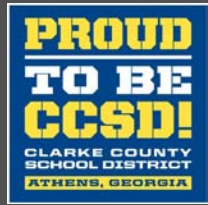


LESSONS LEARNED: Systems Management Approach is Needed - Child Care Partner understands and implements a systems management approach and has an open mind to change:

- EHS-CC Partner takes responsibility for own site level policies and procedures that includes the center's ongoing monitoring process.
- EHS-CC Partner attends professional learning / meetings with Content Area Managers.
- Collaboratively established clear lines of communication / chain of command with staff.
- EHS-CC Partner has invested time in understanding the similarities and differences between licensing and EHS HSPS / HS Act and their practices have evolved to the highest level of rigor and accountability.

[\(1307.4 Grantee reporting requirements concerning certain conditions.\)](#)

CLARKE COUNTY SCHOOL DISTRICT



LESSONS LEARNED:

- Work with teachers with a strong commitment to learning and to the ECE profession; Degree level of classroom staff (HS Act: [Sec. 648A. Staff Qualifications and Development](#))
- Align academic calendars, planning and professional learning days (HSPS: [1306.23 Training](#))
- Co-evaluate teachers for their Annual Performance Evaluations ([1304.52 Human resources management. \(j\) Staff performance appraisals](#))
- Create a high quality positive school climate to support best practice and compliance (*This is what we are going to do; This is why it is important; This is the research that supports this practice*)
- Provide clear understanding of the ERSEA process by CC Partner ([45 CFR 1305](#))

DISCUSSION, QUESTIONS AND ANSWERS

- Divide into small groups
- Discuss high impact practices with your group and report out the one practice most likely to (1) improve EHS children's school readiness and (2) the one most likely to ensure compliance with federal regulations.
- Think of one or two follow-up questions that your group would like to ask the panel.