



Department of Health and Human Services
Administration for Children and Families
Administration on Children, Youth and Families
Head Start Bureau



What's Inside

How To Use This Training Package

Using the Video

Health Services in Head Start

A black and white photograph of a woman with her hair pulled back, looking down and embracing a young child. The child is looking towards the camera with a neutral expression. The background is slightly blurred, showing what appears to be a staircase or a wall with horizontal lines.

Embracing our Future

Health Services & Head Start

VIDEO GUIDE

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DEPARTMENT OF HEALTH AND HUMAN SERVICES
ADMINISTRATION FOR CHILDREN AND FAMILIES
Administration on Children, Youth and Families
Head Start Bureau

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Embracing Our Future

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How To Use This Training Package

The *Embracing Our Future* materials include an 18-minute video and this Video Guide.

Embracing Our Future Video. The video shows how Head Start and Early Head Start programs are making a difference in the lives and health of four children and their families. These stories provide a basic picture of the primary health services that children and families receive while enrolled in Head Start. The four Head Start and Early Head Start programs featured in the video are very different—some are rural, some urban, some serve migrant and seasonal families, some are Head Start programs, and some are Early Head Start programs. However, they all have one thing in common: They use the Head Start Program Performance Standards that discuss health services to guide their work with children and families and to break down barriers so that children can get the health care they need.

Video Guide. The Video Guide reinforces the key messages from the video and provides a basic description of health services in Head Start as described in the Head Start Program Performance Standards. It also offers ideas and suggestions for using the video with different audiences. These ideas are a starting point to get you thinking about how you can use this video in your local program with your staff, parents, governing bodies, community members, and other stakeholders.

Audience

Parents. The video can be used during parent orientations and Policy Council meetings to examine why health is so important in Head Start, how it is woven into what Head Start and Early Head Start do, and parents' roles in the healthy development of their families.

Community and Health Services Advisory Committee Members. The video can be used to explain what health in Head Start and Early Head Start is all about—what it looks like and why people should get involved. Health Services Managers from Head Start and Early Head Start programs around the country have commented that community stakeholders are often not aware that health plays a key role in the program. Community members could include child care providers, social service and child protective service staff, health professionals, and potential funders. It can also be used to recruit or orient Health Services Advisory Committee members.

Staff. *Embracing Our Future* can be used to create staff “buy in” for incorporating health into every aspect of a program's work with children and families, including classroom activities. It can also be used during staff orientation to introduce new staff to health services in Head Start and Early Head Start programs.

Policy Council and Governing Bodies. The video can be used to orient Policy Council and governing body members to the health services that Head Start provides and to engage them in a planning process and ongoing involvement around health issues.

Ordering Additional Materials



Wherever you see the book symbol (left), we have included notes on other Head Start publications and/or training materials that might be useful to you. All of these materials are available through the Head Start Information and Publication Center (HSIPC). To order materials, you can visit them online at www.headstartinfo.org or by phone at 1-866-763-6481 or 202.737.1030. You can also contact the Center at 1133 15th Street, NW, Suite 450, Washington, DC 20005, Fax: 202-737-1151.

Using the Video: *The Making of a Success Story*

Embracing Our Future focuses on children and families who have had positive outcomes as a result of their involvement in a Head Start or Early Head Start program. While these outcomes were the result of the work and partnerships of the Head Start and Early Head Start staff and families in each program shown, the Head Start Program Performance Standards and the overall philosophy of Head Start supported their work. The graphic below demonstrates this idea: that children and families are at the center of everything Head Start and Early Head Start programs do, and that the day-to-day work of the staff is driven by the Program Performance Standards, which, in turn, were inspired by the philosophy of Head Start.



On the following pages, you will find suggested activities to make viewing this video a meaningful experience for different audiences. These activities are only suggestions and should be tailored to fit the individual purpose, strengths, and needs of the group with which you are working. We hope *Embracing Our Future* will serve as a tool to inform parents, staff, and governing bodies about the importance of health services and recruit partners and potential funders.



Using the Video with Head Start Staff, and Health Services Advisory Committee and Policy Council Members

Estimated time to complete activities in this section: three hours

Materials Needed: Television, VCR, flipchart, markers

Before Watching the Video

Activity 1a: Introduce the Video

Begin by mentioning the following:

- All Head Start and Early Head Start programs can implement the Program Performance Standards in the ways that are appropriate for their local community. Therefore, not all programs and health services will look the same.
- This video showcases four children and their families and the Head Start or Early Head Start health services that made a difference in their lives. Each family is unique, and each program provides individualized services to meet its needs.
- All the success stories shown in *Embracing Our Future* are the result of years of hard work and collaboration on the part of the Head Start or Early Head Start program, its staff, parents, and community members. None of these success stories happened overnight.

Introduce the purpose of showing the video:

- We are showing the video to better acquaint you with the health services that Head Start and Early Head Start programs provide. We hope that this will spark a conversation about how we can best meet the health needs of the children and families in our program and community.

Provide questions to help participants focus while watching the video:

- What key messages come across in the video?
- How does our program already carry out these messages every day?
- What could our program learn from these messages?



If your audience is unfamiliar with Head Start, provide a brief description of Head Start, Early Head Start, and health services. For more on Head Start, see the video *Nurturing the Promise*. For more on health services, see the “Head Start and Health Services” section of these materials.

After Watching the Video

Activity 2a: Review

Review the video using the following questions as a guide:

- What are your reactions to the stories in the video?
- What key messages did you identify? (Responses can be recorded on a flipchart.)
- How does our program already put these messages into practice?
- What could our program learn from these messages?
- What aspects of our health services are the strongest? What makes them strong? How do we know this?
- According to our community assessment, what are our community's greatest health services needs?
- How can we involve community members in the health services process at our program?



For more on using the community assessment in planning action for your Health Services Advisory Committee, please see Module 1 of *Weaving Connections*.

As we all know, success stories like those shown in the video do not just happen overnight. They are a result of positive collaborations and a tremendous amount of work on the part of programs, families, and community members. Collaboration was a key component to each story, both within the Head Start program between teachers, health services staff, families, and others, and with other partners such as the Local Education Agency, dentists, audiologists, and pediatricians.

Pick a story from the video that you would like to talk about, maybe one that is relevant to your program or challenges in your community, and discuss what we did not see about the story in the video. When you have chosen one story to discuss, have the group answer the following questions:

- What kinds of planning and collaboration had to take place for this success story to happen?
- What were the biggest challenges?
- What do you imagine was the role of the Health Services Advisory Committee?
- What was the role of various staff members?
- Was it important to build trust with the families? What are the challenges to building trust with families? How do we meet these challenges?

Activity 3a: What We Do Well

Identify a child and family in your program who have achieved positive outcomes as a result of Head Start's health services, remembering to change names and any identifying information of the family to maintaining confidentiality. Some ideas include:

- A family who was initially hesitant about mental health services for their child now trusts the program and the mental health consultant, and is actively involved in their children's mental health services.
- A child who had a previously undiagnosed disability is now receiving services, both from the Head Start or Early Head Start program and the Local Education Agency.
- A family who formerly used an emergency room as their primary care provider now has a medical home and is receiving preventive services.

- Families who were once struggling to find preventive pediatric dental services are now able to see a dentist due to the work and collaboration of the program.
- Parent education has led to a parent or family quitting smoking or reducing secondhand smoke exposure to their children.
- A child who was overweight and at risk for diabetes has received nutrition consultation from the program and is losing weight, improving eating habits, and getting more exercise.

Once you have identified a child and family, discuss the **plans, policies, procedures, and partnerships** that your program has in place to support that child and family. How are you achieving positive outcomes for this family? Depending on your audience, this information could be presented in any of the following ways:

- *By the facilitator in a presentation*—tell the story of the child and family, keeping in mind your policy about confidentiality, and discuss the questions below.
- *In a written case study given to the participants*—have small groups read the case study and discuss the questions below and then report to the larger group.
- *Elicited from the participants*—place each of the four words (plans, policies, procedures, and partnerships) on a flipchart. After a brief description of the case, have participants identify ways in which each item supported the positive outcome and record the ideas on the corresponding flipchart. This could also be done in small groups, where each group is assigned one of the four topics and, after about five to ten minutes of small group discussion, then report their thoughts to the rest of the group.

Questions for Discussion: In your discussion, have the group address each of the following questions:

- How did we achieve these positive outcomes for this family?
- What partnerships were key in making this success happen?
- What were the challenges along the way and how did we deal with them?
- What challenges still exist and what can we do to work on them?

Activity 4a: Overcoming Challenges

Choose a health area where your program is experiencing challenges and try to identify steps you can take to improve health outcomes for your children and families. When identifying an area to focus on, consider results from your community assessment, self-assessment, and program planning process. Have this information available for the group. Discuss the following questions:

- What do our community assessment and program self-assessment tell us about these challenges? Their causes? Possible ways to meet the challenges?
- What “barriers” could the Head Start program help knock down for families?
- How can our Health Services Advisory Committee help meet these challenges?
- What partnerships or partners would be helpful to address these challenges?



For more on enhancing the functioning of your Health Services Advisory Committee, see the multimedia training materials, *Weaving Connections*. The training modules walk you through developing a mission, vision, and objectives for your Committee, recruiting members, and evaluating the effectiveness of your Committee.

- What existing partnerships in the community could we strengthen? How could our program go about this?
- How can families play an active role in meeting these challenges?

Activity 5a: Developing an Action Plan

Begin to turn the results of the discussion into an Action Plan to improve your program’s health services. Have the group develop a list of community and program challenges, strategies as a program and a Health Services Advisory Committee to meet these challenges, manage expected outcomes, identify people responsible and target completion dates for following up with each action item. (See Action Plan below.)

Action Plan

Community/Program Challenges	Tasks/Strategies	Expected Outcomes	People Involved	Target Dates



Using the Video with Parents

Estimated time to complete activities in this section: one hour

Materials Needed: Television, VCR, flipchart, markers

Before Watching the Video

Activity 1b: Introduce the Video

Begin by mentioning the following:

- All Head Start and Early Head Start programs can implement the Program Performance Standards in the ways that are appropriate for their local community. Therefore, not all programs and health services will look the same.
- This video showcases four children and their families and the Head Start or Early Head Start health services that made a difference in their lives. Each family is unique, and each program provides individualized services to meet its needs.
- All the success stories shown in *Embracing Our Future* are the result of years of hard work and collaboration on the part of the Head Start or Early Head Start program, its staff, parents, and community members. None of these success stories happened overnight.

Introduce the purpose of showing the video:

- We are showing the video to better acquaint you with the general health services that Head Start and Early Head Start programs provide, not because we have identified a health issue with your child. We hope that this will spark a conversation about how we can best meet your children's health needs.

Provide questions to help participants focus while watching the video:

- What are the key messages in the video?
- How could these types of health services be useful to you and your family?



Before watching the video, provide a brief description of Head Start, Early Head Start, and health services. For more on Head Start, see the video, *Nurturing the Promise*. For more on health services, see the "Head Start and Health Services" section of these materials.

After Watching the Video

Activity 2b: Review

Review the video using the following questions as a guide:

- What are your reactions to the stories in the video?
- What key messages did you identify? (Responses could be recorded on a flipchart.)
- How could these types of health services be useful to you and your family?
- What is Head Start's role in the health of your child(ren)?
- What is your role as a parent?
- Your local Head Start or Early Head Start program's health services probably look different from those you saw in the video, but there are also similarities. What were they? What are the differences?
- Can you relate to any of the challenges the families faced in the video? What kinds of challenges do you think the families faced in accessing health care before coming to Head Start? How has your Head Start program helped you break down barriers?
- What are the barriers you have to accessing health services for your child(ren)? (The responses parents give could be helpful to your community and self-assessments. Consider having someone record them for review by the Health Services Advisory Committee.)

Respecting the Process of Change: Tips from a Mental Health Consultant



Question: What are some of the things that lead to building trust with families?

Answer: Sometimes I'll visit a family in their home with the family workers and meet with parents so they don't have to come to an office that feels impersonal or into someone else's environment. People often feel a lot more comfortable being in their home. And we work very hard to establish relationships between teachers and parents and between family service workers and parents. And sometimes this takes a lot of time—consistent time—and this allows us to build trusting relationships with parents. A lot of parents don't trust us at first, so it takes a lot of time to get to know each other and build trust.

Activity 3b: Developing a Personal Health Plan

Help parents think about their own goals in the area of health. Maybe they would like to eat better, exercise more, reduce their stress, or find a doctor that they like and trust. After asking for a few volunteers to share their own health goals, invite participants to write their own goals down on the plan below. Encourage them to think about and record the specific steps that they will take to meet their goals and when they will take those steps.

How could Head Start be helpful to them? Let parents know that Head Start wants to support them in their efforts to improve their own and their children’s health and wellness. Encourage them to share their goals with the Health Services Manager and/or their family worker. Suggest that it might be something they would like to add to their family partnership agreement.

Personal Health Plan

Health Goal	Steps/Activities	How Head Start Can Help	People Involved	Target Dates



Using the Video with Health Care Providers, Stakeholders, and Potential Partners and Funders

Estimated time to complete activities in this section: one hour

Materials Needed: Television, VCR, flipchart, markers

Before Watching the Video



If your audience is unfamiliar with your program, provide a brief description of Head Start, Early Head Start, and health services. For more on Head Start, see the video *Nurturing the Promise*. For more on health services, see the “Head Start and Health Services” section of these materials.

Activity 1c: Introduction of the Video

Begin by mentioning the following:

- All Head Start and Early Head Start programs can implement the Program Performance Standards in the ways that are appropriate for their local community. Therefore, not all programs and health services will look the same.
- This video showcases four children and their families and the Head Start or Early Head Start health services that made a difference in their lives. Each family is unique and each program provides individualized services to meet its needs.
- All the success stories shown in *Embracing Our Future* are the result of years of hard work and collaboration on the part of the Head Start or Early Head Start program, its staff, parents, and community members. None of these success stories happened overnight.

Introduce and state the purpose of showing the video:

- We are showing the video to better acquaint you with the general health services that Head Start and Early Head Start programs provide. We’re hoping that this will spark a conversation about how we can work together to meet the health needs of children in our community.

Question for Discussion: Provide the following question to help participants focus while watching the video:

- What are the key messages in the video?

After Watching the Video

Activity 2c: Review

Review the video using the following questions as a guide:

- What are your reactions to the stories in the video?
- What key messages did you identify? (Responses can be recorded on a flipchart for reference.)



If you want to recruit these community members to join your Health Services Advisory Committee, show the video *Weaving Connections* and work through the activities in Module 3 of the training materials.

Activity 3c: Making Progress in Our Community

Describe some of the ways your program has been successful in improving the health outcomes of children and families. Consider sharing a success story, remembering to change names and any identifying information of the family to maintain confidentiality.

Identify some of the challenges that your program has identified related to health services. Stress that Head Start sees community partnerships as key to providing health services for Head Start and Early Head Start families. Ask your audience some of the following questions:

- What are some of the challenges that you see in your community?
- What strengths or resources do you or your organization offer that could help your local Head Start or Early Head Start program and families eliminate barriers to the health services they need?
- What are you already doing to help families?
- What do you think we could do in this community to improve access to health, nutrition, dental, and mental health services for young children and their families?

If the group identifies some strategies, consider asking them to participate in a planning process to identify specific action steps and responsibilities to reach their overall goals. Consider recording your work on the Action Plan on page 7.

Recruiting Dentists: Tips from a Head Start Health Services Manager



Question: Is it easy to recruit dentists to work with your Head Start program?

Answer: No, it's not easy to recruit dentists. You have to start with little baby steps, one at a time. One strategy is to ask them to come and do a screening at your center with you. And when they get there, make sure to feed them well, make sure you do all the driving, make sure that you're organized, you're ready to go, that all the forms are filled out, and that you are efficient. You need to show them how serious you are in your commitment to the dental care of these children.

Follow-up is also crucial to building a partnership with your dental community. Make sure that the parents have all their forms filled out, break down language barriers, provide an interpreter if they need one, make sure that they come to the dentist appointment on time, and help to find child care if the family has several other children. And if you start with one family and that goes smoothly, 9 times out of 10 they will see another family. And after awhile, you can have a pretty good partnership going.

And you always have to respect the dentist's concerns. If you can show your commitment to your cause, be honest, respect their needs, and respect their profession, you can form a good relationship. If you have a dentist that tells you "no" the first time, you need to keep going until they realize you are committed to the dental care of the children.

But you can never ever quit. You have to keep going and going and going. . . .

Additional Questions for Discussion



Elias

- What do you think happened when Araceli first took Elias to the doctor, considering she speaks only Spanish?
- Would she have been able to access care for Elias if she hadn't enrolled in the Head Start program? If not, what would have happened when Elias enrolled in school?
- What kind of partnerships are in place to make all these services possible?
- What kind of resources and time were needed to create such a partnership? How do you think the program achieved this?



Mason

- What do you think Dana's initial reaction was to mental health services for Mason?
- How do you think the program supported her?
- What are the ways that staff can support parents like Dana when introducing mental health services for a child?
- How do you think the staff initially responded to recommendations for a mental health consultation?



Nikia

- What role did the community assessment play in establishing the collaboration between the three agencies?
- What challenges do families in your local community face in establishing a medical home and receiving well-child care?



Matthew

- Before Head Start helped establish the local dental clinic, how do you think families accessed preventive dental care in this very rural community?
- Were preventive services available in this community?
- How do you think this Head Start program recruited dentists to do their annual screenings and help children in crisis, like Matthew?

Health Services in Head Start and Early Head Start Programs

Head Start programs have worked very hard to make sure that children have an ongoing source of health care that can be accessed long after a child leaves Head Start. One thing that programs have done is to place an increased emphasis on partnerships with providers. In designing their services, programs consider a variety of factors, including the results of the community assessment. Programs then determine whether to be a provider of direct health services, a broker of health services, an advocate for change in the health care system in the community, or some combination of the above.

The focus of Head Start health services is to prevent health problems whenever possible by carefully addressing the needs of enrolled children. Successful partnerships with both parents and providers are the key to the success of this approach. When conditions or illnesses are found, they are addressed quickly with the help of competent health care partners to improve the health of the child and to prevent future problems.

Head Start Program Performance Standards for Health Services

Medical Home

Section 1304.20(a)(i): *In collaboration with the parents and as quickly as possible, but no later than 90 calendar days from the child's entry into the program, make a determination as to whether or not each child has an ongoing source of continuous, accessible health care. If a child does not have a source of ongoing health care, grantee and delegate agencies must assist the parents in accessing a source of care.*

Head Start staff members make every effort to coordinate health services with families. In fact, the first

five words of the Performance Standards in Section 1304 are: "In collaboration with the parents..." Programs take into account the individual needs of the child and the family, and work with parents to get the support they need, such as child care, transportation, or a translator, to ensure appointments are kept. Parents are also well-informed about all aspects of their child's health.

Well-Child Care Visits

Section 1304.20(a)(1)(ii) (B): *For children who are up-to-date on an age appropriate schedule of well-child care, grantee and delegate agencies must ensure that they continue to follow the recommended schedule of well-child care.*

In addition to ensuring that Head Start families find a medical home for their children's care, the Head Start Program Performance Standards require a determination by a health care professional that a child is up-to-date on a schedule of well-child care. Since health care in Head Start requires family involvement, Head Start staff members are expected to emphasize to parents the importance not only of finding a health care provider, but also of scheduling future preventive and primary health care. Only continuous care will identify and address problems quickly.

Tracking Health Progress

Section 1304.20(a)(1)(ii) (C): *Grantee and delegate agencies must establish procedures to track the provision of health care services.*

One aspect of health service management is taking steps to assist families with children needing further examination and treatment. The goal is to complete health services treatment and follow-up by the end of the program year. To accomplish this, the responsible staff member checks regularly with parents and staff to determine the status of examinations and treatments and the status of immunizations and diagnostic testing. Head Start also facilitates transitions for families and transfers a child's health records to the next location if families move or when the child is no longer enrolled in Head Start.

Screening

Section 1304.20(b)(1): *In collaboration with each child's parent, and within 45 calendar days of the child's entry into the program, grantee and delegate agencies must perform or obtain linguistically and age-appropriate screening procedures to identify concerns*

regarding a child's developmental, sensory (visual and auditory), behavioral, motor, language, social, cognitive, perceptual, and emotional skills. To the greatest extent possible, these screening procedures must be sensitive to the child's cultural background.

When a child enrolls in Head Start, steps are taken to assess the child's health quickly to identify any health concerns. The emphasis is on scheduling preventive and primary health care. The screening also enables staff and partners to ensure prompt intervention to address problems. For example, it can identify children who need further assessment to determine if they need vision services or hearing aids, mental health services, special education, or other related services.

The screening procedures must be sensitive to the child's cultural, linguistic, and developmental background. Head Start also expects parents to be involved in the health care process, since they have the primary, long-term responsibility for their children's health.

The screening process is particularly important for children with disabilities. Some children who enroll in Head Start have previously identified disabilities and must be scheduled for immediate services. Other children with disabilities are identified during the screening process and need urgent intervention or care.

Parent Involvement in Health

Section 1304.40(f)(1): *Grantee and delegate agencies must provide medical, dental, nutrition, and mental health education programs for program staff, parents, and families.*

Parents are principally responsible for maintaining the health and nutrition of their children. They can establish healthy habits in the home and find health, nutrition, and mental health services if they are educated about and involved in these matters. Grantee and delegate agencies provide education programs for parents and families on medical, dental, nutritional, and mental health issues. The programs are designed with parent attitudes, cultures, languages, beliefs, fears, and educational levels in mind.

The medical and dental health education program assists parents in understanding how to enroll and participate in a system of ongoing family health care, rather than relying on emergency rooms. The staff

encourage parents to apply for Medicaid or the State Children's Health Insurance Program (SCHIP) health benefits and to keep the child connected with a medical home after the child leaves Head Start.

The staff encourage parents to become active partners in their children's medical and dental health care and to accompany their children to appointments, provide emotional support, and request explanations of medical conditions and procedures. Parents are encouraged to model healthy behaviors by going to doctors and dentists themselves.

Child Health and Safety

1304.22 (a-f): *Health emergency procedures, conditions of short-term exclusion and admittance, medication administration, injury prevention, first aid kits.*

Head Start aims to support healthy physical development by encouraging practices that prevent illness or injury, and by promoting positive, culturally relevant health behaviors that enhance lifelong well-being. This means that all programs must develop policies and procedures concerning health emergencies, conditions of short-term exclusion, medication administration, injury prevention, hygiene, and first-aid kits.

Child Nutrition

1304.23(b)(1): *Grantee and delegate agencies must design and implement a nutrition program that meets the nutritional needs and feeding requirements of each child, including those with special dietary needs and children with disabilities. Also, the nutrition program must serve a variety of foods that consider cultural and ethnic preferences and which broaden the child's food experience.*

Head Start promotes child wellness by providing nutrition services that supplement and complement those of the home and community. Each program's child nutrition services help families meet each child's nutrition needs and establish good eating habits that nurture healthy development. To do this, programs must provide the following nutritional services: 1) identification of each child's nutritional needs; 2) meal service in center-based programs; 3) help with nutrition for families; and 4) food safety and sanitation protocols.

Child Mental Health

1304.24(a)(1): *Grantee and delegate agencies must work collaboratively with parents by: (i) Soliciting parental information, observations, and concerns about their child's mental health; (ii) Sharing staff observations of their child and discussing and anticipating with parents their child's behavior and development, including separation and attachment issues; (iii) Discussing and identifying with parents appropriate responses to their child's behaviors; (iv) Discussing how to strengthen nurturing, supportive environments and relationships in the home and at the program; (v) Helping parents to better understand mental health issues; and (vi) Supporting parents' participation in any needed mental health interventions.*

The Head Start regulations around mental health focus on enhancing awareness and understanding of mental wellness and the contribution that mental health information and services can make to the wellness of all children and families. They encourage building collaborative relationships among children, families, staff, mental professionals, and the larger community to design program practices that respond to a child's mental health needs. Programs must also work to educate staff and parents on issues related to mental health.

Ongoing Collaborative Relationships

Section 1304.41(a)(2): *Grantee and delegate agencies must take affirmative steps to establish ongoing collaborative relationships with community organizations to promote the access of children and families to community services that are responsive to their needs and to ensure that Early Head Start and Head Start programs respond to community needs.*

Agencies are encouraged to form partnerships with health care, mental health, and nutritional services organizations, including local health departments, community health centers, managed care organizations,

medical or dental schools, and professional associations. The Health Services Advisory Committee can offer information about providers and resources in the community.

Health Services Advisory Committee

Section 1304.41(B): *Each grantee directly operating an Early Head Start or Head Start program, and each delegate agency, must establish and maintain a Health Services Advisory Committee that includes Head Start parents, professionals, and other volunteers from the community.*

A critical component to Head Start's preventive health care system is the local Health Services Advisory Committee. This committee includes Head Start parents and staff, health and human services professionals, and other community volunteers who are representative of the racial and ethnic groups served by the local Head Start program. Head Start programs may invite representatives from Medicaid, SCHIP, and managed care organizations in the community to participate in the Health Services Advisory Committee. The committee members meet to discuss program issues in the medical, dental, mental health, nutrition, and human services fields.



For more information on the Health Services Advisory Committee, see the Head Start multimedia training materials *Weaving Connections*. For more information on the materials, go to the *Weaving Connections* Web site at www.acf.hhs.gov/programs/hsb/connections.

