

Webcast #3: Viewing Guide

Topic 1	<h1>Caregiver-Parent and Caregiver-Child Relationships</h1>
Why is it important from a Federal Perspective?	
Head Start Program Performance Standards	
<p>1304.21(b)(1)</p>	<p>Grantee and delegate agencies' program of services for infants and toddlers must encourage</p> <ul style="list-style-type: none"> (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 (see 45 CFR 1304.52(g)(2)); (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.
<p>1304.40(a)</p>	<p>(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. This process must be initiated as early after enrollment as possible and it must take into consideration each family's readiness and willingness to participate in the process.</p> <p>(2) As part of this ongoing partnership, grantee and delegate agencies must offer parents opportunities to develop and implement individualized family partnership agreements that describe family goals, responsibilities, timetables and strategies for achieving these goals as well as progress in achieving them. In home-based program options, this agreement must include the above information as well as the specific roles of parents in home visits and group socialization activities (see 45 CFR 1306.33(b)).</p> <p>(3) To avoid duplication of effort, or conflict with, any preexisting family plans developed between other programs and the Early Head Start or Head Start family, the family partnership agreement must take into account, and build upon as appropriate, information obtained from the family and other community agencies concerning preexisting family plans. Grantee and delegate agencies must coordinate, to the extent possible, with families and other agencies to support the accomplishment of goals in the preexisting plans.</p>
<p>1304.40(h)</p>	<p>(1) Grantee and delegate agencies must assist parents in becoming their children's advocate as they transition both into Early Head Start or Head Start from the home or other child care setting, and from Head Start to elementary school, a Title I of the Elementary and Secondary Education Act preschool program, or a child care setting.</p> <p>(2) Staff must work to prepare parents to become their children's advocate through transition periods by providing that, at a minimum, a staff-parent meeting is held toward the end of the child's participation in the program to enable parents to understand the child's progress while enrolled in Early Head Start or Head Start.</p>

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- 1304.40(h) (3) To promote the continued involvement of Head Start parents in the education and development of their children upon transition to school, grantee and delegate agencies must:
- (i) Provide education and training to parents to prepare them to exercise their rights and responsibilities concerning the education of their children in the school setting; and
 - (ii) Assist parents to communicate with teachers and other school personnel so that parents can participate in decisions related to their children's education.
- 1304.52(b)(4) Staff and program consultants must be familiar with the ethnic background and heritage of families in the program and must be able to serve and effectively communicate, to the extent feasible, with children and families with no or limited English proficiency.

What does it mean from a child development perspective? What does the research say?

Key Points:

Implementing the Program Performance Standards early and fully is important for maximizing impacts on children and families.

Early Head Start has significant and positive effects on a wide range of child and family outcomes. Relationships caregivers develop with the children and families they serve are key to affecting improved child outcomes.

Sensitive and responsive caregivers help children build positive relationships with adults.

Selected Research:

Early Head Start Research and Evaluation Project finding summaries and additional information available at: www.acf.hhs.gov/programs/opre/ehs/ehs_resrch/index.html

How does it translate into practice? How do caregivers implement these practices?

Key Points:

Developing supportive program-parent relationships requires patience and understanding.

Strong, supportive program-parent relationships enhance both parent and child outcomes.

Strong caregiver-child relationships help caregivers respond appropriately to children's cues.

Family partnership agreements are useful tools for building understanding between families and program staff.

Supportive caregiver-child and caregiver-parent relationships can make transitions easier.

Selected Resources:

Family Partnerships

For more information:

<http://eclkc.ohs.acf.hhs.gov/hslc/Family%20and%20Community%20Partnerships/Family%20Partnerships>

Transitions

Anticipating Transition Issues in Early Head Start: Developing a Thoughtful Approach

Transition Strategies: Continuity and Change in the Lives of Infants and Toddlers

(both documents available at: <http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Disabilities/Transitions>)

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Topic 2	<h1>Parent-Child Relationships</h1>
Why is it important from a Federal Perspective?	
Head Start Program Performance Standards	
1304.24(a)	<p>(1) Grantee and delegate agencies must work collaboratively with parents (see 45 CFR 1304.40(f) for issues related to parent education) by:</p> <ul style="list-style-type: none"> (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
1304.40(d)	<p>(1) In addition to involving parents in program policy-making and operations (see 45 CFR 1304.50), grantee and delegate agencies must provide parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents, both as individuals and as members of a group. Other community agencies should be encouraged to assist in the planning and implementation of such programs.</p> <p>(2) Early Head Start and Head Start settings must be open to parents during all program hours. Parents must be welcomed as visitors and encouraged to observe children as often as possible and to participate with children in group activities. The participation of parents in any program activity must be voluntary, and must not be required as a condition of the child's enrollment.</p> <p>(3) Grantee and delegate agencies must provide parents with opportunities to participate in the program as employees or volunteers (see 45 CFR 1304.52(b)(3) for additional requirements about hiring parents).</p>
1304.40(e)	<p>(2) Grantees and delegate agencies operating home-based program options must build upon the principles of adult learning to assist, encourage, and support parents as they foster the growth and development of their children.</p> <p>(3) Grantee and delegate agencies must provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children and to share concerns about their children with program staff (see 45 CFR 1304.21 for additional requirements related to parent involvement).</p>

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What does it mean from a child development perspective? What does the research say?

Key Points:

Children benefit from strong relationships with the adults in their lives in many significant and measurable ways.

Early Head Start has positive impacts on parenting that contributes to positive child outcomes.

Early emotional development, particularly the parent-child relationship, provides the foundation for a child's readiness to learn.

Maternal depression can have detrimental impacts on children's development, but Early Head Start has had positive impacts on families struggling with depression.

Selected Research and Relevant Resources:

Early Head Start Research and Evaluation Project finding summaries and additional information available at: www.acf.hhs.gov/programs/opre/ehs/ehs_resrch/index.html

Buffering the Effects of Maternal Depression:

<http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Health/Mental%20Health%20&%20Wellness/Parent%20Involvement>

How does it translate into practice? How do caregivers implement these practices?

Key Points:

Parents are their child's first and most important teacher.

Interactions with children during daily routines can have a powerful influence on child development.

Supportive relationships formed between caregivers and parents can serve as a model for positive parent-child relationships.

Building parents' competence and confidence in parenting skills can have significant positive impacts on the parent-child relationship and the healthy development of the child.

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Additional Resources

Head Start Program Performance Standards

To access all of the Head Start Program Performance Standards online, please visit the Early Childhood Learning and Knowledge Center (ECLKC) at www.eclkc.acf.ohs.hhs.gov and click on the link located on the left side of the page, under Head Start Act.

Program Performance Measures For Head Start Programs Serving Infants And Toddlers

Available at:

www.acf.hhs.gov/programs/opre/ehs/perf_measures/reports/prgm_perf_measures/perf_meas_4pg.html