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Early Head Start - Child Care Partnerships

EHS-CC
PARTNERSHIPS

Regional Training
and Consultation
Sessions

Comprehensive Services in Early Head Start – Child Care Partnerships: Why are they important?

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Introductions



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Learning Objectives

- Develop a broad understanding about comprehensive services in Early Head Start – Child Care Partnership (EHS-CCP) programs
- Reflect on the services that are provided through your own program
- Think about unique and innovative ways that Partnership Programs can provide comprehensive services that will best support children and families



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What do babies & families need to be happy and healthy?



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What do we mean by Comprehensive Services in EHS-CC Partnerships?

- Comprehensive Services are those that support young children's wellbeing and include the following:
 - Early learning and development
 - Health, mental health and services for children with disabilities
 - Nutrition
 - Opportunities for socialization
 - Family and community engagement



Historical Context

- Head Start was initially launched in 1965 by President Lyndon Johnson as result on the "War on Poverty."
- Designed to help children prepare for school by reducing the effects of poverty.
- It addresses the "whole" child's social, emotional, health, and nutritional needs.
- Dr. Robert Cooke was a pediatrician and expert member of the initial Head Start Steering Committee.
- Many of Dr. Cooke's recommendations are still required in Early Head Start today!



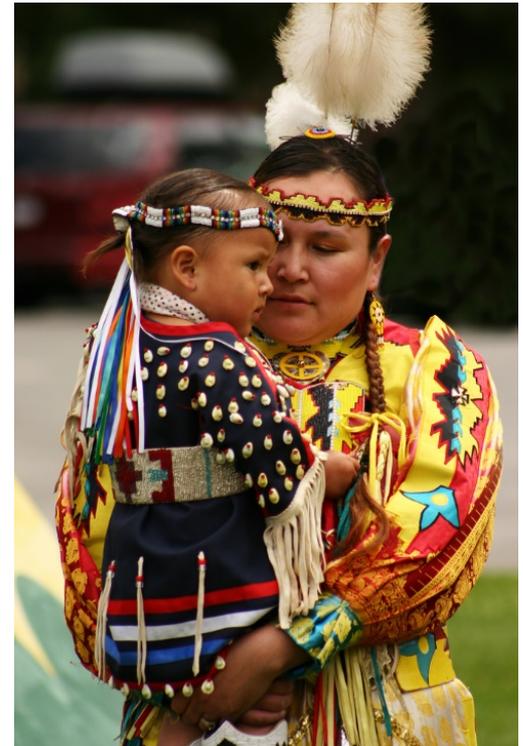
Why are Comprehensive Services Important for Children and Families?

- First 2000 days of a child's life
- Brain development
- Child Development is interactive!
 - Relationships
 - Experiences
 - Environments



Early learning and development

- Necessary components to provide quality early learning and developmental services:
 - Qualified staff and professional development
 - Safe and developmentally appropriate facilities
 - Research based curriculum
 - Community Partnerships



Comprehensive Services Support Implementation of Curriculum



Photo courtesy of EHSNRC

- Integrating health and nutrition
- Building relationships with families
- Happens within the context of close, nurturing, culturally responsive relationships

What is Curriculum?

Curriculum provides a framework to support the planning of meaningful experiences for children that support their development and learning. Curriculum is:

- An evidence-based, written plan built on principles of child development
- Individualized with goals for each child
- Nested in *responsive care* that plans for learning experiences across all domains, and children's interest
- Relational, and with infants and toddlers particularly, involves the relationship of child, family and provider



Photo courtesy of EHS NRC

What Does Individualizing Mean?



Tailoring care that is responsive to each infant and toddler to support development and learning based on:

- observation and ongoing assessment;
- active partnering with families;
- knowledge of child development.
- Individualization is important for all domains of development!

Observation and Assessment

What is Assessment?

- A system of regular information collection (child data) throughout child's enrollment
- A teacher's written observations of a child's behaviors
- Identifies a **child's strengths** and **needs** as well as **services** to meet needs



Ongoing Assessment

What it DOES:

- Supports individualizing & learning.
- Supports family engagement.
- Informs the curricula to **maximize** the child's learning.
- Supports positive child outcomes.



Ongoing Assessment for ALL Children

Written observations are vital- *they produce child data*

- Look for and document examples of a child's behaviors – what they say and do – throughout the day.
- Record information about attention span, persistence and interests.
- Document interactions with other children and adults.
- Obtain documentation for ALL children.



Impacts on Assessment

- A child's health can affect performance on assessments
- Some considerations:
 - Minor or chronic illness
 - Oral health
 - Nutrition
 - Physical Activity
 - Sleep
 - Disability
 - Relationships
 - Safe environments



How do Early Head Start regulations and systems align with Child Care regulations and systems?

- State/Territory licensing regulations
- Early learning guidelines
- Quality rating systems
- Head Start Program Performance Standards



Photo courtesy EHS NRC



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Health and Mental Health Services



Key activities indicated in the HS Performance Standards:

- Determine a child's current health status
- Screen for developmental, sensory, and behavioral concerns
- Provide ongoing health care
- Monitor health and safety issues
- Provide nutrition services
- Individualize for each child
- Provide mental health consultation or disability services, if needed
- Communicate between staff and parents

Health and Mental Health Services

Why are these activities important?

- The health and well-being of the child provides the foundation from which very young children can grow, develop, and learn.
- Early Learning implications:
 - Sick children are away from program activities, leading to regression in cognitive & general knowledge
 - Time out due to illness will impact the amount of time needed to develop relationships and or form attachments
 - Behavioral concerns in young children can often be resolved through effective mental health consultation



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What do we mean by mental health in EHS-CCP programs?

- Social/Emotional health
- Separation & attachment issues
- Effects of trauma in early childhood
- Reducing stress and supporting resilience in children and families
- Importance of working with parents to discuss observations and concerns
- Work with parents (and a mental health professional, if needed) to identify solutions
- Language and culture considerations



Well Child Care

Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) is a Medicaid benefit that varies from state to state

An EPSDT well-child exam may include:



Remember: Each screen and each state has its own “periodicity schedule”

- Screening (i.e., vision, hearing, medical and dental)
- Lead Screening
- Immunizations
- Laboratory tests
- Diagnostic or treatment services
- Vision and hearing services
- Other health care

Why do we provide screenings?

- 10-13% of all children have a developmental delay
- 1-3 children per every thousand are born with some hearing loss
- 5% of preschool children have visual problems that affect learning



A Comprehensive Screening Approach

- Multiple sources of information
 - Family
 - Teacher/Caregiver/Home Visitor observations
 - Health, emotional state, and energy levels of the child
 - A standardized tool that is culturally and linguistically appropriate

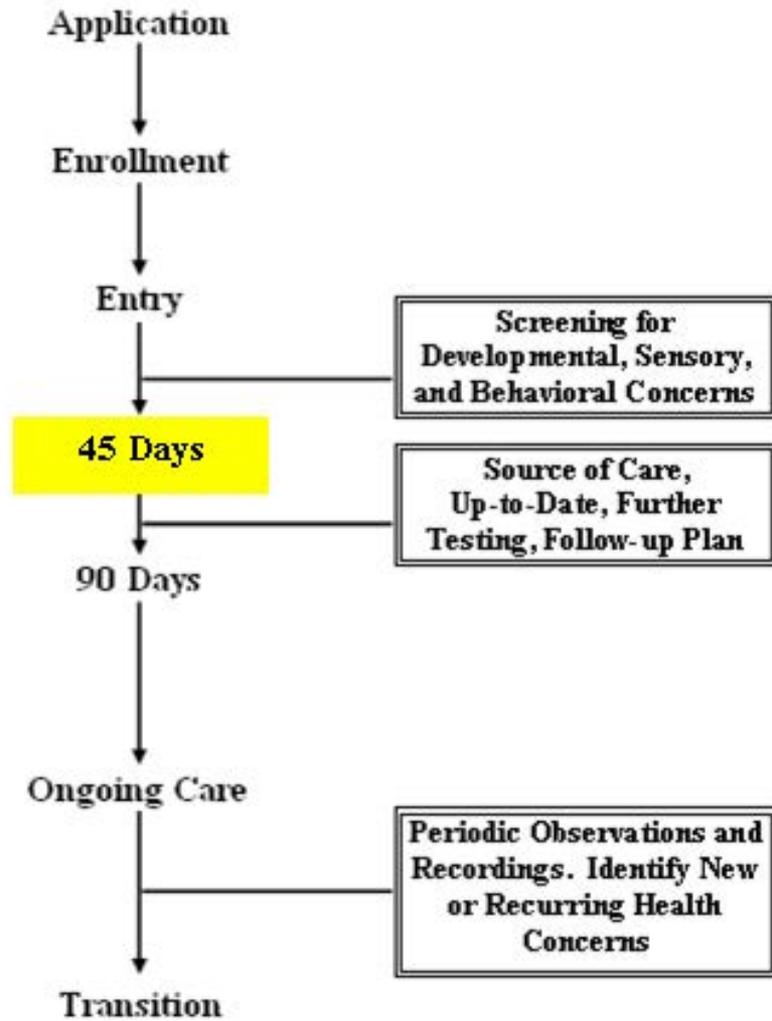


Child Health Services Timeline

Parent Involvement

Individualized Services

Tracking Procedures

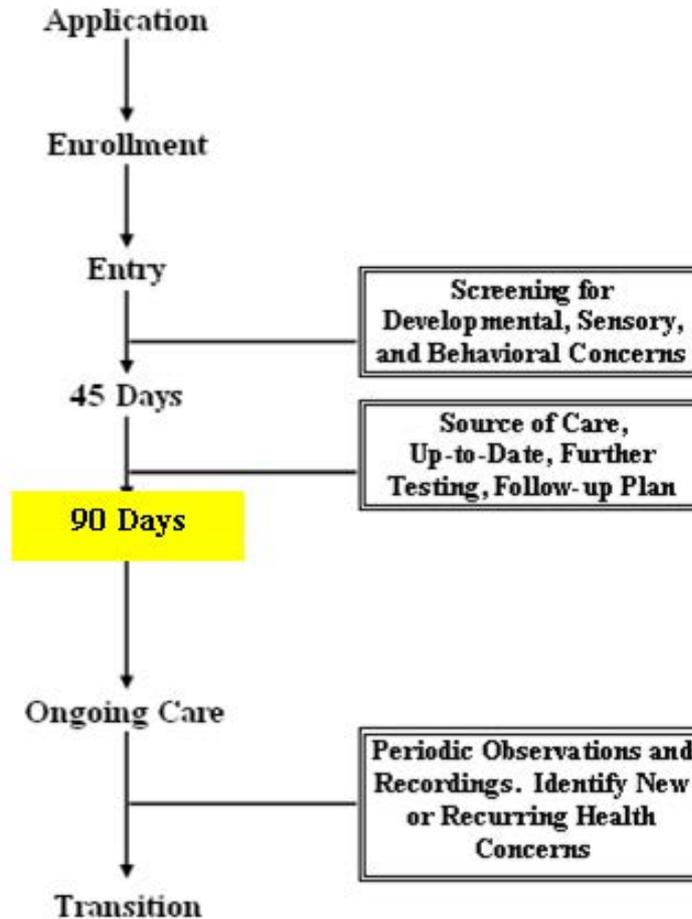


Child Health Services Timeline

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Services for Children with Disabilities

- At least 10% of Head Start enrollment is for children determined eligible for services under the Individuals with Disabilities Education Act (IDEA)
- Children with disabilities and their families are included in the full range of Head Start program activities
- Parents of children with disabilities are supported and engaged as decision-makers, receiving information and assistance to address their child's special needs and to advocate for them



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The Importance of Follow-Up

- Prompt referral
- Work with local early intervention agency designated by the State to:
 - coordinate any needed evaluations
 - determine eligibility for services
 - coordinate the development of an IFSP for children determined to be eligible under the guidelines of that State's program.
- Assist with the provision of related services in accordance with the Individualized Family Service Plan (IFSP)

Nutrition Services

- Identify nutritional needs
- Working with the family
- Nutrition-related assessment data
- Family eating patterns:
 - feeding schedules and amounts and types of food provided
 - breast milk or formula and baby food is used
 - cultural preferences
 - new foods introduced
 - food intolerances and preferences
 - voiding patterns
 - observations related to developmental changes



Family Engagement

All of these services depend on our ability to form positive, responsive, respectful relationships with parents, families, and community partners.



Family Engagement



- Building relationships that:
 - support family well-being
 - strong relationships between parents and their children
 - ongoing learning and development for both parents and children
- Collaborative partnership-building with parents
- Offer parents opportunities to develop and implement individualized family partnership agreements

Family Engagement



- Reciprocal, culturally responsive relationships
- Includes both involvement and engagement
- Parent participation in program governance
 - Policy Councils
 - Parent Committees
 - Transitions

Family and community partnerships



Identify services and community resources that are responsive to each family's interests and goals, including:

- Emergency or crisis assistance
- Education and other appropriate interventions
- Opportunities for continuing education and employment training

Family and community partnerships

Grantees must follow-up with each family to determine whether the kind, quality, and timeliness of the services received through referrals met the families' expectations and circumstances.



Table Talk

- Choose a content area of specific interest to you and go to the table that is identified with that topic on a table tent.
- Peer Sharing
 - How are these services provided to the children and families in your program?
 - What are the implications for providing these services in the different types of settings (ex: center based, family child care)?
 - Describe the challenges and successes that you have experienced so far.



Reflection

- "If we hope to create a non-violent world where respect and kindness replace fear and hatred, we must begin with how we treat each other at the beginning of life. For that is where our deepest patterns are set. From these roots grow fear and alienation ~ or love and trust." - **Suzanne Arms**



References

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- Office of Child Care website
<http://www.acf.hhs.gov/programs/occ>
- Building Ready States: A Governor's Guide to Supporting a Comprehensive, High Quality Early Childhood State System
<http://www.nga.org/files/live/sites/NGA/files/pdf/1010GOVSGUIDEEARLYCHILD.PDF>
- First 2,000 Days: Early Investments a Lifetime of Results <http://www.first2000days.org/>



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Thank you!

National Center on Early Head Start Child Care Partnerships (NCEHS-CCP)

Jointly Administered by ACF's Office of Head Start and Office of Child Care

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

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



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