

Early Head Start for Family Child Care Project

Where have we been? Where are we going?

Quarterly Update Webinar #1

Thursday, March 17, 2011

3:30 – 5:00 EDST



Welcome

❖ Dial in Number

1-888-450-5996

❖ Passcode

931968

❖ Use *6 to mute and unmute your phone



Agenda



- ✓ **Welcome and introductions**
- ✓ **Where we've been**
- ✓ **Where we are**
- ✓ **Where we're going**
- ✓ **Team sharing**
- ✓ **Questions and answers**



Welcome from OHS and OCC



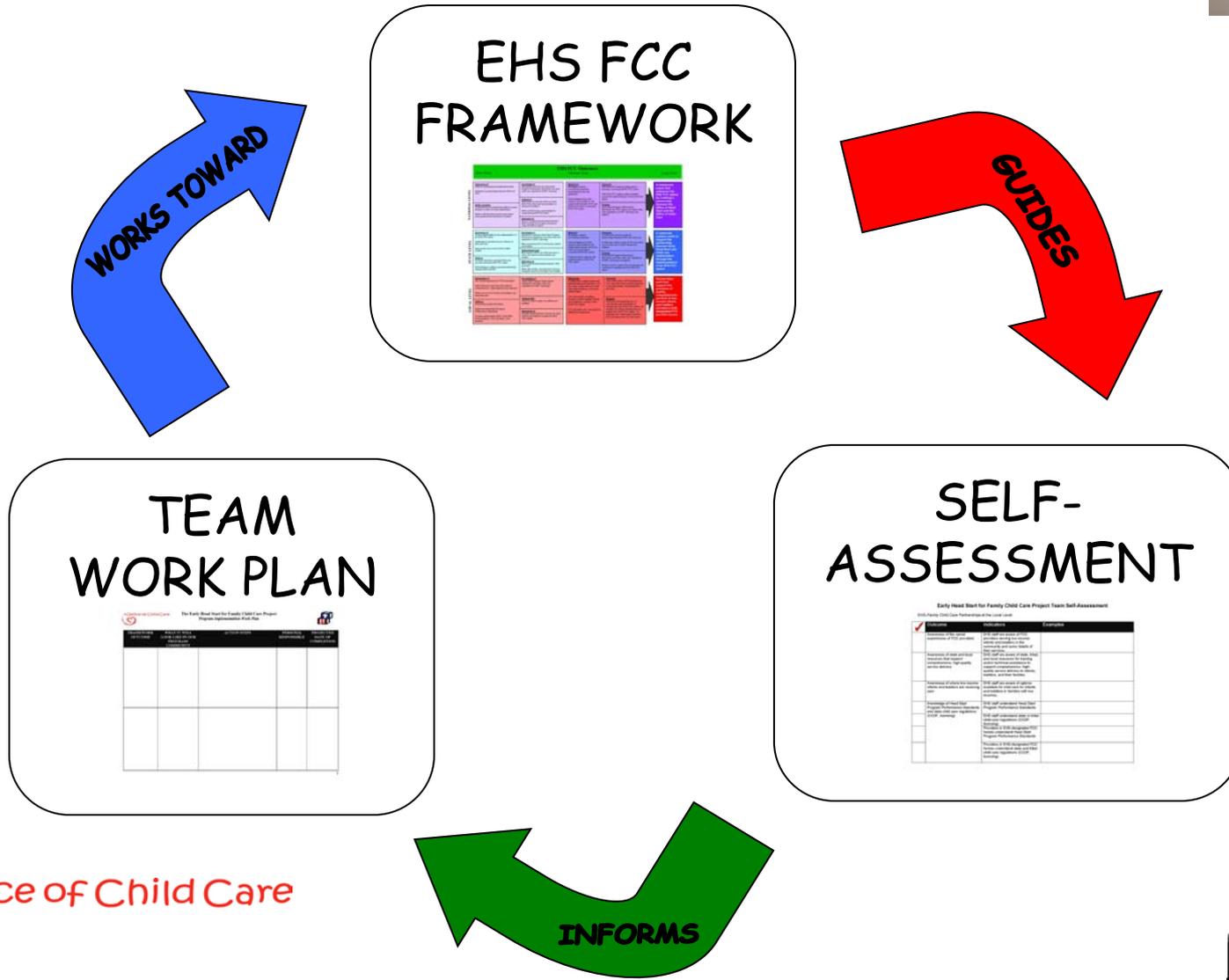
Angie Godfrey, The Office of Head Start



Dawn Ramsburg, The Office of Child Care



Where we've been



EHS FCC Outcomes

Short Term

Medium Term

Long Term

NATIONAL LEVEL

<p>Awareness of Need for developing successful partnership</p> <p>Obstacles to partnerships between OHS and OCC</p>	<p>Knowledge of Intersections between the Head Start Program Performance Standards and state child care regulations (CCDF, licensing)</p>
	<p>Attitude to Appreciate the role both OHS and OCC have in the early care and education of infants and toddlers</p>
	<p>OHS and OCC share responsibility for implementing EHS FCC option</p>
<p>Skills, including Communication and leadership skills to provide direction to state and local stakeholders</p>	<p>OHS and OCC share responsibility for implementing EHS FCC option</p>
<p>Skills to identify policy issues (areas where policy guidance/development is needed)</p>	<p>Motivation to Ensure a successful partnership between OHS and OCC to leverage resources to support EHS FCC option</p>

<p>Behaviors Strategies exist for overcoming obstacles (including policies and guidance)</p>	<p>Practices OHS and OCC actively collaborate to promote a successful EHS FCC option</p>
<p>Acknowledgement of the shared responsibility for the relationship between OHS and OCC to promote a successful EHS FCC option</p>	<p>OHS and OCC support states/localities around the implementation of the EHS FCC option</p>
<p>Policies Head Start Program Performance Standards (for FCC option) and state child care regulations (CCDF, licensing) are aligned</p>	

A framework exists that enhances the EHS FCC option by creating a partnership between the Office of Head Start and the Office of Child Care

STATE LEVEL

<p>Awareness of Shared responsibility for the implementation of the EHS FCC option</p> <p>Challenges to seamless service delivery of EHS and FCC</p> <p>State quality improvement efforts (QRS, CCDF)</p>	<p>Knowledge of Intersections between Head Start Program Performance Standards and state child care regulations (CCDF, licensing)</p>
	<p>Who is providing FCC to low-income infants and toddlers</p>
	<p>Attitude/belief that Both systems (EHS and child care) have a role in serving low-income infants and toddlers</p>
<p>Skills to Increase awareness among families and providers about the EHS FCC option</p>	<p>Motivation to Mirror national partnerships between OHS and OCC</p>
<p>Demonstrate an ability to promote partnership between EHS and FCC</p>	<p>Make high quality, comprehensive services available to low-income infants and toddlers</p>

<p>Behavior Strategies exist for overcoming obstacles</p>	<p>Practices A defined process exists for partnerships between EHS and child care</p>
<p>Acknowledgement of the shared responsibility for the relationship between EHS and child care to promote a successful EHS FCC option</p>	<p>A statewide system exists of FCC providers who provide care to EHS infants and toddlers</p>
<p>A shared vision exists for the implementation of the EHS FCC option</p>	<p>Policies Head Start Program Performance Standards and state child care regulations (CCDF, licensing) are aligned</p>
	<p>Policies exist to support the recruitment and enrollment of families into the EHS FCC option</p>

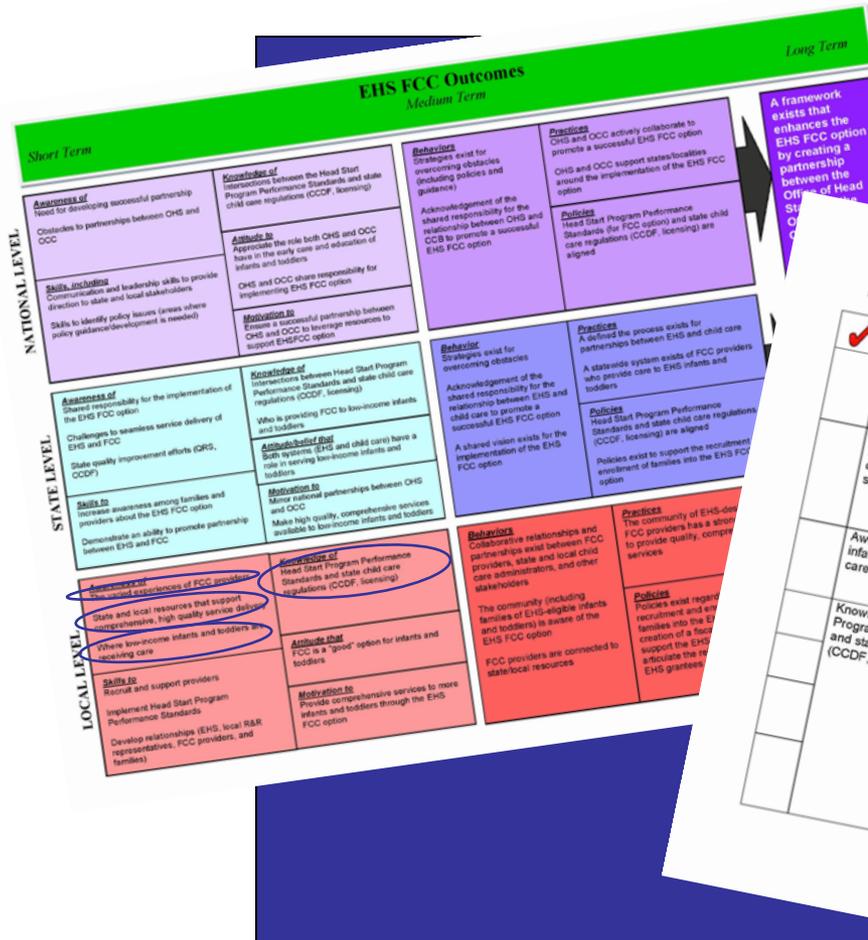
A statewide system exists that supports the partnership between Early Head Start and child care stakeholders through the implementation of an EHS FCC option

LOCAL LEVEL

<p>Awareness of The varied experiences of FCC providers</p> <p>State and local resources that support comprehensive, high quality service delivery</p> <p>Where low-income infants and toddlers are receiving care</p>	<p>Knowledge of Head Start Program Performance Standards and state child care regulations (CCDF, licensing)</p>
	<p>Attitude that FCC is a "good" option for infants and toddlers</p>
	<p>Motivation to Provide comprehensive services to more infants and toddlers through the EHS FCC option</p>
<p>Skills to Recruit and support providers</p>	
<p>Implement Head Start Program Performance Standards</p>	
<p>Develop relationships (EHS, local R&R representatives, FCC providers, and families)</p>	

<p>Behaviors Collaborative relationships and partnerships exist between FCC providers, state and local child care administrators, and other stakeholders</p>	<p>Practices The community of EHS-designated FCC providers has a strong capacity to provide quality, comprehensive services</p>
<p>The community (including families of EHS-eligible infants and toddlers) is aware of the EHS FCC option</p>	<p>Policies Policies exist regarding the (1) recruitment and enrollment of families into the EHS FCC option, (2) creation of a fiscal infrastructure to support the EHS FCC option, (3) articulate the relationship between EHS grantees and FCC providers</p>
<p>FCC providers are connected to state/local resources</p>	

Partnerships exist that support the provision of quality, comprehensive services to low-income infants and toddlers enrolled in EHS designated FCC provider homes



Early Head Start for Family Child Care Project Team Self-Assessment

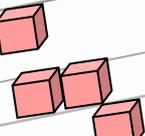
EHS-Family Child Care Partnerships at the Local Level

Outcome	Indicators	Examples
✓ Awareness of the varied experiences of FCC providers	EHS staff are aware of FCC providers serving low-income community and some details of their services.	
Awareness of state and local resources that support comprehensive, high-quality service delivery	EHS staff are aware of state, tribal, and/or technical assistance for training support comprehensive, high-quality service delivery to infants, toddlers, and their families.	
Awareness of where low-income infants and toddlers are receiving care	EHS staff are aware of options available for child care for infants and toddlers in families with low incomes.	
Knowledge of Head Start Program Performance Standards (CCDF, licensing)	EHS staff understand Head Start Program Performance Standards.	
	EHS staff understand state or tribal licensing (CCDF).	
	Providers in EHS-designated FCC homes understand Head Start Program Performance Standards	
	Providers in EHS-designated FCC homes understand state and tribal licensing (CCDF).	



Early Head Start for Family Child Care Project Team Self-Assessment

EHS-Family Child Care Partnerships at the Local Level

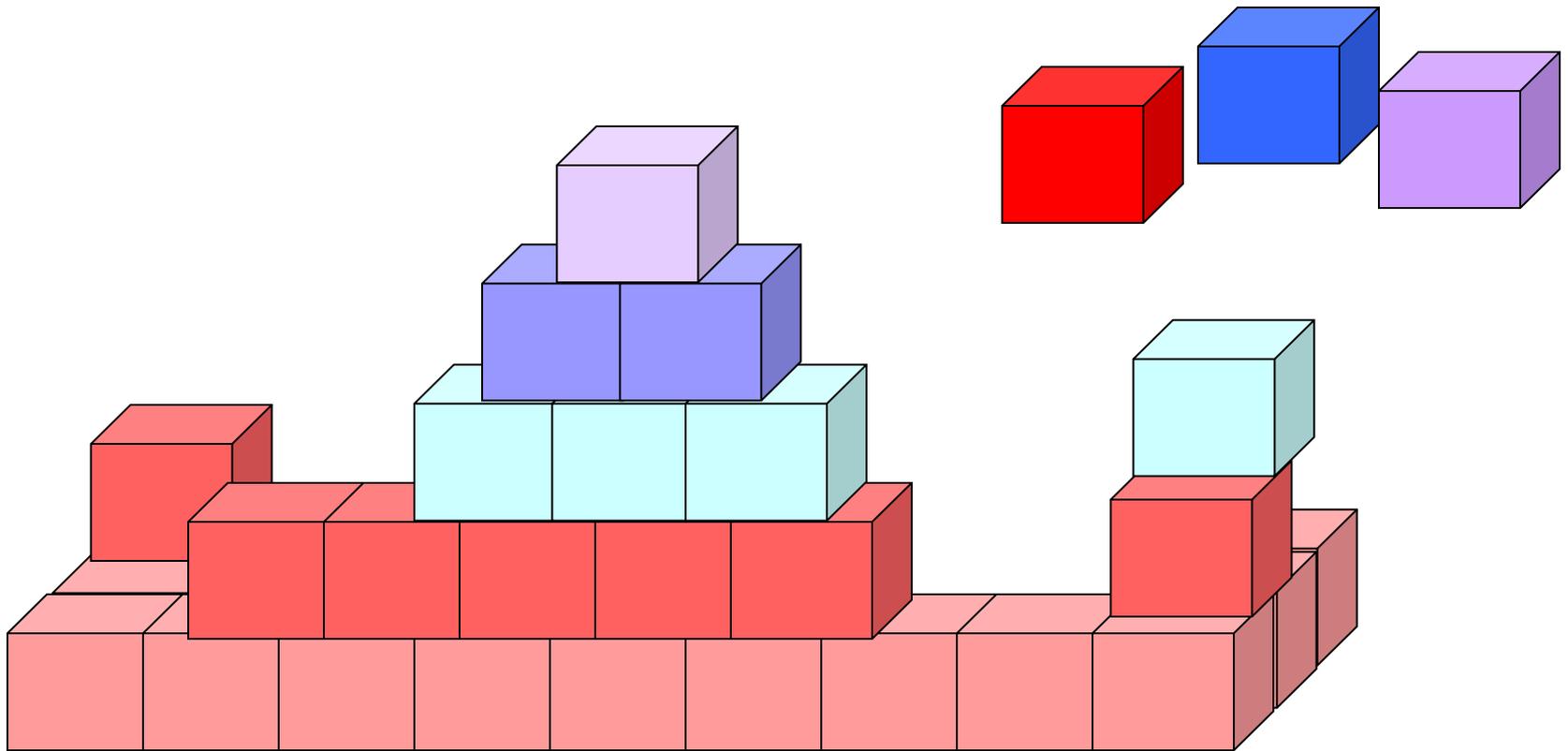
Outcome	Indicators	Examples
✓ Awareness of the varied experiences of FCC providers	EHS staff are aware of FCC providers serving low-income infants and toddlers in the community and some details of their services.	
✓ Awareness of state and local resources that support comprehensive, high-quality service delivery	EHS staff are aware of state, tribal, and local resources for training and/or technical assistance to support comprehensive, high-quality service delivery to infants, toddlers, and their families.	
✓ Awareness of where low-income infants and toddlers are receiving care	EHS staff are aware of options available for child care for infants and toddlers in families with low incomes.	
✓ Knowledge of Head Start Program Performance Standards and state child care regulations (CCDF, licensing)	EHS staff understand Head Start Program Performance Standards. EHS staff understand state or tribal child care regulations (CCDF, licensing). Providers in EHS-designated FCC homes understand Head Start Program Performance Standards. Providers in EHS-designated FCC homes understand state and tribal child care regulations (CCDF, licensing)	
✓		

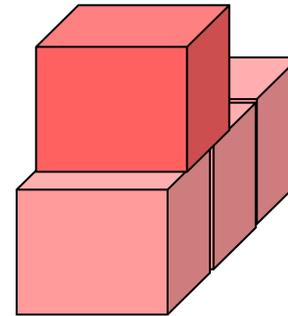
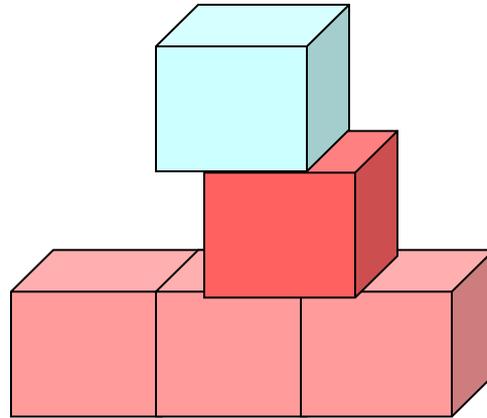
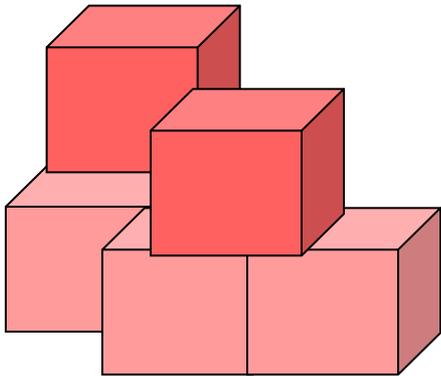
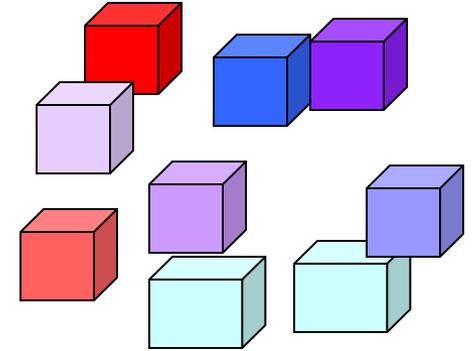
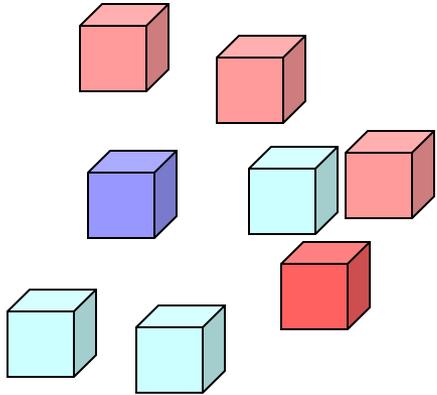
Early Head Start for Family Child Care Project Team Self-Assessment

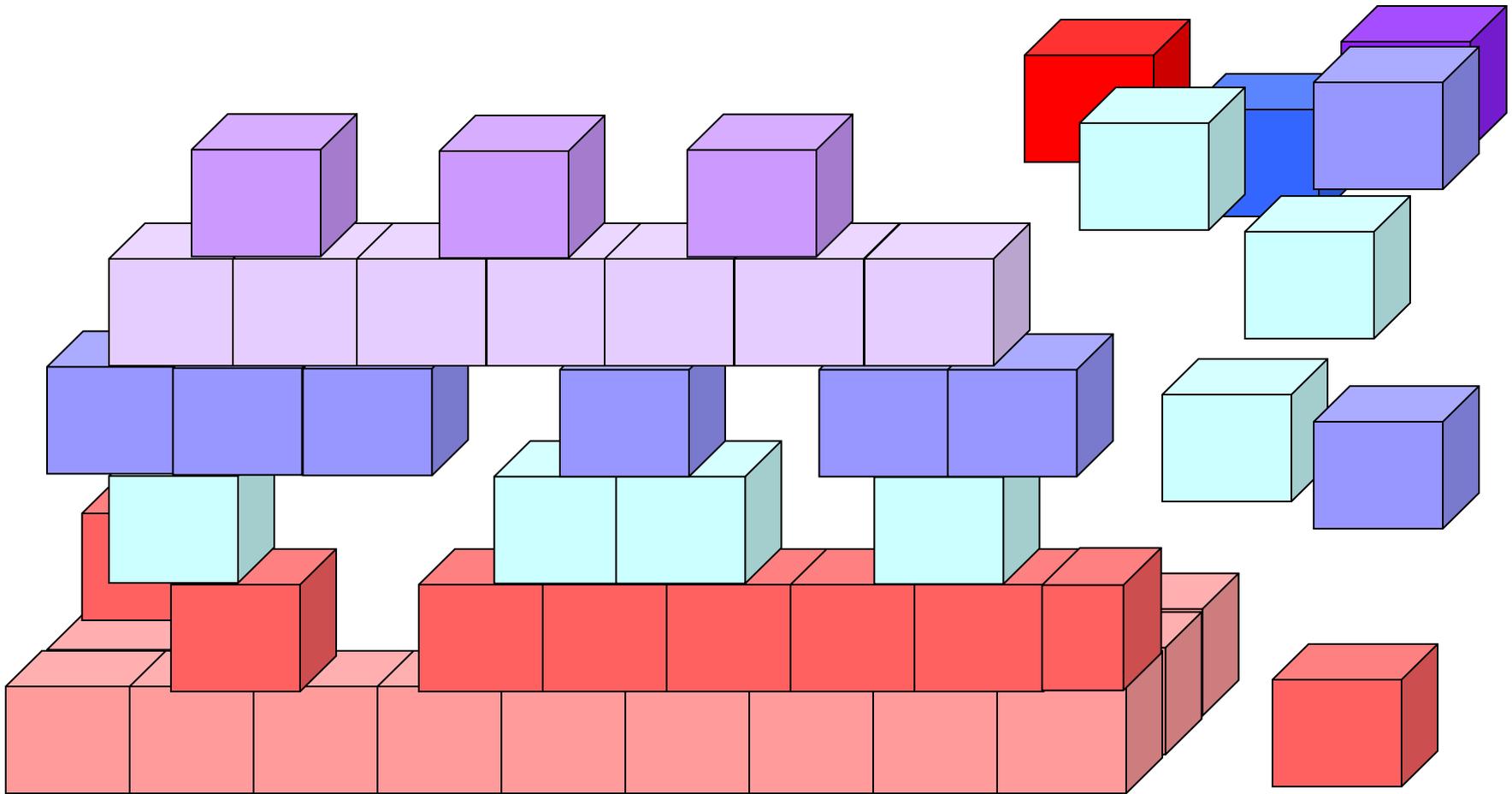
EHS-Family Child Care Partnerships at the State Level

Outcome	Indicators	Examples
✓ Awareness of shared responsibility for the implementation of the EHS FCC option	State and Tribal CCDF Administrators are aware of their roles and responsibilities to support successful implementation of the EHS FCC option. Head Start State/Tribal/Migrant Collaborator is aware of their role and responsibility to support successful implementation of the EHS FCC option. State and Tribal CCR&R staff are aware of their roles and responsibilities to support successful implementation of the EHS FCC option.	
✓	The state Infant/Toddler Child Care Specialist Network is aware of their roles and responsibilities to support successful implementation of the EHS FCC option.	
✓	The state HS ECE TA Specialists are aware of their roles and responsibilities to support successful implementation of the EHS FCC option.	
✓	Head Start State/Tribal/Migrant Collaborator is aware of the challenges to seamless service delivery of EHS and FCC.	
Awareness of the challenges to seamless service delivery of EHS and FCC	State and Tribal CCDF Administrators are aware of the challenges to seamless service delivery of EHS and FCC.	
Awareness of state quality improvement efforts (QRS, CCDF)	Head Start State/Tribal/Migrant Collaborator is aware of the state's plan for ongoing quality improvement in early childhood education and care and what it involves (QRIS, CCDF, etc.).	





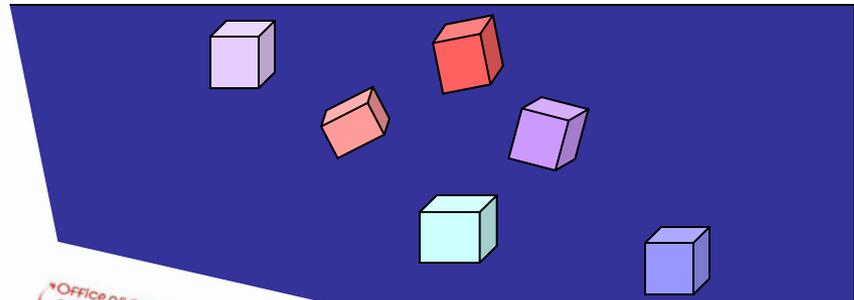




Early Head Start for Family Child Care Project Team Self-Assessment

EHS-Family Child Care Partnerships at the Local Level

Outcome	Indicators	Examples
✓ Awareness of the varied experiences of FCC providers	EHS staff are aware of FCC providers serving low-income infants and toddlers in the community and some details of their services.	
✓ Awareness of state and local resources that support comprehensive, high-quality service delivery	EHS staff are aware of state, tribal, and local technical assistance to support comprehensive, high-quality service delivery to infants, toddlers, and their families.	
✓ Awareness of where low-income infants and toddlers are receiving care	EHS staff are aware of options available for child care for infants and toddlers in families with low incomes.	
✓ Knowledge of Head Start Program Performance Standards and state child care regulations (CCDF, licensing)	EHS staff understand Head Start Program Performance Standards. EHS staff understand state or tribal child care regulations (CCDF, licensing). Providers in EHS-designated FCC homes understand Head Start Program Performance Standards. Providers in EHS-designated FCC homes understand state and tribal child care regulations (CCDF, licensing)	
✓		



Office of Child Care

The Early Head Start for Family Child Care Project

Program Implementation Work Plan

FRAMEWORK OUTCOME	WHAT IT WILL LOOK LIKE IN OUR PROGRAM/COMMUNITY	ACTION STEPS	PERSON(S) RESPONSIBLE	PROJECTED DATE OF COMPLETION



Office of Child Care

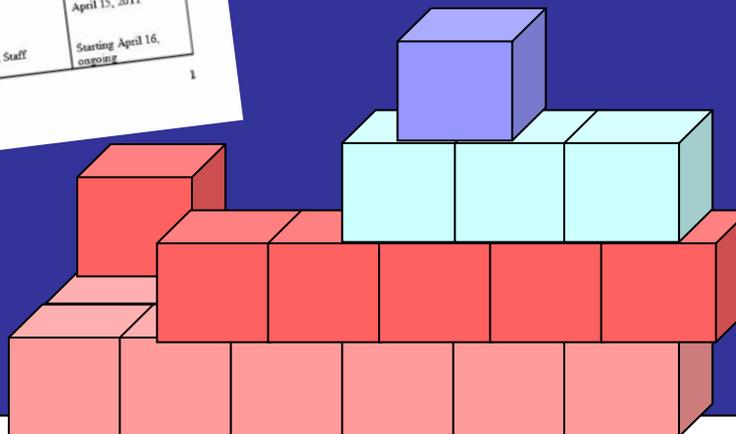




The Early Head Start for Family Child Care Project
Program Implementation Work Plan



FRAMEWORK OUTCOME	WHAT IT WILL LOOK LIKE IN OUR PROGRAM/ COMMUNITY	ACTION STEPS	PERSON(S) RESPONSIBLE	PROJECTED DATE OF COMPLETION
EHS and Child Care will have policies in place regarding the recruitment and enrollment of families into the EHS FCC option.	ABC Early Head Start will include the EHS family child care option as part of its enrollment policies, procedures, and forms.	1) Revise existing policies and procedures to include FCC as an option.	Kim	February 15, 2011 ✓
		a) Meet with FSW to discuss changes in policies and procedures	Kim Kim, PC	March 1, 2011 ✓ April 1, 2011 ✓
		b) Write revised policies and procedures c) Submit new policies and procedures to Policy Council for approval.	Tarvea	April 15, 2011 ✓ May 1, 2011 ✓
ABC Early Head Start will have a policy to support active recruitment of families for the FCC option.		2) Revise enrollment forms to include info on FCC options and parent preference.	Renee	February 15, 2011 ✓
		3) Train FSW staff on helping families make decisions on the most appropriate option for them and their child.	Angela	March 1, 2011 ✓ April 1, 2011 ✓
		1) Revise existing recruitment policies and procedures to include specific mention of FCC option.	Angela Angela, PC	April 15, 2011 ✓
CCR&R will have a policy and procedure to inform eligible parents of the EHS family child care option.		a) Meet with FSW to discuss changes in policies and procedures	Kate	Starting May 1, ongoing ✓
		b) Write revised policies and procedures c) Submit new policies and procedures to Policy Council for approval.	Sherrie, all FSW staff	March 1, 2011 ✓
		2) Revise informational brochures to include info on different options, including family child care.	Karen	April 1, 2011 ✓
		3) FSW staff will include discussion of benefits of family child care in their discussions with community partners.	Kavita Heath	April 15, 2011 ✓
		4) CCR&R staff will include information on EHS family child care option when discussing options with families.	CCR&R Staff	Starting April 16, ongoing ✓



Overview of the Work Plans



- The **framework** laid the foundation for developing a clear vision with a focus on the results.
- The **work plan** provided an opportunity to develop needed infrastructure.
- The **teams** ensure a collaborative planning process.



General Observations

- All programs were able to find a place to enter the framework and develop work plans that will lead to change in their community.
- Partnership teams are working towards bringing community leaders (mayor, reporters, elementary school principals, police chief, fire chief, local state representatives, neighborhood association presidents, local business owners, fraternal organization leaders (e.g. Lions, Kiwanis) together to form a collective approach to creating this partnership.



More General Observations

- Improvements/awareness are being coordinated in many places in the community (e.g., library, health department, grocery store, Healthy Families, community-based child care programs, elementary/middle/high schools)
- Partnership teams are working towards a common agenda, mutually reinforcing activities, shared measurement systems, ongoing communication, and ways to seek additional funding to sustain the work.



Outcomes Across Work Plans



- All teams working on at least one **local level** outcome
 - Average number of outcomes/team = 7
 - Short-term: 18 teams
 - Medium-term: 18 teams
 - Long-term: 8 teams
- 7 teams working on at least one **state level** outcome
 - Average number of outcomes/team = 3
 - Short-term = 5 teams
 - Medium-term = 4 teams
 - Long-term = 3 teams



Action Steps Across Work Plans

Types of Action Steps	Implementing (n=9)	Considering (n=11)
Build partnerships (formal and informal) with relevant stakeholders	8	11
Connect family child care providers to resources or conduct direct training and professional development for providers	8	11
Build awareness about the availability of FCC as an option for families	8	9
Assess the strengths and quality improvement needs of FCC providers	7	9
Identify state and local funding streams and quality improvement resources to support family child care providers	7	8
Develop or align standards, benchmarks, and policies relevant to FCC	6	9
Identify family child care providers in the community	4	9
Disseminate information about the EHS for FCC project	5	1
Develop and implement policies regarding recruitment and enrollment of families into the EHS FCC option	3	5
Other	3	3

Source: 20 EHS FCC Project Work Plans, March 2011



Project Updates



Keeping in touch



- Quarterly Webinars
- NTI showcase event
- Forum space



Forum



Forums Admin

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Add Forum

Forum Name*

Description

Group*

Active

 [E-mail this page](#)



Team Sharing

- Hillsborough County Board of County Commissioners, Tampa, FL
- Fairfax County Board of Supervisors, Fairfax, VA
- Northwest Michigan Community Action Agency, Traverse City, MI
- United Way of Greater New Haven, New Haven, CT
- Community Child Care Council of Santa Clara County, San Jose, CA
- Merced County Superintendent of Schools, Merced, CA



Tampa, FL

- ❖ Hillsborough County Board of County Commissioners - Head Start/Early Head Start
- ❖ Metropolitan YMCA/Lutheran Services of Florida
- ❖ County Government/Non-Profit
- ❖ Rural, urban, and suburban
- ❖ Implementing the EHS family child care option
 - 204 children
 - 51 providers



Indicator 1- Skills to recruit and support providers

Activities:

- Targeted recruitment
- Professional language supports for providers for whom English is a second language
- Alternate delivery systems for training



Tampa, FL

Indicator 2- Partnerships support the provision of quality, comprehensive services to low-income infants and toddlers enrolled in EHS-designated FCC provider homes

Activity:

- **Stakeholders meeting to include all agencies/entities providing or supporting services to young children**



Fairfax County, VA

- ❖ **Fairfax County Board of Supervisors**
- ❖ **Fairfax County Office for Children**
An Early Childhood / Child Care Agency
- ❖ **County Government**
- ❖ **Suburban**
- ❖ **Implementing the EHS family child care option**
 - **112 Children**
 - **31 Providers**



Fairfax County, VA

Vision #1	Family child care providers for whom English is a second language will improve their spoken English skills and build their English vocabulary related to early care and learning.
Activities	<ul style="list-style-type: none">- Development of an eight week curriculum- Collaborating with local community college and county public schools- 30 providers enrolled in spring and summer course
Indicator:	<ul style="list-style-type: none">- Pre and post-course self-assessment, including videotaping



Fairfax County, VA

Vision #2	To have a statewide seamless delivery system of Early Head Start and Child Care.
Activities:	<ul style="list-style-type: none">- Develop and execute a needs assessment that would identify the barriers to a seamless system- Research federal, state and local standards, policies, procedures and regulations for Early Head Start and Child Care
Indicator:	<ul style="list-style-type: none">- Recommend alternative policies, procedures, etc. that would result in a seamless system that could be a model for Virginia and other states



Traverse City, MI

- ❖ Northwest Michigan Community Action Agency
- ❖ Regional Great Start Collaborative
- ❖ Community Action Agency/Local Collaborative
- ❖ Rural
- ❖ Considering implementing the EHS family child care option



Traverse City, MI



Shared Vision



Build capacity within our community to provide comprehensive infant toddler care in family child care homes and to make this quality visible within our community.



Traverse City, MI

Indicator – EHS, Great Start Collaborative, licensing, and regional resource & referral staff understand alignment of HSPPS and FCC licensing rules and regulations

Activities:

- **Alignment of standards with local, regional and state initiatives**
- **Alignment document cross walked with resources**
- **Presentation of alignment document to groups**



Traverse City, MI

Indicator – EHS families and community members will have access to Quality Enhanced Services (QES) for infants and toddlers.

Activities:

- FCC is approved as a model for EHS enrollees.
- FCC partnership team will describe QES services in the community.
- FCC partnership team will submit grants and funding requests for infant toddler scholarships in QES FCC.



New Haven, CT

- ❖ **United Way of Greater New Haven**
- ❖ **All Our Kin**
- ❖ **Non-Profit**
- ❖ **Urban**
- ❖ **Implementing the EHS family child care option**
 - **24 children**
 - **10 providers**



New Haven, CT

VISION

To train, support and sustain high-quality, community-based family child care programs, and to equip these programs with resources to meet the needs of our youngest children and most vulnerable families.

RESULTS

- Sustainable family child care businesses
- Quality child care for low-income families
- Better outcomes for children

Strong providers, families, children and communities



Indicator #1

FCC providers have increased capacity to engage and support parents in their role as parents.

Activities

- **12 week training for FCC providers on positive, reciprocal relationships with families**
- **In-program coaching visits to reinforce the application of new skills and knowledge**
- **Pre and post-survey to assess if knowledge has increased and how it is being applied**



Indicator #2

State agencies promote high-quality comprehensive services for FCC and develop strategies to sustain EHSFCC.

Activities

- **Research models for blending and braiding child care and EHS funds**
- **Facilitate meetings to change state eligibility and contracting policies**
- **Explore options to maximize existing funding**



Merced, CA

- ❖ Merced County Head Start/MCOE
- ❖ Child Care Resource and Referral/MCOE
- ❖ School System
- ❖ Rural
- ❖ Considering implementing the EHS family child care option



Merced, CA

- (1) EHS & the R&R have assessed licensed FCC providers' needs for training/TA; compared the content of existing college classes & other training to EHS FCC HSPPS; and EHS, R&R and select partners jointly develop a plan for providing "missing" course/training elements related to EHS requirements & other indicators of quality for licensed FCC providers.**
- (2) EHS & R&R staff are aware of state & local training/technical assistance resources that support high-quality service delivery to infants/toddlers & their families through a coordinated countywide professional development calendar.**



Merced, CA

(3) EHS managers & supervisors understand state FCC licensing regulations; and EHS & R&R staff are knowledgeable about HSPPS as they relate to a FCC option.

(4) EHS has identified the overall delivery model & key elements for possible provision of a FCC option.



San Jose, CA

- ❖ **Community Child Care Council, Inc**
- ❖ **Community Child Care Council, Inc**
- ❖ **Public/Private Non-Profit**
- ❖ **Urban**
- ❖ **Implementing the EHS family child care option**
 - **94 children**
 - **24 providers**



San Jose, CA

Vision:

All providers participating in the subsidy program are receiving resources, support and professional development opportunities to help them achieve and maintain the same level of high quality care as those providers participating in the Early Head Start program.



San Jose, CA

FCC providers have knowledge of the HSPPS and the training, resources and support to work towards those standards.

- ❖ Develop series of trainings
- ❖ Create mechanism for providers to track professional development
- ❖ Provide on-going professional development
- ❖ Explore ways to assist providers in creating and implementing programmatic and professional development action plans



San Jose, CA

The capacity for the family child care community to support each other, to build relationships, and to share resources and ideas has been strengthened.

- ❖ Provide FCC leaders and EHS providers with training in coaching and mentoring
- ❖ Explore process of connecting providers with peer mentors
- ❖ Create mechanisms to strengthen and support the FCC association to improve networking capacity for FCC providers, with each other and to the resources in the community



Questions

