Lessons in Leadership
Lead, Learn, and Pass it On

Video Guide
EHS Resources for Leaders Series

Series Overview

The Early Head Start National Resource Center (EHS NRC) is committed to providing high-quality, cutting-edge guidance to leaders in the field on behalf of the Office of Head Start and in partnership with the five other Head Start National Centers. The EHS NRC works diligently to create resources and materials supporting the professional development of all stakeholders serving infants, toddlers, and their families as well as expectant families. By partnering with the five other National Centers, we work together to address the needs of all leaders serving young children and their families, assuring a true “prenatal-to-5” perspective on leadership development.

Programs serving infants, toddlers, and expectant families demand a level of leadership that is steeped in reflection, core values, and strong networks of support. Guiding and managing these programs requires all of the standard skills and talents of effective leaders; beyond these standards, leaders must be able to build generative relationships that breathe life into preparing young children and their families for the educational and social demands required to be successful in today’s world.

To further our efforts to support new EHS leaders, the EHS NRC created the new EHS Resources for Leaders Series. Different products within this series are intended to support different groups of EHS leaders.

EHS Resources for Leaders Series

The materials in the EHS Resources for Leaders Series are intended to align with materials from the five other Head Start National Centers. The foundation of these materials is grounded in research, best practice, and a focus on specific content related to leading the way for EHS and Head Start programs.

The content of the EHS Resources for Leaders Series is expected to grow over time. Currently, the series includes:

- Lessons in Leadership: Lead, Learn, and Pass It On video and guide – a resource for leaders new to operating EHS and Migrant and Seasonal Head Start (MSHS) programs
- EHS Leaders’ Community of Practice – a workspace on the Early Childhood Learning & Knowledge Center’s website that has exclusive membership for EHS and MSHS program leaders: directors, managers, policy council members, and anyone else who leads some aspect of a program for infants, toddlers, and expectant families
- EHS–Child Care Partnership Orientation Meetings – in-person meetings provided to support these new programs
- Directors’ Forum – an electronic bulletin board for all EHS and MSHS directors
- Federal Leaders’ Seminar Series – a digital learning platform to provide federal staff support in their oversight of EHS and MSHS grantees

To learn more about how to use the Lessons in Leadership: Lead, Learn, and Pass It On video, please reference this video guide for resources, activities, and background information.
# EHS Resources for Leaders

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How to use This Guide

“Lessons in Leadership: Lead, Learn, and Pass It On is a 30-minute video that offers new Early Head Start (EHS) leaders the opportunity to enhance their management skills. EHS Directors Marlene Midget and Ruth Kie, along with a range of program staff, discuss topics that include school readiness, reflective supervision, and community partnerships. The video is designed to be used in whole or as seven separate segments, or “chapters.”

The Lessons in Leadership – Lead, Learn, and Pass It On video guide is intended to provide users with guidance and ideas on how to use the video for the professional development of new EHS leaders. The video guide is divided into seven chapters, each focused on a different aspect of leading an EHS program. These chapters include:

- Introduction
- Paths to Leadership
- Core Values
- Reflective Supervision
- Support Systems
- Networking and Partnerships
- School Readiness/Closing Thoughts

To support the use of the video, this manual includes the following sections for each chapter:

- Purpose
- Key Ideas from Video
- Learning Focus
- Ideas for Use
- Suggested Activities for Training
- Relevant Head Start Program Performance Standards
- References
- Resources and Materials
Speakers:

Office of Head Start, Washington, DC

Angie Godfrey, Infant-Toddler Program Specialist

Angie Godfrey is the infant–toddler specialist in the Office of Head Start supporting Early Head Start services.

Before joining the Office of Head Start in December 2008, Angie was director of the American Indian and Alaska Native (AIAN) Technical Assistance Project. She worked with the project for 5 years. Before that, she worked as the senior early childhood associate for AIAN, providing support to 44 Early Head Start grantees.

Angie worked several years as adjunct instructor at Northern Virginia Community College in Alexandria, VA, teaching infant and toddler courses for infant–toddler child care providers. She is also the former director for a Head Start program in Alexandria, VA.

Northern Panhandle Head Start, West Virginia

Marlene Midget, Executive Director

Marlene Midget is the executive director for Northern Panhandle Head Start/Early Head Start (NPHS). Ms. Midget is a graduate of West Liberty State College and the Johnson & Johnson Management Fellows Program—2006. Ms. Midget has 30 years’ experience in the organization, holding positions as a Head Start teacher and program operations manager, and is a diversity trainer for the National Coalition Building Institute.

Currently, NPHS provides comprehensive early childhood services for 415 children 3–5 years old and 132 children from birth to 3. Under the NPHS umbrella is a state-funded MIHOW (Maternal, Infant Health Outreach Worker) program, serving 40 children from birth to 3. NPHS has been offering Early Head Start/MIHOW services since 2000.

Ms. Midget serves on five county school West Virginia Pre-K steering teams; the Juvenile Mediation Program Board of Directors; the West Virginia Early Childhood Advisory Council; the Gabriel Project; and the West Virginia Head Start Association (as vice president).
Che Che Price, Education and Training Manager

Cheche Price is the education/training manager for NPHS. Ms. Price has over 23 years’ experience in the organization, holding positions as a Head Start teacher and leader area coordinator. Ms. Price is a graduate of West Liberty University and holds an MS degree from West Virginia University.

Ms. Price manages the preschool education component, assuring that the curriculum and assessment are implemented in the classrooms to ensure positive child outcomes. She analyzes child outcomes data and then develops professional development plans with the teachers based on results of data. Early childhood education reflects the Head Start Child Development and Early Learning Framework and West Virginia Early Learning Standards.

Ms. Price chairs the Education Advisory Committee, working with parents, school personnel, and community members to ensure that the program is consistently improving educational services and transitions for children and families. Ms. Price is a graduate of the Program for Infant/Toddler Care, a Child Development Associate (CDA) professional development specialist, and WV STARS-certified trainer. She trains new teachers and assistants in the five-county service area on the WV Pre-K Child Assessment System and Early Learning Scale assessment process.

Jackie Bell, Early Head Start Coordinator

Jackie Bell is the Early Head Start coordinator for NPHS. Mrs. Bell has over 8 years’ experience with the Head Start/Early Head Start program, including holding positions as a Head Start teacher, Early Head Start home visitor, family service worker, and an ERSEA specialist. Mrs. Bell is a graduate of Muskingum College and received her ME degree from California University of Pennsylvania. Mrs. Bell is a certified CDA professional development specialist and has been trained to teach and integrate the Conscious Discipline program.

Mrs. Bell directs all aspects of the Early Head Start Program, which currently provides comprehensive early childhood services for 138 Early Head Start children from birth to 3 and prenatal women. She also oversees all collaborations in which the Early Head Start Program at NPHS participates, including:

• Northern Regional Jail, which provides contact visits to reunite the incarcerated parent with their infant or toddler and conducting the InsideOUT Dad curriculum for incarcerated fathers; and
• Family Violence Prevention Program at the YWCA, which provides support and resources for families living in the Domestic Violence Shelter.
Currently Mrs. Bell attends the Northern Panhandle Continuum of Care, which is a collaboration of homeless assistance providers in the Northern Panhandle, and also the Ohio County FRN. Mrs. Bell and the Early Head Start Program are participating in a research project, funded through the Benedum Foundation and in partnership with the University of Pittsburgh and West Virginia University, called Healthy Infants, which focuses on the importance of and strengthening of interactions between parents and children from birth to 3.

Pueblo of Laguna, Division of Early Childhood, New Mexico

Ruth Kie, Executive Director

Ruth Kie is the executive director for the Pueblo of Laguna, Department of Education (DOE), Division of Early Childhood (DEC). Ms. Kie is a graduate of New Mexico State University. Ms. Kie has 15 years’ experience in the organization, holding positions as the Early Head Start director, the Preschool Head Start/Child Care director and now as the DEC Executive Director, and is a certified Brazelton Touchpoints trainer. Prior to her work with the Pueblo of Laguna, Ms. Kie worked for 15 years as a Physician’s Assistant.

Currently, the Laguna DEC provides comprehensive early childhood services for children from birth to five years old. Under the Laguna DEC umbrella is NM Home Visiting, Early Intervention, Early Head Start, Preschool Head Start, and Child Care. In 2012, the Office of Head Start awarded the Laguna DEC as one of ten Centers of Excellence for their utilization of the Touchpoints parent-staff interaction/reflection approaches, family support and financial literacy services, and enhancing the K’awaika Keres language and culture experiences for children and families.

Ms. Kie has served as the community representative on the State Early Childhood Advisory Council since 2012. Recently, Ms. Kie spearheaded a local grant writing effort resulting in the awarding of a SAMHSA Project LAUNCH grant which is a collaboration effort toward aligning early childhood mental wellness services in the community for young children prenatal to age 8 years.
Chapter One: Introduction

“Leadership and learning are indispensable to each other.” — John F. Kennedy

**Purpose:** To provide an introduction to what it means to be a successful, new Early Head Start (EHS) leader

**Key Ideas from Video:**

- An effective leader is reflective, humble, inspirational, interactive, relational, mission driven, and joyful.
- Leading an EHS program to success is challenging, exhilarating, and rewarding.
- New EHS leaders must create networks of support by reaching out to colleagues, specialists, and the community.

**Focus for Learning:**

- Identify careful observation and flexible decision making as critical aspects of reflective leadership.
- Discuss the effects that reflective leadership and reflective practice can have on an organization’s systems of operations.
- Identify strategies to develop a safe, trusting environment where mutual goals can be reached and where quality services for infants, toddlers, their families, and expectant families are delivered.

**Ideas for Use:**

- Use this video chapter as an introduction to begin discussing, “What is the definition of leadership in an EHS program?” Review the speakers’ biographies to determine the ways they demonstrate their leadership skills in the context of the video chapter.
- Ask participants to watch the video chapter and listen for ways being a reflective leader affects each EHS system positively and negatively. This can be done in a large group or in small discussion groups.
- Insert this section of the video into a management team discussion on the need to create strong support systems.

**Relevant Head Start Performance Standards:**

- 1304.50§1304.51(a)(1)(i)(ii)(iii)
- §1304.51(a (2)
- §1304.51 b)
- §1304.52 (a)(1)
References:


Resources and Materials: (To find the resources listed, use the search box on the ECLKC website: www.eclkc.ohs.acf.hhs.gov and/or the search box for your browser. Enter the full title of the resource in the search box.)

ECLKC:

• *Growing Programs, Growing People: Reflective Leadership in Early Head Start* - vBTT Webinar D9
• “Vision of Responsive Leadership.” Implementation and Professional Development Planner.
• Self-Reflection and Shared Reflection as Professional Tools was developed by the Family Connections Project at Children's Hospital Boston, under the Innovation and Improvement Project grant from the Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services. Authors of Self-Reflection and Shared Reflection as Professional Tools are Mary Watson Avery, William R. Beardslee, Catherine C. Ayoub, and Caroline L. Watts. Copyright January 2008, Children’s Hospital Boston.

Other:

• Module 2 of the Mentor-Coach Manual. Unit 3: Reflective Practice
• Steps to Success: An Instructional Design for Early Literacy Mentor-Coaches in Head Start and Early Head Start. Unit 3: Reflective Practice—Getting Ready for Reflection
Chapter Two: Paths to Leadership

“Do not go where the path may lead, go instead where there is no path and leave a trail.” — Ralph Waldo Emerson

**Purpose:** To review various paths to Early Head Start (EHS) leadership positions and identify required and desired qualifications for these positions

**Key Ideas from Video:**

- There are many different pathways taken when becoming an EHS leader.
- EHS leaders are often forced to juggle many issues at once; leaders who seek support and answers to questions meet more success as they manage a range of feelings, such as being overwhelmed.
- EHS leaders are accessible and visible to the people around them.

**Focus for Learning:**

- Identify key qualifications needed to be an effective EHS leader.
- Discuss the characteristics of a strong EHS leader.
- Review all the sources on qualifications and requirements to become an EHS leader.

**Ideas for Use:**

- Have the participants review this video chapter and identify descriptions of what it takes to be an effective EHS leader. Form small groups for discussion.
- Review the Head Start Program Performance Standards (HSPPS) on staff qualifications, and have small-group discussions on how individuals from various backgrounds might meet these qualifications.
- Identify what other sources might provide recommended qualifications for EHS leaders’ positions other than the HSPPS (QRIS, state licensing, etc.).

**Relevant Head Start Performance Standards:**

§ 1304.52 Human resources management.
§ 1306.21 Staff qualification requirements.
References:


Resources and Materials: (To find the resources listed, use the search box on the ECLKC website: www.eclkc.ohs.acf.hhs.gov and/or the search box for your browser. Enter the full title of the resource in the search box.)

**ECLKC:**

- *Program Administration Competencies*. Wheeling, IL: McCormick Center for Early Childhood Leadership.

**Other:**

Chapter Three: Core Values

“Your beliefs become your thoughts. Your thoughts become your words. Your words become your actions. Your actions become your habits. Your habits become your values. Your values become your destiny.”
— Mahatma Gandhi (1869–1948), Indian Political and Spiritual Leader

Purpose: To reflect on the core values that create strong, effective leaders in Early Head Start (EHS) programs

Key Ideas from Video:

• Establishing core values as a leader supports the ability to make effective decisions.
• Strong EHS leaders use core values to navigate many roles and responsibilities.
• Being a role model for the staff and the community is a primary role of an EHS leader.

Focus for Learning:

• Discuss the importance of self-reflection as a leader and how this guides the development of a personal vision statement.
• To practice using core values to direct key decisions in EHS program operations.
• Reflect on how working according to our values affect others.

Ideas for Use:

• Use this video chapter as an introduction to an activity on developing a personal leadership vision statement.
• Show this video as part of a workshop to identify core values in leadership development.
• Present the video during a management staff meeting to generate discussion and reflect on how each manager uses their core values in decision making.

Relevant Head Start Performance Standards:

• 1304.52 (c) Early Head Start or Head Start director qualifications.
• 1304.53(d)(1-7) Qualifications of content area experts.
• 1304.50 BOD & PC.
References:


Resources and Materials: (To find the resources listed, use the search box on the ECLKC website: www.eclkc.ohs.acf.hhs.gov and/or the search box for your browser. Enter the full title of the resource in the search box.)

ECLKC:


**Other:**

Chapter Four: Reflective Supervision

“Increasingly, reflective practice is viewed not only as an action, but also as a way of being, an orientation, which must be cultivated.” — Leona English, ed., International Encyclopedia of Adult Education (New York: Palgrave, 2005)

Purpose: To highlight the key components of effective reflective supervision processes in Early Head Start (EHS) settings

Key Ideas from Video:

• Reflective practice is a part of every system within a quality EHS program.
• Providing reflective supervision processes allows staff to find critical support for urgent and emerging issues that arise when caring for infants and toddlers.
• Being a reflective supervisor/leader allows strong relationships to form with and between staff, parents, and other community leaders.

Focus on Learning:

• Identify the connection between utilizing reflective supervision practices and high-quality programs serving infants and toddlers.
• Discuss the key ingredients of effective reflective supervision processes.
• Define benefits and pitfalls of using reflective supervision strategies to incorporate into program systems.

Ideas for Use:

• Show this video chapter during a meeting or workshop for EHS leaders to generate discussion on different ways to implement reflective supervision strategies.
• Incorporate this video chapter into a leadership training presentation to highlight how using reflective supervision in early childhood education settings is important.
• Use this segment of the video as an example of responses to an interview about reflective supervision in preparing a role play about being interviewed on this topic as a small group activity.

Relevant Head Start Performance Standards:

• 45 CFR 1304.20 Child health and developmental services.
• 45 CFR 1304.21 Education and early childhood development.
• 45 CFR 1304.23 Child nutrition.
• 45 CFR 1304.24 Child mental health.
• 45 CFR 1304.40 Family Partnerships.
• 45 CFR 1304.41 Community Partnerships.
• 45 CFR 1308.21 Parent participation and transition of children into Head Start and from Head Start to public school.
• 45 CFR 1304.52(a)(1) (2)(iii) Organizational structure.
• 45 CFR 1304.52(d)(5) (6) Qualifications of content area experts.
• 45 CFR 1304.52(e) Home visitor qualifications.
• 45 CFR 1304.52(i)(1)(i-ii) Standards of conduct.
• 45 CFR 1304.52(j) Staff performance appraisals.
• 45 CFR 1304.52(k)(3) Staff and volunteer health.
• 45 CFR 1304.52(l)(1-3) Training and development.
• 45 CFR 1306.20(f) Program staffing patterns.
• 45 CFR 1306.23(a) (b) Training.
• [42 U.S.C. 9836] 641(d)(2)(D) Designation of Head Start agencies [designation when no entity is renewed].
• [42 U.S.C. 9843a] 648A(c) Staff qualifications and development.

References:


**Resources and Materials:** (To find the resources listed, use the search box on the ECLKC website: [www.eclkc.ohs.acf.hhs.gov](http://www.eclkc.ohs.acf.hhs.gov) and/or the search box for your browser. Enter the full title of the resource in the search box.)

**ECLKC:**


- *Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors Who Work with Families.*
•  What Makes Supervision Work: Recommendations from the Home Visiting Field: This is a product by the Home Visiting Forum and funded by a grant from the Ewing Marion Kauffman Foundation and the David and Lucile Packard Foundation.

Other:


Chapter Five: Support Systems

“Leaders must create a fabric of personal contacts who will provide support, feedback, insight, resources, and information.”
— Herminia Ibarra and Mark Hunter, “How Leaders Create and Use Networks” Harvard Business Review

Purpose: To review the key elements of creating strong support systems for new Early Head Start (EHS) leaders

Key Ideas from Video:

- Creating a strong support system is an essential part of being an effective EHS leader.
- There are many ways and resources for creating a support network.
- Every EHS leader’s support system will look different.

Focus on Learning:

- Explain why a strong network of support is important for new leaders.
- Identify key elements of a leader’s support system.
- Identify strategies for implementing a network of support for a new leader.

Ideas for Use:

- Use this video chapter as a springboard for an activity to develop support plans in a workshop for new leaders.
- Share the video chapter with a new leader you are mentoring or coaching as a way to discuss support systems for his or her work.
- Pick some of the materials listed to develop a training session with new leaders on developing strong systems of support, and show this video as an introduction to the topic.

Relevant Head Start Performance Standards:

- 1304.52 (a) (1); (b); (c)
- 1304.52 (h) (2)
- 1306.23
References:


Resources and Materials: (To find the resources listed, use the search box on the ECLKC website: www.eclkc.ohs.acf.hhs.gov and/or the search box for your browser. Enter the full title of the resource in the search box.)

ECLKC:


Other:

- Print and Online Resources on Leadership in Early Childhood Education; Copyright 2005 by the National Association for the Education of Young Children.
- *Mentoring Directors as a Strategy to Improve Quality in Early Childhood Programs* [Research Notes]. Wheeling, IL: McCormick Center for Early Childhood Leadership, National Louis University, Fall 2011.
Chapter Six: Networking and Partnerships

Our mission in this new century is clear. For good or ill, we live in an interdependent world. We can’t escape each other. Therefore, we have to spend our lives building a global community of shared responsibilities, shared values, shared benefits.
— Bill Clinton

Purpose: To emphasize the importance of collaboration with community agencies to provide the highest quality services in an Early Head Start (EHS) program

Key Ideas from Video:

- The first step for all EHS leaders is to discover everything about the community served.
- Collaborating with other community agencies with similar purposes that serve the same population is a critical element for success.
- Resources that support an EHS program come from many places in a community.

Focus for Learning:

- Identify key community stakeholders and partners serving the same population in a specific service area.
- Describe how a strong community assessment lays a foundation for program development and change.
- Identify key elements of building strong community partnerships and collaborations.
Ideas for Use:

- Use content from this video chapter to emphasize the importance of building a strong community network to support the mission of the program during a training or presentation.
- Show the video chapter as an introduction to complete the community assessment with the management team, board of directors, policy council, and community representatives.
- Insert the video chapter into a presentation to begin small-group work around identifying key stakeholders in communities to support EHS and Migrant and Seasonal Head Start.

Relevant Head Start Performance Standards:

- 1301.2
- 1304.3 (a)(3)
- 1304.23 (a)(4)
- 1304.24 (a)(3)(iv)
- 1304.40 (a)(3); (b) (d) (g)
- 1304.41
- 1304.50 (b)
- 1304.51 (a) (b)
- 1304.52 (a) (2) (iii); (d) (5)
- 1305.3 (c)
- 1306.22 (d)
- 1310.23

References:

- Building Strategic Partnerships to Foster Community Engagement in Education [Webinar 5]. February 9, 2009.
- Jolin, Michele, Paul Schmitz, and Willa Seldon. Community Collaboratives Whitepaper: A Promising Approach to Addressing America's Biggest Challenges.
Resources and Materials: (To find the resources listed, use the search box on the ECLKC website: www.eclkc.ohs.acf.hhs.gov and/or the search box for your browser. Enter the full title of the resource in the search box.)

ECLKC:

- Understanding How Program Foundations Work Together to Strengthen PFCE Webinar Series
- DLL & Family and Community Partnerships.
- Talking Points: Head Start and Refugee Provider Communication Guide
- Transition Planning Resources
- The Power of Partnerships: How to Create Meaningful Connections with Parents Front Porch Series Broadcast Call Archive, 3/26/2012].
• *Family and Community Partnerships: Reports.*
• *Family and Community Partnerships: Supplementary Materials.*
• EHS-CC Partnership Grants Web Page;

**Other:**

• Ferguson, Chris, Catherine Jordan, Marion Baldwin, D’Ette Cowan (Contributor), K. Victoria Dimock (Contributor), Stacey Joyner (Contributor), Shirley Beckwith (Contributor), Lacy Wood (Contributor), and Zena Rudo (Contributor). *Working Systemically in Action: Engaging Family & Community.* Austin, TX: Southwest Educational Development Laboratory.
• *ZERO TO THREE Home Visiting Community Planning Tool.* Washington, DC: ZERO TO THREE, 2011.
Chapter Seven: School Readiness/Closing Thoughts

“In states that make it a priority to educate our youngest children...studies show students grow up more likely to read and do math at grade level, graduate high school, hold a job, form more stable families of their own. We know this works. So let’s do what works and make sure none of our children start the race of life already behind.”

— President Barack Obama
State of the Union, February 12, 2013

**Purpose:** To provide an overview of how leaders support their programs in assuring school readiness for infants and toddlers.

**Key Ideas from Video:**
- School Readiness is an ongoing process.
- Preparing a child for school requires a high level of family engagement.
- It takes confidence, a good sense of humor, and remembering your mission to succeed as an Early Head Start (EHS) leader.

**Focus For Learning:**
- Define the essential components of school readiness for infants and toddlers.
- Identify strategies to use to engage families in supporting very young children for school success.
- Explain the key ingredients that support school readiness efforts for very young children and their families.

**Ideas for Use:**
- Use this video chapter to begin to introduce one of the key pieces of research listed under References below to your governing board or policy council.
- Show this video chapter to introduce new early childhood education leaders to the basic concepts of school readiness for infants and toddlers in partnership with some of the Resources and Materials listed later.
- Use this video chapter during a short “coffee-break” discussion about leading the school readiness effort, considering when school readiness begins and defining the essential components of school readiness efforts for infants and toddlers with other program leaders.
- Show the video chapter during a community partnership meeting to stimulate discussion about ways communities can engage families in supporting very young children’s school success.

**Relevant Head Start Performance Standards:**
- The Head Start Act of 2007, Sec. 645A (b) (1)
- 1307.3 (b)(1)&(2)
References:


Resources and Materials: (To find the resources listed, use the search box on the ECLKC website: www.eclkc.ohs.acf.hhs.gov and/or the search box for your browser. Enter the full title of the resource in the search box.)

ECLKC:

- *Head Start and Early Head Start School Readiness Frequently Asked Questions (FAQs).*
• Framework for Programs Serving Infants and Toddlers and Their Families.

New You Can Use
• Early Experiences Build the Brain – Foundations of School Readiness.

• Approaches Toward Learning – Foundations of School Readiness Three-Part Series.

• Supporting Early Math Learning for Infants and Toddlers.

Podcasts
• A Quick Look: Recent EHS NRC Resources to Assist you in Thinking About School Readiness for Infants and Toddlers.

• Look at Me! Using Focused Child Observation.

TA Paper
• Early Head Start National Resource Center @ ZERO TO THREE The Foundations for School Readiness: Fostering Developmental Competence in the Earliest Years (TA Paper No. 6). Washington, DC: U.S. Department of Health & Human Services/Administration for Children and Families/Administration for Children, Youth & Families/Head Start Bureau. This is pre-1307, but the information is still relevant.

Other:
• Council on Children With Disabilities, Section on Developmental Behavioral Pediatrics, Bright Futures Steering Committee and Medical Home Initiatives for Children With Special Needs Project Advisory Committee. Table 1: Developmental Screening Tools, pp. 410–413, from “Identifying Infants and Young Children With Developmental Disorders in the Medical Home: An Algorithm for Developmental Surveillance and Screening” Pediatrics, 118, no. 1 (July 2006).

• Developmental Milestones. Atlanta: Centers for Disease Control and Prevention.
• *Putting Infants and Toddlers on the Path to School Readiness: An Agenda for the Administration and 113th Congress.* Washington, DC: ZERO TO THREE, February 2013.

Lessons in Leadership: Lead, Learn, and Pass It On Video Guide

This document was developed by the staff of the Early Head Start National Resource Center in collaboration with the Office of Head Start. The contents of the document are not intended to be an interpretation of policy.

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