

EARLY HEAD START

NATIONAL RESOURCE CENTER (EHS NRC)



Dear Audiocast Participant:

We are so glad that you will join us for an audiocast of the December 16 audioconference, *Planning for Effective Early Head Start Programming: Important Elements in Start-Up*. This is the second in a two-part series for federal staff and training and technical assistance providers on working with Early Head Start grantees as they plan and prepare for the implementation of their programs.

A set of handouts, including copies of faculty biographies, handouts and the evaluation, are attached. Feel free to copy these for other participants. You will notice that some of the handouts provided with the first call are also provided here.

If you have questions, please feel free to contact me. My phone number is (202) 638-1144 x669. Enjoy the program!

Sincerely,

A handwritten signature in black ink that reads "Amanda Perez".

Amanda Perez, MSW
Senior Training Specialist

Planning for Effective Early Head Start Programming: Important Elements in Start-Up

Goal:

Start-Up is a complex process that helps funded organizations plan an Early Head Start program that is in compliance with the *Head Start Program Performance Standards*, and is appropriate to the unique needs of expectant families and infants, toddlers and their families in the context of their communities. **The goal of this audioconference was to offer those who provide oversight and training to programs information on key elements for program success to help guide programs' Start-Up planning.**

Objectives

During this audiocast, panelists:

1. Revisit four “steps” or components of Start-Up for Early Head Start programs;
2. Identify key elements to Early Head Start efficacy for consideration in Start-Up; and
3. Respond to questions related to supporting programs through Start-Up.

*Planning for Effective Early Head Start Programming:
Important Elements in Start-Up*

Agenda for the Original Audioconference

Welcome

Panel Introductions

Panel Discussion

Review of Components of Start-Up

Resources

Management Systems and Procedures

Preparing for Services

Question and Answer

Concluding Words

*Planning for Effective Early Head Start Programming:
Important Elements in Start-Up*

Moderator

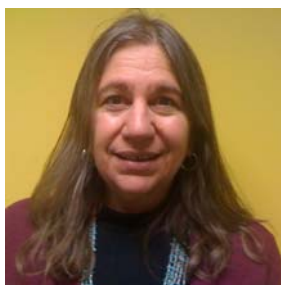
Amanda Perez



Senior Training Specialist
Early Head Start National Resource Center

Faculty

Angie Godfrey



Infant/Toddler Program Specialist
Office of Head Start

Angie Godfrey brings a wealth of experience and expertise to her role as Infant/Toddler Program Specialist at the Office of Head Start (OHS). Prior to joining OHS in December, 2008, Angie was the Director of the American Indian and Alaska Native (AIAN) Technical Assistance Project where she worked for 5 years. Prior to that, she served as the Senior Early Childhood Associate for AIAN, providing support to 44 Early Head Start grantees. Angie also taught infant and toddler courses for Early Head Start and child care providers as adjunct faculty at Northern Virginia Community College. She is the former Director of Alexandria Head Start in Alexandria, VA.

***Planning for Effective Early Head Start Programming:
Important Elements in Start-Up***

Faculty (cont'd.)

Debra Hedin



Area Manager
Early Head Start Liaison
Office of Head Start/Region VIII

Debra Hedin came to the Office of Head Start after working as an Equal Opportunity Specialist for the Office for Civil Rights, Region VIII. Since the inception of EHS, she has served as the EHS Liaison and also is an Area Manager for Region VIII. Previously, she worked with the Head Start Training and Technical Assistance System, providing support to tribal and migrant grantees funded through OHS. In all these roles, Debra builds on her experience as a Head Start teacher and an Early Childhood Specialist. She has a Master's degree in special education and a Baccalaureate degree in child development and family relations.

Brenda Martin



Early Head Start Liaison
Office of Head Start/ Region IV

Brenda Martin's career with the Region IV Federal Head Start Office spans 38 years. In 1971, she started as a college intern and continued as a graduate intern while earning her Master's degree in Early Childhood Education. After graduation, she was a Head Start Program Specialist before serving as a Head Start Supervisor for almost 10 years, and later, the Region IV Early Childhood Education Content Specialist. She has also been the Region IV Early Head Start Liaison since 1995 when EHS grants were transferred to the Regional Offices.

Planning for Effective Early Head Start Programming: Important Elements in Start-Up

What are the Steps Associated with Start-Up Planning?¹

This document describes the four steps associated with Start-Up planning:

1. Utilizing resources
2. Reviewing and developing management systems and procedures
3. Preparing for program services and activities
4. Implementation

While the steps are described in distinct activities or phases, they are in fact interrelated and many of the tasks must occur simultaneously. This is what makes the Start-Up process so challenging.

STEP ONE

Utilizing Resources

All newly funded EHS grantees have a variety of resources available to support their Start-Up efforts including the following:

- **Nearby EHS programs and existing Head Start programs;**
- **Local Part C early intervention agencies;**
- **Other local community partners and agencies;**
- **A Start-Up Planner identified by the program;**
- **An Assigned Federal Specialist;**
- **Training and Technical Assistance Providers; and**
- **The Early Childhood Learning and Knowledge Center (ECLKC;
<http://eclkc.ohs.acf.hhs.gov/hslc>)**

To aid with Start-Up, grantees might establish a **Start-Up Planning Team** that manages and monitors the Start-Up planning process as well as early program implementation. The team can determine the status of the management systems and procedures and create timelines for all Start-Up activities. Include key members who are able to provide infant and toddler expertise, program management experience, decision-making authority, and knowledge of the community's strengths and needs.

¹ Adapted from Early Head Start National Resource Center. *Planning for Early Head Start Services*. (Washington, DC: Department of Health and Human Services/ Office of Head Start, 2009). <http://eclkc.ohs.acf.hhs.gov/hslc/Early%20Head%20Start/Organizational%20Profile%20%26%20Community%20Capacity/OrganizationalRe.htm> (accessed December 10, 2009).

Planning for Effective Early Head Start Programming: Important Elements in Start-Up

What are the Steps Associated with Start-Up Planning (cont'd.)

STEP TWO

Reviewing and Developing Management Systems and Procedures

New EHS programs bring a variety of experiences to Start-Up planning. Some are existing EHS programs, others are existing Head Start preschool grantees, and others are entirely new to Head Start. Regardless, all EHS programs should have key management systems and procedures in place.

Management systems and procedures are necessary to ensure that each program meets the *Head Start Program Performance Standards*. Key systems, procedures, and data that should drive the program in Start-Up include the following:

- **An organizational structure** [45 CFR 1304.52 (a) (1)];
- **A current community assessment** [45 CFR 1305.3 (1) – (6)];
- **Written service plans** [45 CFR 1304.51 (1) (iii)]; and
- **Communication systems** [45 CFR 1304.51 (b)].

STEP THREE

Preparing for Program Activities

Putting an Early Head Start program into action involves multiple, simultaneous tasks. Some of the important considerations to prepare for implementation include the following:

- **Hiring qualified staff members;**
- **Providing a comprehensive initial staff development plan;**
- **Preparing appropriate facilities;**
- **Identifying an approach to curriculum;**
- **Ensuring coordination with community partners; and**
- **Creating a recruitment and enrollment plan.**

STEP FOUR

Implementation

As the EHS program begins to operate, systems must be in place to assess the effectiveness of the program. The flexibility to adapt and adjust services as needed is just as critical. This process is a normal and healthy aspect of any dynamic learning organization. Specific systems to address at this time include the development of the following:

- **An effective training plan; and**
- **The program's continuous improvement efforts.**

EARLY HEAD START ORGANIZATIONAL READINESS CHART

The Organizational Readiness Chart outlines necessary tasks and steps for successful Start-Up planning. Allowing sufficient time for a thorough Start-Up planning process ensures that the program will be ready to provide quality services. Considerations for successful implementation include the program's ability to:

- Fully implement the *Head Start Program Performance Standards*.
- Hire, retain, and train qualified Early Head Start (EHS) staff with infant/toddler and Head Start expertise.
- Ensure an integrated and effective management / organizational systems, policies, and procedures.
- Provide a seamless approach to continuous services that reflect the needs of the community and families served.

Program Name: _____

Date of Review: _____

Grant Award Date: _____

Target Start Date: _____

Area of Focus	Phase 1	Phase 2	Phase 3	Action Steps	Person(s) Responsible	Target Date	TA Support / Comments	Status
START-UP								
Start-Up Planning Team	<ul style="list-style-type: none"> Identify team to carry out and monitor Start-Up plan / early implementation Ensure program option(s) meet community and family needs Hire qualified EHS management staff Hire Start-Up consultant if necessary Identify Start-Up costs and TA needs 							
Negotiated Award / Budget	<ul style="list-style-type: none"> Ensure budget reflects plans and timelines Develop budget monitoring and reporting tools for Start-Up and operating budget 	<ul style="list-style-type: none"> Develop / revise written financial and accounting procedures to include EHS 	<ul style="list-style-type: none"> Ensure Start-Up funds are spent prior to end date of Start-Up period 					

Organizational Chart	<ul style="list-style-type: none"> Develop / integrate EHS structure Ensure structure incorporates and supports EHS <ul style="list-style-type: none"> service model (birth to 5 continuity) systems (ongoing monitoring, self assessment, training and communications) procedures 							
Under-stand EHS	<ul style="list-style-type: none"> Visit at least one EHS program in close proximity Attend EHS event (national or regional) for new programs 							
ORGANIZATIONAL ELEMENTS								
Policy Council (PC) – if new	<ul style="list-style-type: none"> Establish interim PC Develop strategies for shared decision-making process and training 							
		<ul style="list-style-type: none"> Develop written bylaws and procedures for roles and responsibilities Train Board / PC / parents 						
			<ul style="list-style-type: none"> Implement 					
Policy Council (PC) – if combining with an existing Head Start PC	<ul style="list-style-type: none"> Define integration of EHS into existing Head Start PC and parent committee structure 							
		<ul style="list-style-type: none"> Revise by-laws to include EHS Monitor EHS Start-Up progress by PC and Board 						
			<ul style="list-style-type: none"> Approval of by-law revisions by PC and Board Monitor EHS implementation and operating budget Approvals of new / revised program policies and service plans 					

Meeting Community Needs	<ul style="list-style-type: none"> Compare program option(s) and design to community needs 								
		<ul style="list-style-type: none"> Update services based on community needs 							
			<ul style="list-style-type: none"> Update services based on community and enrolled family needs 						
Health Services Advisory Committee	<ul style="list-style-type: none"> Identify composition to ensure EHS and infant / toddler expertise including dental, vision, and mental health 								
		<ul style="list-style-type: none"> Review health-related issues at ongoing meetings 							
Collaborations with Part C	<ul style="list-style-type: none"> EHS and Part C meet 								
		<ul style="list-style-type: none"> Develop preliminary agreement 							
			<ul style="list-style-type: none"> Finalize via written agreement and obtain governing body approval 						
Child Care Subsidies – to support full-year, full-day (if not operating directly)	<ul style="list-style-type: none"> Explore feasible options Identify partners to assure full range of services (full day / full year) 								
		<ul style="list-style-type: none"> Develop systems to access funds, if necessary, and to monitor quality Establish ongoing procedures to monitor quality and child care / EHS requirements 							
			<ul style="list-style-type: none"> Complete collaborative agreements / contracts and obtain governing body approval 						

Training / Technical Assistance (T/TA)		<ul style="list-style-type: none"> Develop initial plan to support the implementation of services; update as new staff are hired Ensure T/TA on infants, toddlers, and pregnant women topics 							
			<ul style="list-style-type: none"> Implement as designed; update as necessary 						
Job Descriptions	<ul style="list-style-type: none"> Write job descriptions, assure compliance of duties to regulations and obtain governing body approval 								
		<ul style="list-style-type: none"> Review job duties with new staff 							
			<ul style="list-style-type: none"> Review job duties with new staff 						
Personnel Policies		<ul style="list-style-type: none"> Revise to support / integrate EHS staff and obtain governing body approval 							
			<ul style="list-style-type: none"> Ensure complete Human Resources record keeping 						
Management Staff	<ul style="list-style-type: none"> Hire qualified EHS Program Director and obtain Policy Council approval and submit to Regional Office 								
		<ul style="list-style-type: none"> Recruit and hire key management staff; verify qualifications and expertise 							
Direct Service Staff	<ul style="list-style-type: none"> Identify qualifications, selection process and recruitment strategy 								
		<ul style="list-style-type: none"> Advertise and recruit staff 							
			<ul style="list-style-type: none"> Hire qualified staff 						
Staff Supervision and Support	<ul style="list-style-type: none"> Verify in organizational chart 								
		<ul style="list-style-type: none"> Train supervisors on supportive supervision and various support tools 							
			<ul style="list-style-type: none"> Implement 						

Facilities	<ul style="list-style-type: none"> Identify needs; assure usable space, health and safety requirements 								
		<ul style="list-style-type: none"> Approve space plans and/or renovations underway; assure Davis/Bacon compliance 							
			<ul style="list-style-type: none"> Complete renovations; license pending 						
Equipment and Supplies	<ul style="list-style-type: none"> Identify EHS needs to be purchased with Start-Up funds (such as buses) Develop purchase plan and timetable 								
		<ul style="list-style-type: none"> Develop and conduct bid process Prepare ongoing materials and supplies list (include diapers) 							
			<ul style="list-style-type: none"> Purchase equipment and supplies 						
Recruitment and Enrollment of Children and Families	<ul style="list-style-type: none"> Selection and enrollment criteria developed and approved by governing body 								
		<ul style="list-style-type: none"> Begin recruitment and enrollment process 							
			<ul style="list-style-type: none"> Continue recruitment and enrollment, concurrent with offering services 						
SERVICE ELEMENTS									
Curriculum for Child Development and Services for Pregnant Women	<ul style="list-style-type: none"> Select curriculum and obtain governing body approval 								
		<ul style="list-style-type: none"> Develop curriculum planning process and tools 							
			<ul style="list-style-type: none"> Train staff on implementation (prior to enrollment) 						

Transition Plans for Children and Families	<ul style="list-style-type: none"> Identify partners (I.E. Head Start, child care, preschools, special needs programs, and Part C) 								
		<ul style="list-style-type: none"> Develop written plans, policies and tools, obtain governing body approval 							
			<ul style="list-style-type: none"> Train staff Implement plans and procedures 						
Developmental Screening and Assessment Tools	<ul style="list-style-type: none"> Identify health partners; establish links to develop agreements and service plans Develop or integrate system for obtaining developmental screening, assessment information and referral process 								
		<ul style="list-style-type: none"> Train staff on process and implementation of tools and referrals 							
Medical Home and Access to Health, Dental, and Mental Health	<ul style="list-style-type: none"> Obtain providers and establish links to develop agreements and service plans 								
		<ul style="list-style-type: none"> Develop systems to identify and track family medical homes Develop / integrate system for post-natal health visits to newborns 							
			<ul style="list-style-type: none"> Hire / contract mental health professional 						
Parent Involvement across Services	<ul style="list-style-type: none"> Involve parents on Start-Up team 								
		<ul style="list-style-type: none"> Establish / integrate EHS into parent committees 							
			<ul style="list-style-type: none"> Active parent involvement in planning and implementation 						

Family Partnerships	<ul style="list-style-type: none"> Identify strategies for developing family partnership agreements 							
		<ul style="list-style-type: none"> Solidify relationships and services Establish procedures and tools 						
			<ul style="list-style-type: none"> Train staff Implement 					

MODEL SPECIFIC ELEMENTS

Home-Based Program Option			<ul style="list-style-type: none"> Conduct home visits on a weekly basis and for 90 minutes (year round) Home visits have a child development focus Socializations offered twice monthly and have a parent-child focus 					
Combination Program Option			<ul style="list-style-type: none"> Class sessions and home visits are equal to services provided through home-based option or center-based option (year round) 					
Center-Based Program Option			<ul style="list-style-type: none"> Center-based care (year round) is sufficient in length of hours (part day / full day) as per community assessment (Double sessions not allowable) Center-based care is high quality Meets staff ratios and group size requirements Staff meet qualification requirements 					

<p>Family Child Care (FCC) Program Option</p>			<ul style="list-style-type: none"> • FCC service (year round) is sufficient in length of hours (part day / full day) as per community assessment • FCC service is high quality • Provide adequate and effective management for oversight of FCC homes 					
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**Early Head Start Tip Sheets
(Revised March, 2010)**

Tip Sheets are brief resources that offer information on particular topics affecting Early Head Start programs. As federal staff and training and technical assistance staff provide support to programs during Start-Up, the Tip Sheets listed below offer a basis for learning, discussion, clarification and problem-solving. Please note that Tip Sheets are not regulatory documents. They are available online at the Early Childhood Learning and Knowledge Center (<http://eclkc.ohs.acf.hhs.gov/hslc>) and the Early Head Start National Resource Center (<http://www.ehsnrc.org/Publications/index.htm>). Some Tip Sheets are also available in Spanish.

#	TIP SHEET TOPIC	DATE RELEASED
1	How do we go about screening premature infants when there is no developmental screening tool that allows for a negative age?	March 2003
2	Why do both staff members in an EHS classroom with eight children need to be teacher qualified?	Revised June 2009 August 2001
3	Do programs need to provide formula during socializations?	March 2003
4	Are Early Head Start programs required to provide full-day/full-year services? What is the working definition of full-day/full-year?	Revised Dec 2009 Revised April 2003 August 2001
5	Does a child from an EHS program automatically qualify for Head Start at the age of three? Attached resource Anticipating Transition Issues in EHS: Developing a Thoughtful Approach	November 2001
6	What is the difference between screening and assessment?	March 2003
7	What are the differences between a registered dietician (RD) and a nutritionist? Attached resource Issues Related to Feeding Infants in the Child and Adult Care Food Program (CACFP)	August 2002
8	Why are EHS programs responsible for providing diapers and formula?	Revised Oct 2009 September 2002
9	How do programs plan and implement developmentally appropriate environments that meet the intent of the Head Start Performance Standards for infants and toddlers?	March 2003
10	How can an EHS program have a written curriculum with lesson plans and still follow the baby's lead as he/she creates his/her own curriculum?	March 2003
11	Does the 85% monthly average daily attendance rate rule apply to EHS programs?	May 2003
12	EHS and Child Care partnerships	Being Revised June 2003
13	How does an EHS program establish an effective system for infant/toddler staff development?	Revised Nov 2003 October 2003

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14	May EHS programs include non-EHS families in socialization and parent activities?	November 2003
15	Should EHS programs enroll pregnant women/expectant families?	November 2003
16	What are the guidelines for dividing a large space into separate infant/toddler classrooms?	November 2003
17	How do EHS programs divide an infant/toddler classroom into separate learning areas?	November 2003
18	Why does EHS address oral health care for infants and young children?	November 2003
19	How do the requirements regarding enrollment of at least 10% of children with disabilities apply for an agency that has both a Head Start and an Early Head Start program with one grant award?	Revised Jan 2010 Revised May 2004 November 2003
20	How do infant and toddler sleeping arrangements meet the Head Start Performance Standards and incorporate best practice?	November 2003
21	What do we mean by continuity of care in out-of-home care settings?	May 2004
22	What does Infant Mental Health (IMH) mean? And, how do EHS programs implement quality IMH services?	May 2004
23	As Early Head Start programs design and adapt their program models based on the needs of the families they serve, how do they determine which program option(s) to offer, and the flexibility within those program options?	Revised June 2009 August 2004
24	What is the Head Start Governance Structure when the agency is: a. A grantee for EHS and a grantee for preschool Head Start? b. An EHS grantee and a delegate agency for preschool Head Start? c. A delegate for EHS and a delegate agency for preschool Head Start?	Refreshed Feb 2010 January 2005
25	How do we support services for infants and toddlers in a birth-to-five program?	Being Revised May 2005
26	How do you create an effective environment for infant/toddler socializations in an Early Head Start Home-Based program?	May 2006
27	What are 'behavioral skills' in infants and toddlers? How do we screen them?	Refreshed Feb 2010 October 2007
28	What is the 'Care for Their Air' campaign? Does it apply to Early Head Start?	July 2008
29	Does Early Head Start support math and science development with infants and toddlers? Addendum: Supporting Math and Science Discovery with Infants and Toddlers.	July 2008
30	Do infant and toddler screenings need to be standardized?	July 2008
31	What is the maximum number of children for a home visitor caseload?	March 2009
32	What types of play materials can be used from the home to create purposeful learning experiences for infants or toddlers during a home visit? Addendum: Using Ordinary Materials to Promote Discovery & Learning with Infants and Toddlers	March 2009
33	If a family has more than one child enrolled in the EHS home-based program, is a home-visit required for each child?	March 2009
34	How is working with teen parents different than working with older parents?	March 2009

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	Addendum: Stages of Adolescent Development	
35	What is CSEFEL? Can EHS programs use the infant and toddler materials?	March 2009
36	What are 'challenging behaviors' when working with infants and toddlers?	September 2009
37	How do you know if infants and toddlers with challenging behaviors need an individualized support plan? What is the process of developing a plan? What if it doesn't work?	September 2009
38	Can grandparents be included in EHS home visits or socializations?	September 2009
39	Is it required for a newly funded EHS program to hire a start-up planner?	September 2009
40	Does EHS enroll pregnant women within a specific program option?	October 2009

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**Looking for Easy-to-Share, On-Line
Resources and Information on Start-Up?**

The following pages on the Early Childhood Learning and Knowledge Center are dedicated to elements of Start-Up Planning. These resources may be particularly helpful to new programs. Early Head Start staff should be cautious about generalizing materials designed specifically for staff serving preschool programs.

Early Head Start:

<http://eclkc.ohs.acf.hhs.gov/hslc/Early%20Head%20Start>

Facilities:

<http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Facilities>

Fiscal:

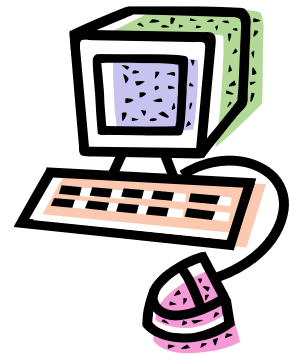
<http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Fiscal>

Management and Administration:

<http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Management%20and%20Administration>

Self-Assessment and Ongoing Monitoring

<http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Management%20and%20Administration/Self-Assessment%20&%20Ongoing%20Monitoring>



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Selected Resources

For more information, see the following resources:

Berlin, Lisa, ed. Opening the black box: What makes early child and family development programs work? *Zero to Three* 18, no. 4 (1998).

Chazan-Cohen, Rachel, Deborah R. Stark, Tammy L. Mann, and Hiram Fitzgerald, eds. Early Head Start and infant mental health. *Infant Mental Health Journal* 28, no. 2 (2002).

Early Head Start National Resource Center. *Early Head Start and Head Start partnerships: Building a Birth to Five Head Start program*. Washington, DC: US Department of Health and Human Services, 2005. <http://ehsnrc.org/PDFfiles/TA8.pdf> (accessed December 10, 2009).

Early Head Start National Resource Center. *Early Head Start Program Strategies: Socializations for Infants and Toddlers in the Early Head Start Home-Based Program Option*. Washington, DC: US Department of Health and Human Services, 2001. <http://ehsnrc.org/pdffiles/EHSProgramStrategies.pdf> (accessed December 10, 2009).

Kisker, Ellen Eliason, Diane Paulsell, John M. Love, and Helen Raikes. *Pathways to quality and full implementation of Early Head Start programs*. Washington, DC: Office of Research, Planning and Evaluation, US Department of Health and Human Services, 2002. http://www.acf.hhs.gov/programs/opre/ehs/ehs_resrch/reports/pathways/pathways_title.html (accessed December 10, 2009).

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3. Explain what information was least useful to you and any recommendations you would suggest:

4. What topics would you like to have addressed in future audioconferences?

5. Additional comments:

Please fax or mail your completed evaluation forms after the audioconference to:

Attn: Amanda Perez
Fax: (202) 638-0851
EHS NRC @ ZERO TO THREE
2000 M Street, NW, Suite 200
Washington, DC 20036

Thank you!