Early Head Start Child Care Partnership: Honoring the Process of Partnership

Office of Head Start National Centers

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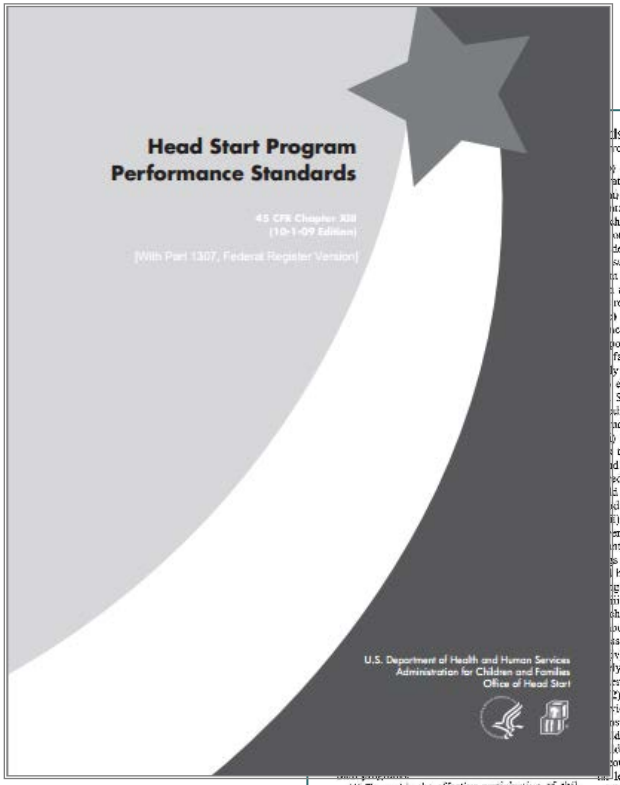
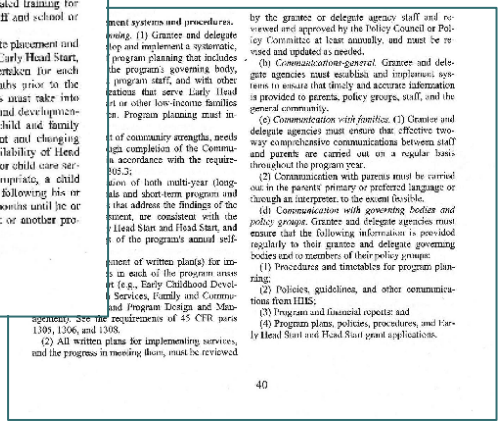
Objectives

- Identify the goals and objectives of the Early Head Start Child Care Partnerships
- Describe ways to develop and sustain partnerships
- Investigate the connections between OHS and OCC around systems and data

Head Start Program Performance Standards





1304.41(a)
Community Partnerships

1304.51(a) (1)
Management Systems and Procedures

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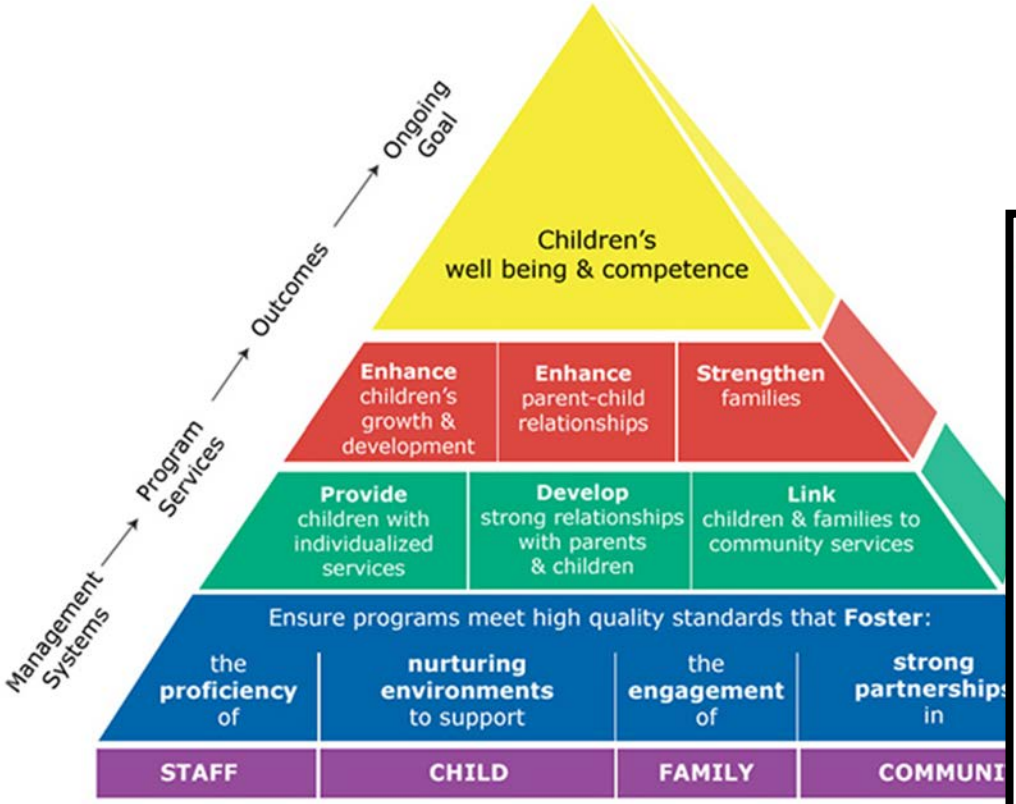
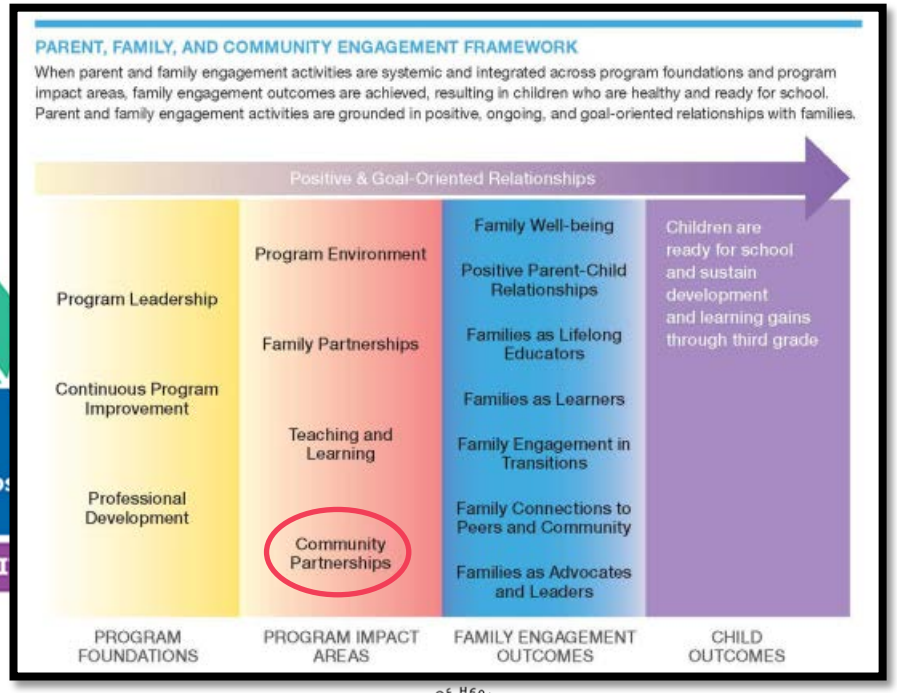
Program Performance Pyramid Model:

Supporting a Comprehensive Birth to Five Approach/Families & Community are Key!





Office of Planning, Research and Evaluation
http://www.acf.hhs.gov/programs/opre/ehs/perf_measures/index.html

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OHS Parent, Family and Community Engagement Framework

Community Partnerships refers to partnerships with community agencies that support children and families. It also refers to program efforts that help families build relationships among themselves and within broader communities. Head Start staff and families develop community partnerships to build peer networks, to link families and children to needed services, and to support successful transitions for children and families.

For Children: Science Tells Us…

Early Care and Education Programs

What are we learning from research?

What do we know about development in the earliest years?

- **The science of early childhood development clearly demonstrates that brain development is most rapid in the first years of life.**
  - Although the development of the brain has a long trajectory, beginning a few days after conception and continuing through adolescence, some of the most dramatic changes in the brain's architecture take place during the first few years of life.
  - For example, the development of structures that allow different parts of the brain to communicate occurs largely in the first year of life for auditory and language development, and in the first 5 years for other higher cognitive functions.

- **The science of early childhood development also demonstrates that children's early experiences have a profound influence on brain development.**
  - Nurturing and stimulating relationships with parents and caregivers during the first five years of life builds healthy brain architecture and provides a foundation for life-long healthy development and learning.
  - Conversely, early disadvantage, including experiences associated with growing up in poverty, can disrupt healthy brain development and have detrimental consequences for children's long term outcomes, educational attainment, and success.

- **The costs of early disadvantage are evident in children of very young ages and persist over time.**
  - As early as nine months of age, research shows that low-income children are more likely to demonstrate delays in their cognitive, language and social-emotional development compared to their higher-income peers.
  - This gap in development and learning continues to grow over time and, by the start of school, low-income children are on average a full year behind their peers (i.e., roughly equivalent to a standard deviation) in cognitive and language skills.
  - These problems continue as children enter school. Low-income children are more likely to experience academic failure, repeat grades, and drop out before completing high school.

- **Nonetheless, brain circuitry is malleable during the early years and young children, particularly infants and toddlers, are highly resilient suggesting this may be a prime time for effective intervention.**

Photo Courtesy of EHS NRC

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From the Harvard Center on the Developing Child

: http://developingchild.harvard.edu/key_concepts/brain_architecture/

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An Office of the Administration for Children & Families

Office of Child Care

New Early Head Start – Child Care Partnership Funding

In the 2013 State of the Union address, President Obama announced plans to grow the supply of high-quality early learning opportunities for children from birth— 3, so that more children from low-income families can develop and learn from an early age, through Early Head Start-Child Care Partnerships.

Public Law No: 113-76:

"$500,000,000 shall be available through March 31, 2015 … for new discretionary grants for high quality infant and toddler care through Early Head Start – Child Care Partnerships…"

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Child Care and Development Fund

OCC Vision

- More children in low-income families able to access high quality care

CCDF Purpose

- Assists low-income working families obtain child care so they can work or attend training/education
- Improves quality of child care and promotes coordination among early childhood development and afterschool programs

CCDF Law

- Child Care and Development Block Grant Act (CCDBG) of 1990
- Section 418 of Social Security Act

Early Head Start – Child Care Partnerships

- Support states and communities in expanding high quality early learning and development opportunities for infants and toddlers
- Early Head Start applicants who demonstrate partnership will join with child care providers who agree to meet high standards of quality.
- Enhance and support early learning settings; provide new, full-day, comprehensive services that meet the needs of working families; and prepare children for the transition into preschool

Who Benefits from CCDF…

Children from birth through age 12 in vulnerable families have access to child care settings that meet their needs.

Parents in eligible low-income families who are working or in training receive help paying for child care at a provider of their choice.

Child care providers receive reimbursement for serving low-income families. Child providers receive supports from States and Territories to improve quality of care.

OCC Quality Framework

CCDF improves the quality of care to support children's healthy development and learning by supporting child care licensing, quality improvements systems to help programs meet higher standards, and support for child care workers to attain more training and education.

Health and Safety

What's That System?

- QRIS – Quality Rating Improvement System
- CCDF – Child Care Development Fund
- RTTT ECE Challenge Grant – Race to the Top Early Childhood Challenge Grant
- CCR&R – Child Care Resource and Referral
- PDAS – Professional Development and Appraisal System

Purpose of Early Head Start

To promote the school readiness of low income children by enhancing their cognitive, social and emotional development

- in a learning environment that supports children's growth in language, literacy, mathematics, science, social and emotional functioning, creative arts, physical skills, and approaches to learning, and
- through the provision of health, educational, nutritional, social and other services that are determined, based on family needs assessments, to be necessary.

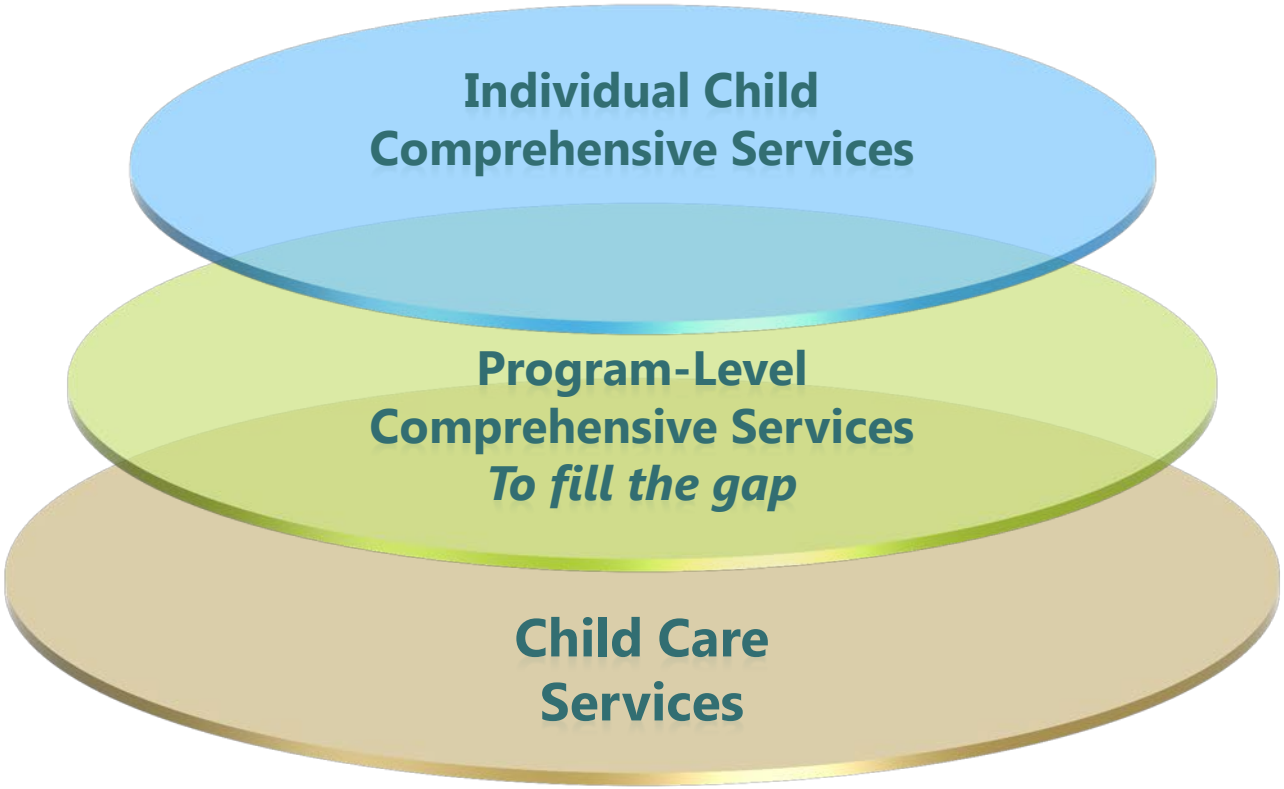
EHS Options for Child Care Partnerships

- Center Based Option
  - "Full year" center based program
- Family Child Care Option
  - All EHS with FCC as primary delivery (with some structural differences- i.e. ratios, space, class size)
- Combination of Center and Family Child Care

Financing EHS-CC Partnerships

Courtesy of NCPMFO

Layering Services



Adapted from Office of Head Start and Office of Child Care presentation on March 31, 2014, *Maximizing Resources in Early Head Start(EHS)/Child Care (CC) Partnerships/Role of Governance in EHS/CC Partnerships*

Allowable Expenses for EHS funds

- Professional Development
- Salaries and benefits
- Curriculum materials and enhancements
- Equipment
- Comprehensive services
- Teacher supports
- Training
- Monitoring

Schilder, D. (2014) Child Care/Head Start Partnership Snapshot: What the Research Says About Establishing and Sustaining Partnership, Waltham, MA, Education Development Center, Inc.

What is a community?

Community

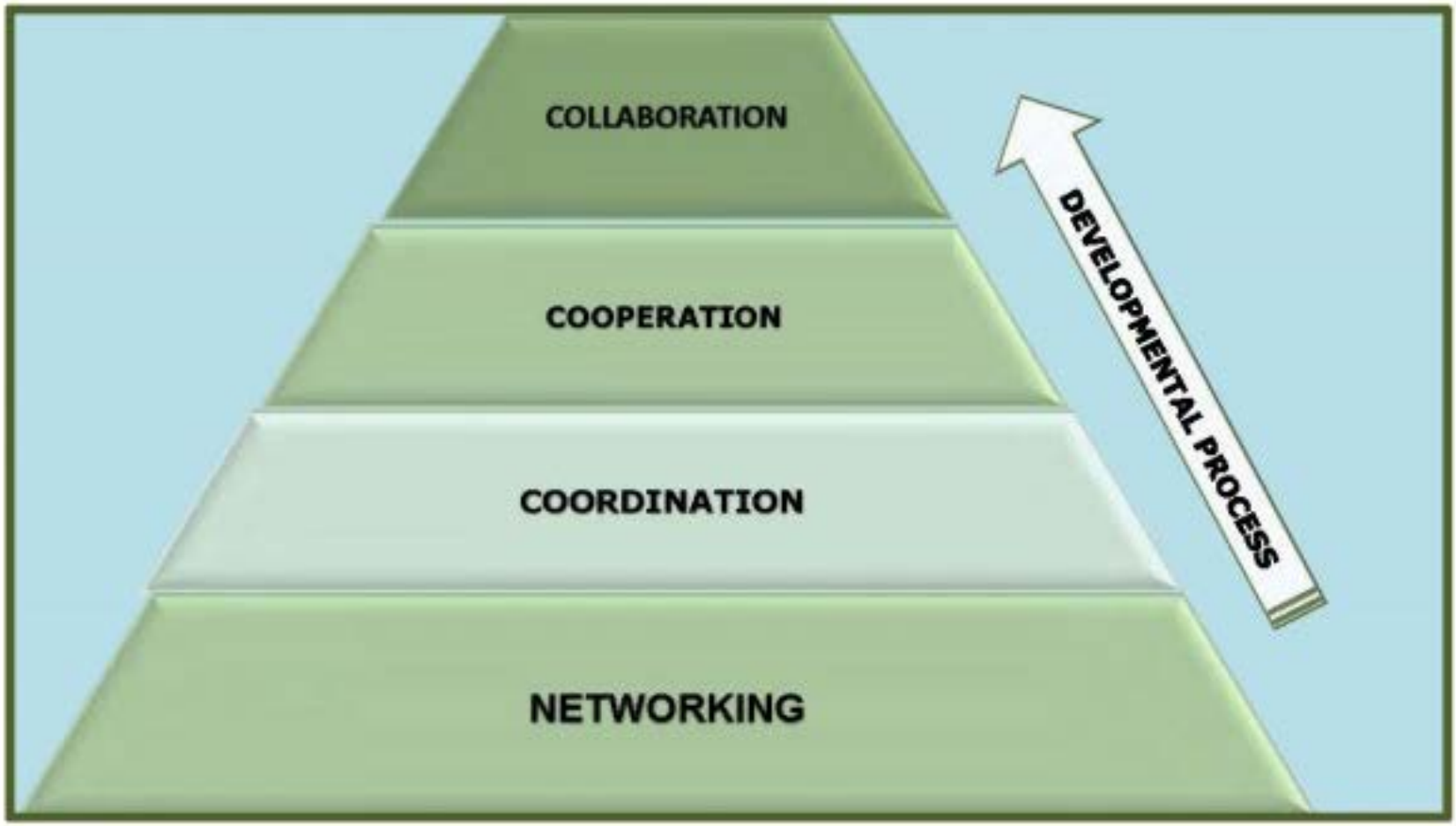
"… a city, county, a multi-city or multi-county unit within a state, an Indian reservation, or any neighborhood or other geographic area (irrespective of boundaries or political subdivisions) which provides a suitable base and possesses the commonality of interest needed to operate a Head Start program. (HSPPS, p. 1)

What Community Means To Me

1. Think about a time in your life when you felt part of a "community".
   - When thinking back on the experience, what feelings do you remember?
   - How did the experience affect you? – influence your values, goals, perspectives about life?

2. Think about the families you serve.
   - What feelings do you think they experience?
   - How might their experiences affect them?

Community Partnerships: The Developmental Continuum of Collaboration

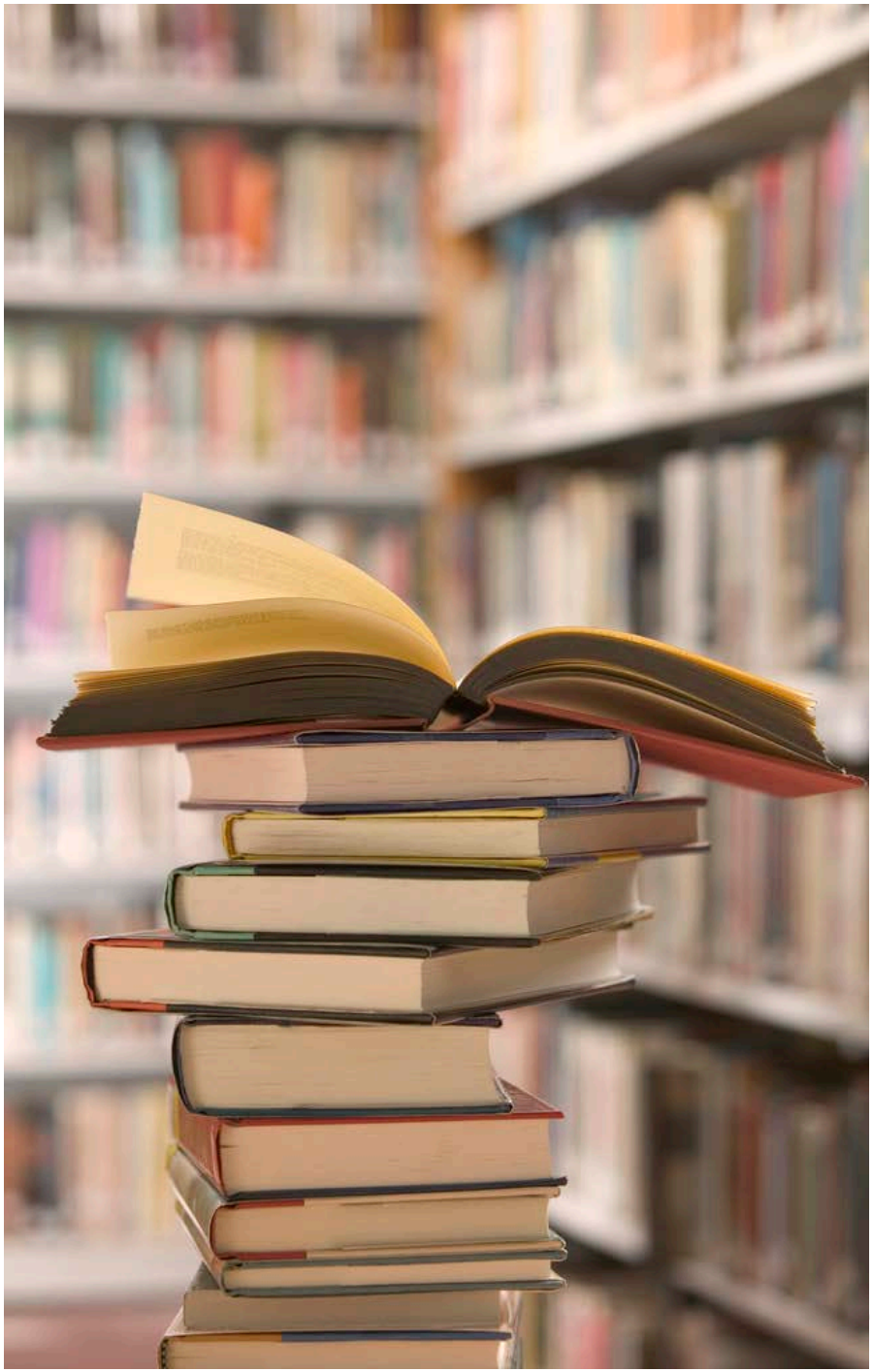


Successful Partnerships

What the Research Says*

- Average 6 months to establish and met at least 3 times before signing
- Processes and procedures
- Have written agreements
- Communication is key

*Schilder, D. (2014) Child Care/Head Start Partnership Snapshot: What the Research Says About Establishing and Sustaining Partnership, Waltham, MA, Education Development Center, Inc.



Assessing Community Partnerships

4 RESOURCES FOR COMMUNITY PARTNERSHIPS

Assessing and Growing Your Community Partnership

Building and maintaining effective community partnerships requires dedicated time and ongoing attention to the collaborative process. This checklist will help you understand where your partnership is thriving and where it may need attention. It can also be used with your partners so they may focus on, assess, and improve the quality of their collaborative efforts.

Assessing Your Community Partnership

1. Our partnership has developed a shared vision and a set of shared goals.

   Disagree 1 2 3 4 5 Agree

   If you disagree, say why: _____

2. Our partnership has successfully engaged a broad base of partners from a range of individuals and organizations representing all the key stakeholders.

   Disagree 1 2 3 4 5 Agree

   If you disagree, say why: _____

3. Our partnership has the right "mix" of partners so that we our representative, inclusive, and effective.

   Disagree 1 2 3 4 5 Agree

   If you disagree, say why: _____

4. Families and consumers are involved in our community partnership in a meaningful way.

   Disagree 1 2 3 4 5 Agree

   If you disagree, say why: _____

Adapted from Strengthening Partnerships: Community School Assessment Checklist. Institute for Educational Leadership and The Finance Project. 2000.

Institute for Educational Leadership 23

Photo courtesy of Britt

Our Successes and Challenges

Activity Guidelines

Photo courtesy of Britt

- Select a spokesperson and recorder.
- Think about one successful and one challenging community partnership story and strategy.
- Share and record on chart paper.
- Use resources.
- Select one strategy for each to share.

Effective Partnership – What does it take?

Key Elements of Community Partnerships

Photo courtesy of Britt

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Thank you.

Please complete your evaluations.