Center-Based Option and Environments in Early Head Start – Child Care Partnerships

Region V Leadership and Professional Development Conference

Chicago, IL

October 14, 2015
Welcome

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Ice Breaker and Introductions
Learning Objectives

- Develop an understanding of the integrated approach to implementation
- Develop an understanding of center-based programming within the EHS-CCP context
- Discuss health and safety and indoor and outdoor environment topics in relation to the EHS-CCP center-based option
Early Head Start was launched in 1995 to provide comprehensive child and family development services for low-income pregnant women and families with infants and toddlers ages birth to three years.

Sixty-eight programs were funded and viewed as a national laboratory to demonstrate the impact that can be gained when early, continuous, intensive, comprehensive services are provided to infants, toddlers, and their families on a year-round basis.

**Purpose of the Program:**

- To enhance children's physical, social, emotional, and intellectual development
- To support parents' efforts to fulfill their parental roles; and to help parents move toward self-sufficiency
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...”
# Early Head Start – Child Care Partnership Enrollment

<table>
<thead>
<tr>
<th>State</th>
<th>Center-Based Partner Enrollment</th>
<th>Family Child Care Partner Enrollment</th>
<th>Total Partnership Enrollment</th>
<th>Expansion Enrollment</th>
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The Future

• The National Early Head Start Research Report (2001) found that children performed significantly better on:
  • A range of measures of cognitive
  • Language Skills
  • Social-emotional development

• Their parents scored significantly higher than control group parents on many aspects of the:
  • Home environment
  • Parenting behavior
  • Knowledge of infant-toddler development

• EHS families were more likely to attend school or job training and experienced reductions in parenting stress and family conflict.

*Early Head Start makes a difference in future learning and results!*

Source: Mathematica Policy Research Inc, EHS Research Consortium
Center-Based Option

• Classroom Ratios

• Teacher Credentials

• Program Option Requirements

• Diapers, Formula and Toys
TRUE or FALSE?

All Early Head Start Center-based classroom groups must have a minimum of two staff, at least one qualified teacher and one teacher assistant in each classroom of 8.
False!!!

All classroom groups must have at least **TWO** qualified teachers.

- **Ratio**: No more than four children to one teacher – which allows teaching staff to provide individual and responsive care [1304.52(g)(4)]

- **Small group sizes**: limited to no more than 8 children, which contributes to a nurturing, supportive environment [1304.52(g)(4)].
EHS Teacher Credentials

Qualifications:
• By September 30, 2012
  • All CENTER based teachers must have CDA and be trained or have equivalent course work in Early Childhood Education, with a focus on infant/toddler development.
• NOTE: EHS-CCP programs have the initial 18 month period to support partnership teachers in CDA attainment.

Professional Development:
• 15 hours per program year
• Should be high quality and classroom focused
Center-Based Option in EHS-CCP

• Number of Children per Class: 8

• Number of Teachers: 2
  • Teachers should be primary caregivers to four children. Continuity of Care is recommended when possible.

• Number of Days per Week: 5

• Hours Per Day: 10

• Home Visits per Year: 2
Diapers and Fees

All center-based programs, consistent with the requirements of 45 CFR § 1304.53(b), are expected to provide whatever diapers are needed by the child during the part of the day that the child is at the Early Head Start/Head Start center.

- Parents may not be required to bring diapers or be charged a fee for the diaper costs.

- 1305.9: A Head Start program must not prescribe any fee schedule or otherwise provide for the charging of any fees for participation in the program.
Formula, Toys and Fees

From *Tip Sheet Number 8*

**Formula:**
- 1304.23 (b)(1)(iv) Each **infant and toddler in center-based settings** must receive food appropriate to his or her nutritional needs, developmental readiness and feeding **skills**, as recommended in the USDA meal pattern or nutrient standard menu planning requirements.

**Toys and Materials:**
- 1304.53 (b)(1)(iii) **Grantee and delegate agencies must provide and arrange sufficient equipment, toys, materials, and furniture to meet the needs and facilitate the participation of children and adults.** Equipment, toys, materials, and furniture owned and operated by the grantee or delegate agency must be age-appropriate, safe, and supportive of the abilities and developmental level of each child server, with adaptations, if necessary, for children with disabilities.
Curriculum

• **A Quality EHS Curriculum should include:**
  1. **Goals** for children's development and learning;
  2. **Experiences** through which they will achieve the goals
  3. **Roles** for staff and parents to help children to achieve these goals; and
  4. **Materials** needed to support the implementation of a curriculum.

• Plan must be research-based and grounded in the Head Start Program Performance Standards and sound Child Development Principles.
Three Transitions for Center-Based Care

1. Pregnant Women to the Newborn (if applicable)

2. Daily Transitions (Home to Center, Center to Home)

3. Three year old transition to Preschool or Head Start
   • Transition planning begins at 2 ½ years
Since 1305.9 indicates EHS families should not be charged fees, my program should stop accepting childcare subsidy co-pays from families.
FALSE!!!!

Child-care subsidy co-payments can be collected from EHS families receiving childcare subsidy as part of the blended funding model.
Why Partner?

Early Head Start and Child Care

**OFFICE OF HEAD START**
- Serves 90,000 infants and toddlers living in poverty
- Federal $$ to communities
- Provides materials & services
- Monitors HSPFS

**OFFICE OF CHILD CARE**
- Serves 631,220 low-income infants and toddlers
- Federal $$ to states
- Administers state block grants which provide child care subsidy and quality improvement $$

Early Head Start and Child Care
- More children served
- Higher quality care for all low-income children
- More coordinated services
- Greater efficiency
Layering Services and Costs

Individual Child Services
Layer Three

Program Level Enhancements
(to support comprehensive services)
Layer Two

Core Child Care Services
Layer One

EHS enrolled: EHS-CC partnership funds
*Use other sources of funds for non-EHS enrolled children

Costs covered with EHS-CC partnership funds

Costs covered with child care subsidy
*EHS-CC partnership funds may be used in the case of an EHS-enrolled child if subsidy is lost, insufficient or unavailable
## Region V Co-Payment Policies

<table>
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<tr>
<th>State</th>
<th>Waived Co-Pays</th>
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<tbody>
<tr>
<td>Indiana</td>
<td>100% Federal Poverty Level (FPL)</td>
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<td>100% FPL</td>
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<td>Ohio</td>
<td>10% FPL</td>
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<tr>
<td>Wisconsin</td>
<td>Foster Care and Kinship</td>
</tr>
<tr>
<td>Illinois</td>
<td>None</td>
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</tbody>
</table>
Blending Classrooms for Greater Impact

Example Classroom
Does using infant cribs with solid plastic ends that are placed head to head in infant rooms meet the Head Start Program Performance Standards?
No. CFR 1304.22(e)(7) requires cribs and cots be placed at least three feet apart to avoid spreading contagious illness AND to allow easy access to each child. Cribs spaced less than three feet apart pose a safety hazard in the event the center must be evacuated during an emergency. Staff need immediate access to the children in emergency situations.
Navigating Requirements

State daycare rules and Head Start’s rules sometimes differ. Which rule must Head Start programs comply with?
EXAMPLES

Programs must follow the most stringent rule:

• There is inclement weather and four children are absent. Can one teacher leave for the day since the ratio will be 1:4?
  • 1306.20(c)

• Little Sammy has great self help skills and can hold his bottle. Can the teacher leave him in his bouncer to feed himself while tending to other children’s needs?
  • 1304.23(c)(5)
Navigating child care and Early Head Start policies and regulations, and understanding the implications to ensure successful partnerships

Guiding Principles

Early Head Start (EHS) and child care programs each must follow a set of rules that ensure high-quality care and services. However, those two sets of rules don’t always align easily. Partnerships between EHS and child care programs will only be truly successful when they understand, respect, and deal with the differences.

Resources in this area include information and tools related to:
- Identifying similarities and discrepancies between program regulations and standards
- Addressing discrepancies
- Program-specific terminology and language in regulations and standards
- Implications for staff communication and professional development
- State quality rating and improvement systems (QRIS)
- Early Head Start Program Performance Standards

Regulations and Standards Resources

ACF-IM-HS-15-03 Policy and Program Guidance for the Early Head Start - Child Care Partnerships (EHS-CCP)

This Information Memorandum (IM) was released jointly by the Office of Child Care and the Office of Head Start. It provides policy and program guidance for grantees and their partners. This IM specifically addresses various issues and questions raised by grantees during the EHS-CCP orientations and start-up phase of the grants.

EHS-CCP Baseline Assessments

The purpose of the baseline is to understand the grantees and partners’ current capacity. Baseline information will be used to...
Technical Assistance

Through its Child Care Technical Assistance Network (CCTAN) and federal leadership, OCC provides training and technical assistance to states, territories, tribes and local communities. This involves assessing Child Care and Development Fund grantees’ needs, identifying innovations in child care administration, and promoting the dissemination and replication of solutions to the challenges that grantees and local child care programs face. Our technical assistance helps states, territories, tribes and local communities build integrated child care systems that enable parents to work and promote the health and development of children. To access OCC’s CCTAN website, visit childcareta.acf.hhs.gov.

As of Oct. 1, 2014, OCC’s Child Care Technical Assistance Network includes:

- Child Care Aware
- Child Care & Early Education Research Connections
- Child Care Communications Management Center
- Child Care State Systems Specialist Network
- Healthy Child Care America
- National Center on Child Care Data and Technology
- National Center on Child Care Quality Improvement
- National Center on Child Care Subsidy Innovation and Accountability
- National Center on Early Head Start-Child Care Partnerships (jointly administered by the Office of Head Start)
- National Center on Tribal Child Care Implementation and Innovation

http://www.acf.hhs.gov/programs/occ/ta
National Center on Early Head Start Child Care Partnerships (EHS-CCP)

The National Center on Early Head Start Child Care Partnerships (NCEHS-CCP) is jointly funded by the Office of Head Start (OHS) and the Office of Child Care (OCC). Its purpose is to support the effective implementation of the new Early Head Start Child Care (EHS-CC) Partnerships. NCEHS-CCP will help grantees deliver high-quality, comprehensive services to low-income infants, toddlers, and their families.

NCEHS-CCP will do this by providing training and technical assistance (T/TA) and other resources to federal staff, OHS and OCC T/TA providers, Head Start state and national collaboration offices, and Child Care and Development Fund (CCDF) administrators. The goal is to ensure all are equipped to meet the needs of new EHS-CC Partnership grantees.

Learn More ▶

Highlighted Resources

Developing and sustaining effective relationships ▶ to ensure successful partnership.

Navigating child care and Early Head Start policies and regulations ▶ and understanding the implications to ensure successful partnerships.

Blending and meeting fiscal challenges ▶ to ensure sustainable and successful partnerships.

Managing, training, and supporting early care and education staff ▶ across programs and systems to ensure successful partnerships.

https://childcareta.acf.hhs.gov/early-head-start
Small Group Discussion

• Share something new you have learned about the center-based option in Early Head Start – Childcare Partnerships.

• What will you bring back to your program?

• Do you plan on making any changes when you get back?
15 Minute Break!
Indoor and Outdoor Environments
As stated in HSPS 1304.53 (a)(3) “the center space provided by grantee and delegate agencies must be organized into functional areas that can be recognized by the children and that allow for individual activities and social interactions.”
Infants and Toddlers

• Learn and explore most successfully within their relationships with caregivers.
• Easily focus on particular activities when they have easy visual and physical access to their infant-toddler teachers.
Design of Spaces

- Enhance learning for individuals as well as for the group as a whole.

- Separate messy experiences from neat ones, quiet activities from noisy events, and fine motor from large motor.
Separation of Spaces

- Can be created by strategic placement of shelves or use of an area rug.

- Equipment in this area can be altered to meet changing needs of the group or individuals.
An Open Area in the Center of the Room

Allows toddlers to engage in:

• vigorous walking or pushing activities
• creates a space for gross motor equipment such as a tunnel.
Areas of Learning Include

- Fine muscle manipulation (stacking, sorting, nesting, dumping & filling)
- Dramatic play
- Reading
- Sensory and large motor experiences
- Art and music.
Enhancing Learning

• Cozy spaces where infants and toddlers can regulate intense emotions of excitement, sadness, or anger.

• Areas where daily routines such as eating, sleeping, and diapering occur.
Resource:

“Why the Environment is Important: the Relationship between Quality Facilities and Quality Programs”

-Louis Torrelli

(available on ECLKC)
Well Designed Environments

• Enable children to engage in focused, self-directed play.
• Supports both exploration and a sense of control.
The Physical Environment

- Well-designed spaces promote a sense of security.
- Teachers are supported in their role as observers and facilitators of children’s learning and development.
Activity: 10 Minute Discussion

Pick two questions and discuss with a neighbor…

• What makes me feel welcome in an environment?
• What strategies and materials do you use to create a welcoming environment for the children, families, and staff?
• What role do you play in your environment?
• How do you create a homelike environment?
A Well-Designed Infant/Toddler Environment

Supports & encourages:
• social emotional needs
• responsive care from adults
• peer relationships

Is developmentally appropriate:
• age appropriate
• individually appropriate
• culturally appropriate
What Do You See?
What Do You See?
What Do You See?
What Do You See?
What Do You See?
What Do You See?
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What Do You See?
What Do You See?
Early Head Start Tip Sheet No. 17
“How Do EHS Programs Divide an Infant/Toddler Classroom Into Separate Learning Areas?”
Caregivers need to supervise infants/toddlers closely to prevent falls, the leading cause of unintentional, nonfatal injury among all children ages birth to 5.
Creating A Culture of Safety Within Infant Toddler Care

- Small group/low ratio
- Responsive/individualized care
- Primary caregiver system
All Routines

• Actively supervise
• Create safe environments
• Maintain safe environments
• Store and lock poisonous products
Safety During Daily Routines

- Diapering and Toileting
- Feeding
- Napping
- Play
Diapering/Toileting

• Stay "hands on" and engaged
• Store diapering supplies safely
Feeding

- Check food temperatures
- Position children to eat safely
- Choose age-appropriate foods
Napping

- Use safe cribs (for younger toddlers)
- Use safe sleep practices
- Offer child appropriate sleeping furniture (for older toddlers)
Play

• Use equipment and materials that are safe for and have no small parts
• Instruct toddlers in the safe use of materials and equipment
• Instruct toddlers in the safe use of outdoor materials and equipment
• Teach toddlers pedestrian safety techniques
What Is Active Supervision

Active supervision requires *focused attention* and *intentional observation* of children *at all times*. Educators (all Head Start staff who care for children) *position themselves* so that they can observe all of the children: *watching, counting, and listening at all times*. They also use their knowledge of each child’s development and abilities to *anticipate* what they will do, then get involved and redirect them when necessary. This constant vigilance helps children learn safely.
Elements of Active Supervision

• Set Up the Environment
• Position Staff
• Scan and Count
• Listen
• Anticipate Children’s Behavior
• Engage and Redirect
Nurturing, safe, engaging environments are central to the quality care that supports active supervision.
Before …
After…
Before …
After...
After...
Outdoor Play And Environments

- Early Head Start (EHS) has recognized the importance of outdoor play experiences and appropriate, safe outdoor play spaces for young children.

- Head Start Program Performance Standards—1304.21(a)(5)
  
  “In center-based settings, grantee and delegate agencies must promote each child's physical development by:”
• “(i) Providing sufficient time, indoor and outdoor space, equipment, materials and adult guidance for active play and movement that support the development of gross motor skills;

• (ii) Providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child's developmental level; and

• (iii) Providing an appropriate environment and adult guidance for the participation of children with special needs.”
Question For YOU!

What do infant and toddlers gain from outdoor experiences?
Benefits of Outdoor Play

Going outside…

• Improves children’s health
• Strengthens children’s development
• Builds children’s connection to nature
• Extends the curriculum for infants and toddlers (Social- emotional, physical, cognitive, language)
What makes a good outdoor play space for infants and toddlers?

• Provides safe but stimulating places to play and explore;
• Accommodate the differing needs, skills, and interests of young infants, mobile infants, and toddlers, including those with disabilities
What makes a good outdoor play space for infants and toddlers? (continued)

- Support nurturing adult–child interactions;
- Accommodate adult needs for comfort; Reflect staff and family beliefs, values, and culture
- Incorporate natural elements and native plant life
Resilient Surface
Protection From Excessive Wind and Direct Sun
Safe, Developmentally Appropriate Equipment
Other Considerations

- Access to the outdoor play space
- Grassy area or soft ground cover
- Barriers or pathways
- Vegetation
- Hills, texture walks or paths
- Surfaces for rolling toys
Other Considerations

• Places for motor exploration
• Places for water and sand play
• Places for messy experiences
• Places for looking at books, making music and sounds, and pretend play
• Places for sitting with children
• Nooks and cozy areas
What Do You See?
What Do You See?
What Do You See?
What Do You See?
What Do You See?
What do You See?
“SUPPORTING OUTDOOR PLAY and EXPLORATION for INFANTS and TODDLERS”
Harsh Weather Conditions

Things to remember:

• Check state licensing regulations
• Appropriate clothing
Outdoor Active Supervision and Health and Safety

- FENCE
- CHILD-ADULT RATIO
- SUPERVISION AND SIGHT LINES
- SHADE
- HELMETS, FASTENED & FITTED CORRECTLY
- SAFE SURFACE
- APPROPRIATE SHOES
- SUFFICIENT, SAFE & AGE-APPROPRIATE EQUIPMENT
Considerations For Outdoor
Health and Safety

• Make sure you can see all of the children all of the time.
• Avoid standing water. This includes containers, puddles, and water tables. Standing water poses drowning hazards, provides breeding grounds for insects, and can house bacteria.
• Be aware of choking hazards such as pea gravel, mulch, or broken pieces of larger objects such as sticks.
• Make sure there is adequate shade.
• Gardening and plants are great, but do your research to ensure that your plants are not poisonous.
Elements of Active Supervision

- Set Up the Environment
- Position Staff
- Scan and Count
- Listen
- Anticipate Children’s Behavior
- Engage and Redirect
Any Questions?
Activity

Spend 10 minutes talking to a neighbor about the elements/areas you really LIKE about your classroom/outdoor space and the elements/areas you really DON’T like about it.
Discussion

Who wants to share?

Action Plan: Write down five things you want to enhance when you get back!
Activity