CCDBG/CCDF Policies & Processes
This session will offer the team a chance to review suggested policies that will bolster EHS-CC partnerships and the implications of those policies. Strategies for advancing these policy changes and ensuring alignment with the anticipated rules and regulations changes from the Administration for Children and Families (ACF) as well as interim solutions until policies are modified will be discussed.

Community Assessment
This session is designed to help states identify communities with infants and toddlers with high needs. The team and resource person(s) can focus on how to identify needs with aligned community and state level data, as well as eligibility criteria and accessibility of other state services. Resource people can help highlight data points that provide a foundation for two-generation strategies (employment, health care, and housing) and support the need to link comprehensive services at the community level. Resource people will share data tools and resources focused on meeting the expected requirements of the application.

Comprehensive Services
Resource people will support state leaders to identify opportunities and gaps in comprehensive services to families with young children. The team and resource people will review the range of services included in the Early Head Start model – access to health, mental health, nutrition, and family support and partnership in the context of the full range of comprehensive services within the state.

Continuum of Services
This session will focus on how state and community leaders can establish and sustain a formal continuum of services across Part C, Home Visiting, Head Start, Child Care, Preschool and Kindergarten. The creation of intentional transitions between programs and models of service will be discussed. States will be encouraged to review the services available at the local and statewide level for families with infants and toddlers who have high needs. Examples of successful community models and service agreements will be shared.

Layered Funding
Team members and resource people will discuss methods to support programs to layer funding to ensure full funding for programs and continuity of services for providers. Discussion will address: methods to ease the burden on programs for receiving multiple funding streams; cost allocation within programs to support layering of funds barriers to layering funds; and review processes for moving children from one funding stream to another. The possible funding sources that can be part of a layered funding approach will be identified.

Practical Implementation of EHS-CC Partnerships
Head Start and Early Head Start have been emphasizing partnerships with other community services providers for many years. This session will focus on the key steps for establishing and sustaining partnerships. The practical realities of forming successful and equitable partnerships between Early Head Start and child care providers will be the primary focus.
Practical Implementation of EHS-CC Partnerships: Connections to Part C (including early intervention)
The team and resource person(s) will discuss what state, Head Start, Child Care and Public Health agreements can be designed to better support children who have been identified with a developmental need. Participants will also explore what systems and early education and care resources states have to support children who did not meet Part C criteria.

Practical Implementation of EHS-CC Partnerships: Family Child Care
This session will focus on the particular issues and models that should be considered in partnerships between Early Head Start and family child care. Resource people will help state team members explore the creation or enhancement of family child care networks as a mechanism for partnering and will share lessons learned from the national EHS-Family Child Care Project.

Practical Implementation of EHS-CC Partnerships: Shared Services
Shared Services can be a management approach to building effective EHS-Child Care partnerships. The Team Time TA will focus on how a shared services framework can help EHS-CC partnerships achieve better outcomes for children and families through financial sustainability, administrative efficiency, and strong program pedagogy.

Professional Development Systems
How can Head Start professional development resources be leveraged using the state professional qualification registries, higher education, workforce competencies and CCDF as sources of professional development for educators in the state? Discussion topics will include the alignment of workforce competencies across multiple funding streams (HS, CC, state preschool); linkages to higher education and the role of CCDF and HS funding in ensuring maximum access to dollars to support training of educators.

Shared/Joint Monitoring
Each model of service requires one or more levels of program monitoring. This session will help the state team explore the multiple levels of monitoring and how they can be coordinated in the state to benefit continuous improvement and reduce the burden on providers. Best practices for “crosswalking” the various monitoring systems and finding efficiencies without losing accountability will be a primary focus.

State Entities as Applicants
Explore options for how states might manage the role and responsibilities of grantee from governance, to comprehensive services, to connectivity to other state systems, to financial and monitoring protocols. Pennsylvania will share experiences, opportunities and challenges demonstrated in their EHS model.
Early Head Start Standards and the Relationship to Team Time TA Topics

The EHS standards are part of the Federal Register: Title 45 Code of Federal Regulations Chapter XIII Subchapter B. The first sections of the document (Parts 1301, 1302 & 1303) have rules and regulation about how the Administration for Children and Families will manage these resources -- grants management, how the appeals process works if an applicant is not awarded a grant, or if a grantee is determined to be deficient.

The sections of these regulations that most concerns our work define what grantees are required to do in order to be in compliance and have successful programs. Those sections are Part 1304, Part 1305, and 1308.

Many of the TA topics for our meeting are linked to more than one of the four categories. For example, the shared services and the partnerships topics could both fit with family and community partnerships and program design and management. However, for the purpose of our meeting, we have identified which topic areas are most aligned with each category.

Part 1304: Program Performance Standards

Subpart A provides the purpose, scope and definitions for the performance standards. The standards related to the operation of Early Head Start programs are contained in subparts B, C, D & E.

Subpart B (1304.20-1304.4): Early Childhood Development and Health Services

This section is where you will find the requirements for health and developmental screenings, curriculum requirements, health and safety standards, as well as nutrition, dental health, mental health and disabilities services.

Subpart C: (1304.40 – 1304.41) Family and Community Partnerships

This section covers the requirements for including parents in planning for their child’s education, setting goals, making plans and identifying related resources for parents and guardians to bolster
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their capacity to support their family. Because no one program can meet the needs of every child and family, this is also the section that identifies requirements for EHS grantees to partner with other service providers in the community, such as early intervention providers, home visiting programs, child care programs, family child care providers, public health providers, etc.

Subpart D: (1304.50-1304.53) Program Design and Management
This section covers the requirements for parent committees, policy councils, relationships with delegate agencies, program implementation plans, internal monitoring, fiscal management, facilities management, communication, professional development and supervision systems and reporting systems (both internal and to the Administration for Children and Families).

Subpart E: (1304.60 – 1304.61) Implementation and Enforcement
This section addresses what happens when a grantee is found to be deficient, or noncompliant with the program performance standards

Part 1305 Eligibility, Recruitment, Selection, Enrollment and Attendance
This section addresses the eligibility requirements for Early Head Start; the requirement for each grantee to conduct a community needs assessment to ensure the resource allocation and program design are informed by data and located in areas of greatest need; the requirement that each grantee have recruitment, selection and enrollment processes, ensure a minimum average daily attendance (ADA) of 85%, and when that ADA is not met, a plan to resolve that issue.

Part 1306 Staffing Requirements and Program Options
This section provides the requirements for group size, staff to child ratio, and the various program options (center based, home visiting, combination, and family child care). Grantees also have the flexibility to propose a variation in the program option, which requires approval of the Office of Head Start.

Part 1308 Performance Standards on Services for Children with Disabilities
This section clarifies additional requirements for ensuring comprehensive and inclusive services for children with special needs.

Other Standards:
The last two sections identify the requirements related to purchasing, constructing or renovating facilities with Early Head Start/Head Start funds and the requirements if providing transportation.

PART 1309—HEAD START FACILITIES PURCHASE, MAJOR RENOVATION AND CONSTRUCTION

PART 1310—HEAD START TRANSPORTATION
NOTE: Grantees are not required to provide transportation, and for many child care partnerships it is not a part of the service. However, if your community needs data shows that access to transportation is a barrier for high needs children to participate in the program, transportation will need to be addressed.