

# PDG - 6 Win-Win Opportunities to Support At-Risk Children and Families through Head Start/Early Head Start

October 13, 2022

Kent Mitchell, Sr. Director of State Affairs

Celebrating  
57 years  
of Head Start



NATIONAL HEAD START ASSOCIATION

Havasupai Early Head Start  
Supai, Arizona



NATIONAL HEAD START ASSOCIATION



# Goals for Today

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1. Affirm **Head Start and Early Head Start's importance** for children, families and state ECE systems
2. Detail **6 win-win opportunities within PDG grants** to leverage and support Head Start/Early Head Start
3. Ensure you are **connected to resources and people** in the broad Head Start community to assist you

# Who are we (on the call today)

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- Why do you **serve** children and families?
- What **skills** do you bring to this work?
- What is your **PDG role?** Writing/Input/Implement/N of Sure
- What **PDG/Head Start opportunities** have you engaged on in the past or are exploring?

# NHSA's Vision

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## To Lead

To be the untiring voice that will not be quiet until every vulnerable child is served with the Head Start model of support for the whole child, the family, and the community.

## To Advocate

To work diligently for policy changes that ensure all vulnerable children and families have what they need to succeed.

# NHSA's Mission

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To coalesce, inspire, and support the Head Start field as a leader in early childhood development and education.

**We are compelled to fulfill this mission by the promise of all possible outcomes:**

- One powerful, united Head Start voice
- A collegial, collaborative Head Start field
- Nonpartisan support of an increased federal commitment to Head Start
- Healthier, empowered children and families, and stronger, more vibrant communities

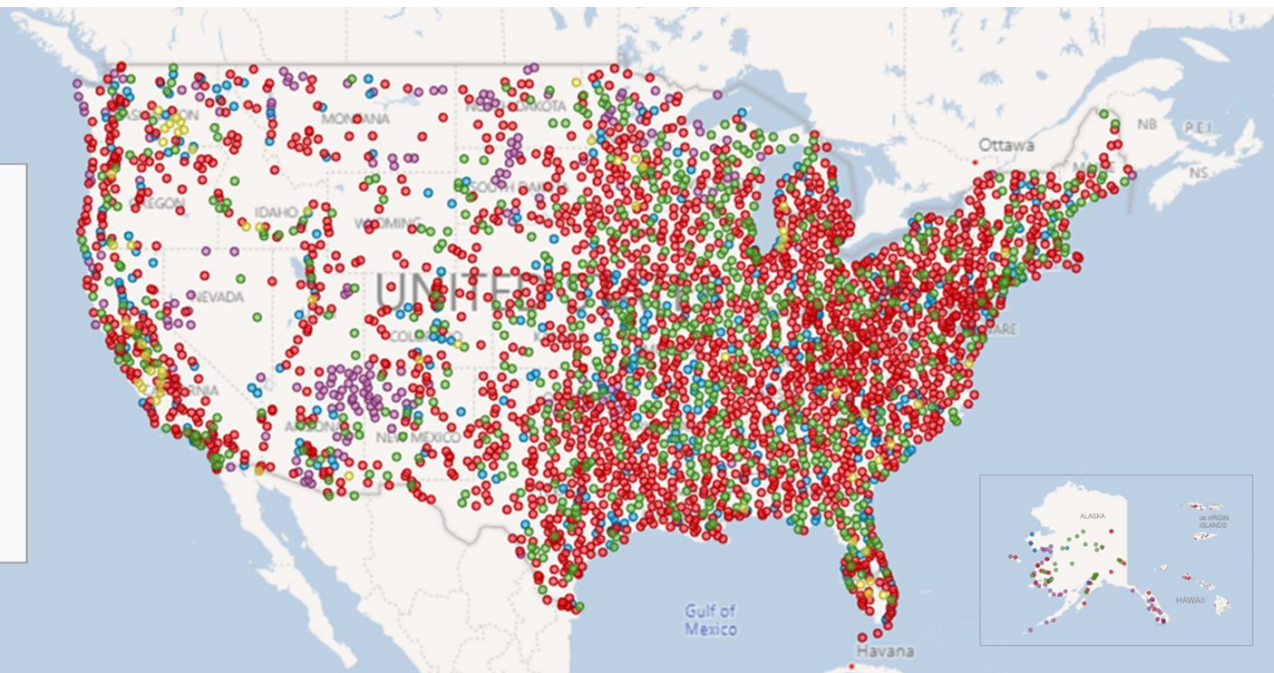
# NHSA is just one of many Head Start partners with different roles



# Head Start at a Glance

## Key

- Head Start
- Early Head Start
- Head Start and Early Head Start
- Migrant and Seasonal Head Start
- American Indian and Alaska Native



# Head Start at a Glance

## In their own words...

“My husband lost his job and we were evicted from our home. It is incredibly stressful to be homeless with an infant, but because of Early Head Start we were able to keep the stress away from our son. We worked at getting back on our feet—my husband took a job as a dishwasher and I worked as a secretary, which we could do knowing our son was receiving excellent care. Our son is doing great in all areas and learning social/emotional skills.”

**Erin Martino**, New York

## Funding

**\$10,848,095,000**

FY21 Funding

## Head Start Jobs

**272,900**

Head Start and Early Head Start Jobs in the USA

**652,422**

Funded *Head Start* Slots

**36%** of eligible children ages 3 - 5 had access to Head Start

**163,126**

Funded *Early Head Start* Slots

**11%** of eligible children under 3 had access to Early Head Start

**29,252** Funded *Migrant/Seasonal* Slots

**22,355** Funded *American Indian/Alaska Native* Slots



# Head Start in your state



Our mission is to coalesce, inspire, and support the Head Start field as a leader in early childhood development and education.



## Children

**210,232**

Home Visits Conducted Throughout the Year

**659**

Pregnant Women Served

**27,518**

Newly Enrolled Children Completed Behavioral Screenings

**2,360**

Children Received Care for a Chronic Health Condition

**27,924**

Children Received Preventative Dental Care

**38,976**

Children Up-to-Date on Early and Periodic Screening, Diagnostic & Treatment Screenings



## Families

**2,798**

Homeless Families Served

**43,278**

Families Received Services that Promote Family Outcomes

**11,851**

Fathers Involved in their Child's Educational Experiences



## Community

**4,593**

Head Start and Early Head Start Classrooms

**20,282**

Total Head Start and Early Head Start Staff

**44,320**

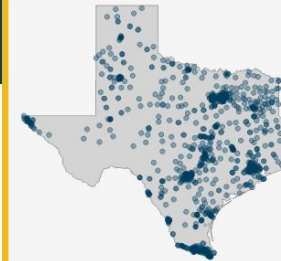
Parents Employed, in School, or in Job Training

## Texas

### 2022 Head Start & Early Head Start Profile

"I was a working mom who was laid off and decided to go to school. I enrolled my son in Head Start and from the moment I was greeted by a staff member, I knew my child would be safe. The teachers were excited to share every new discovery or achievement my son made. I was able to finish school and get employed in the career of my choice. If not for Head Start, I wouldn't be the person I am today."

— Graciela Martinez, Dallas



**1,139**  
Head Start Centers Statewide

Visit [nhsa.org/locator](https://nhsa.org/locator) to view the map in more detail.

**\$731,381,274**

FY21 Funding

(Excluding Migrant and Seasonal Head Start Funding)

**68,445**

Funded Slots Statewide

**54,939**

Funded Head Start Slots

**13,412**

Funded Early Head Start Slots

**94**

Funded American Indian / Alaska Native Head Start Slots

**0**

Funded American Indian / Alaska Native Early Head Start Slots

# Celebrating 57 years of Head Start



NATIONAL HEAD START ASSOCIATION



Havasupai Early Head Start  
Supai, Arizona



# Head Start Core Elements



**Birth-to-Five**

**Most vulnerable  
children and families**

**Comprehensive  
services—health,  
mental health,  
nutrition, safety—for  
the whole family**

**Federal to local**

**Parent/family engagement**

**Culture of  
understanding  
and respect**

**Gold standard of quality  
(performance standards)**

**Developmentally appropriate ECE**

**Shared governance**

# Value-add: Head Start/Early Head Start

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## What:

- Comprehensive services for children/families - education/health/family support
- Prenatal-to-five
- Proven to work

## Who:

- Richly diverse families and staff - majority AA/Hispanic/Biracial
- Inclusive: poverty; foster; homeless; SNAP, disability; dual language learners
- High immigrant/new American pop.

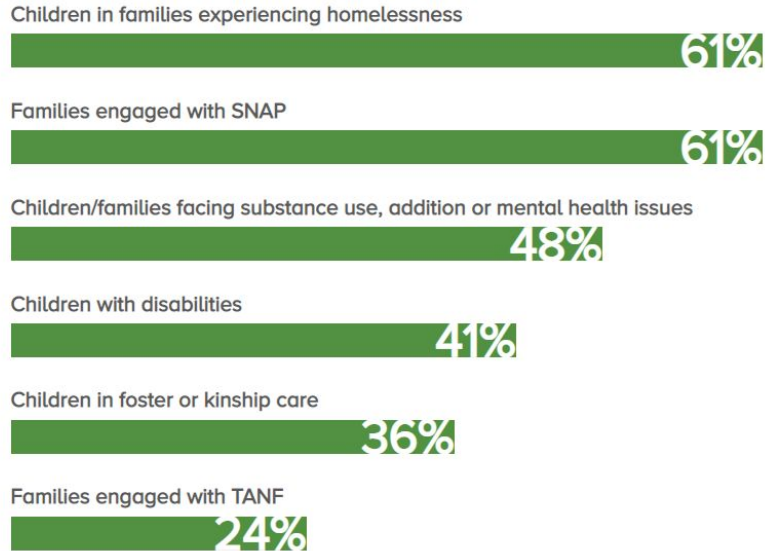
## How:

- Stable fed. investment w/no state match
- Accountable
- Tuition-free



# HS/EHS prioritizes vulnerable children and families

*Have you had any substantial and sustained focus and activities targeted to support the following priority populations for Head Start in the past year?*





## State Goals

- Kindergarten readiness**
- Reduce **racial achievement gaps**
- Address intergenerational **poverty and trauma**
- Help parents **work** and pursue **education**
- Improve **child health**
- Prevent **child welfare** involvement
- Feed **hungry kids**
- Address **maternal and infant mortality**
- Create **jobs for women** in communities
- Build the **workforce of tomorrow**

## Head Start Needs

- Diverse funding**
- Stable/qualified/fairly compensated **workforce**
- Enrollment** support and **family awareness**
- Removing **barriers to access**
- School district partnerships**
- Facilities** support



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# Head Start & States Need One Another ... Now More Than Ever



# Head Start Pain Points 2022

- Seats are unfilled primarily due to staff turnover and difficulty hiring unfilled positions
- Staff are exhausted & feeling under-appreciated, under-compensated, under-supported
- Staff vaccination requirement continues to apply to Head Start in the majority of states
- Parents are frustrated & overwhelmed





# Survey Says...Yes, It's Harsh

- Survey conducted week of 9/6 with 378 responses; representing 24% of grantees and 21% of funded slots
- Enrollment sits around **73% for Head Start & 77% for Early Head Start**
  - School district grantees tend to have higher enrollment
- **17% of classrooms** were closed Labor Day week
  - 77% of respondents cited staff vacancies as the primary reason for classroom closures
- **18% of staff positions are currently vacant**, higher than normal in 77% of respondent communities
  - Nearly 80% of respondents **cited compensation** as the main reason driving vacancies
  - 66% noted **lack of candidates with required qualifications**

**“ ...We can't keep going like this, it's not fair to the children, families or the amazing staff who have stuck it out with us.”**

— Survey Respondent

# State HS Associations' top concern: the workforce crisis

Providing workforce support is the top priority for the Network

*What are your top 2 state priorities?*

Workforce Support

81.3%

General state policy

40%

Pre-k alignment and funding

22.7%

Securing, expanding, protecting or otherwise improving state supplemental funding for Head Start or Early Head Start

18.2%

Family support work

9.3%

Child care alignment

6.7%

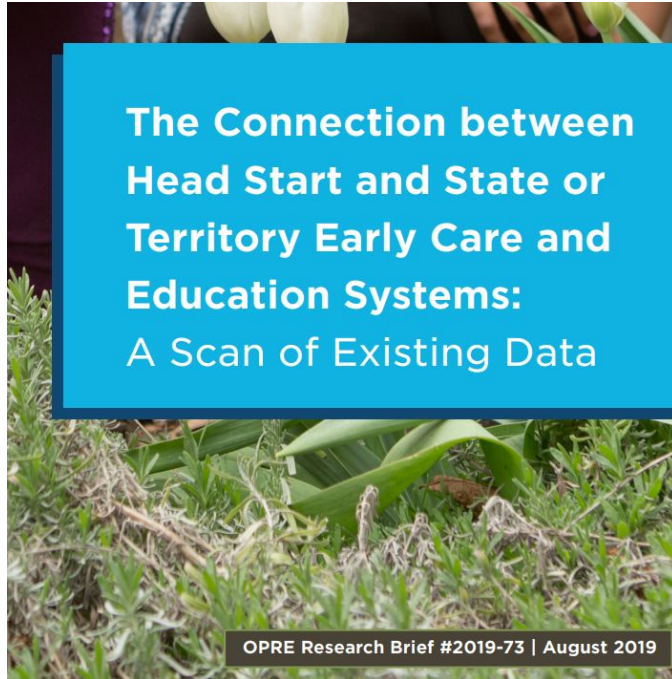
# This Administration supports HS/EHS










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- Head Start was to receive \$2.5 billion/year in supplemental workforce compensation in House-passed Build Back Better (BBB)
- UPK in BBB included a requirement for state systems to provide comprehensive two-generation services
- The most recent Administration budget requested \$1.17 billion more in HS/EHS funding, including a proposed \$650 million for EHS and EHS-CCP and a \$505 million COLA (outcome pending before Congress)
- ACF/OHS recently expanded categorical (automatic) eligibility for HS/EHS to all SNAP-enrolled young children

**Your PDG  
application should  
be viewed favorably  
for partnering with  
HS/EHS.**

# Leading states integrate HS/EHS



	<b>Section I:</b> Administrative Home of the Head Start Collaboration Office
	<b>Section II:</b> Head Start Grants and Enrollment
	<b>Section III:</b> State Head Start Spending
	<b>Section IV:</b> Quality Rating and Improvement Systems
	<b>Section V:</b> Formal Partnerships between Head Start and State Pre-K
	<b>Section VI:</b> Links to Child Care Subsidy Programs and Policies
	<b>Section VII:</b> Early Head Start-Child Care Partnerships
	<b>Section VIII:</b> Head Start Grant-Level Agreements and Partnerships
	<b>Section IX:</b> Integrated Data Systems

# As we begin ... key source for today

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## Head Start State and Regional Impact Report

September 2022

<https://nhsa.org/annual-state-report/>

# Source cont.



Introduction



Head Start Infrastructure Supports Access, Quality, and Partnership in States and Regions



NHSA's State and Regional Network



State and Regional Actions



Moving Forward



Methodology and Members



## 6 State/HS/EHS win-win's in PDG

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1. Raise HS/EHS workforce compensation *to reopen closed classrooms*

2. Expand use of child care funding by HS/EHS programs *to meet family needs for longer hours*

3. Maximize enrollment in HS/EHS through new SNAP eligibility pathway *to serve more food insecure children*

4. Provide direct funding to HS in state pre-K *to expand comprehensive services in pre-K*

5. Expand access to the Early Head Start model *to serve more infants/toddlers with a proven model*

6. Engage HS/EHS families and Policy Councils in state policymaking *to raise voices of those with lived experience*

# 1. Workforce win-win

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Win-Win	Benefits	Key Metric(s)
Raise HS/EHS <b>workforce compensation</b> to reopen closed classrooms	<ul style="list-style-type: none"> <li>● Retain qualified/experienced HS/EHS staff in the ECE workforce</li> <li>● Reduce cross-sector competition for staff that negatively impacts the most vulnerable families</li> <li>● Open closed classrooms to serve thousands more children</li> </ul>	<ul style="list-style-type: none"> <li>● Avg. HS/EHS teacher comp. in targeted programs</li> <li>● # of reopened classrooms</li> </ul>



# State examples - compensation

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**Delaware** is offering a bonus to child care workers using ARPA funds. A requirement is that you must be actively working, but the bonuses are being paid out during a time when many Head Start programs are not in service. The Head Start Collaboration Office successfully advocated for the Head Start workforce to still be eligible.

In February 2021, **Georgia** Governor Brian Kemp and DECAL Commissioner Amy M. Jacobs announced plans for \$1,000 supplemental payments to all eligible early learning professionals and staff in the state called POWER, for Providing Our Workforce Essential Recognition. The Head Start State Collaboration Office assisted with and advocated for the inclusion of EHS & HS front line staff.

# State examples - analysis

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**California** Head Start State Collaboration Office is working with a national expert and some HS Executive Directors to engage in a survey, interviews and work focused on the toddler workforce and what the needs are of the field. This work is to identify how best to create pathways that support the field.

# State examples - credentialing

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**Alaska** Head Start State Collaboration Office created an Early Childhood Career Technical Education Program of Study, which will allow HS students to earn dual credit towards an EC certificate or degree.

**West Virginia** Head Start Association signed a contract with Bluefield University, VA for HS staff to enroll in BA, MA and other programs to earn certification, degrees, etc. and with a 15% discount. These are online classes so staff do not have to miss work and can complete assignments after work hours.

## 2. Child care partnership win-win

Win-Win	Benefits	Key Metric(s)
<p>Expand <b>use of child care funding by HS/EHS programs</b> to meet family needs</p>	<ul style="list-style-type: none"> <li>● Improve program hours for working HS/EHS families</li> <li>● Cover true cost of HS/EHS services and expand workforce comp.</li> <li>● Strengthen HS/EHS child care partnerships &amp; expand model</li> </ul>	<ul style="list-style-type: none"> <li>● # of HS/EHS children dually enrolled</li> <li>● # of HS/EHS slots with extended hours</li> <li>● # of EHS-CCP partnerships</li> </ul>

# Hours of service remain a barrier to equitable access to HS/EHS



A lack of **transportation** and outdated **geolocation** of center-based care



Various **family socio-economic issues** related to living in poverty, including housing instability, frequent moves, and an inability to be contacted reliably



Low income **eligibility limits** and a lack of subsidized alternatives



A lack of **overall supply**, especially of birth-to-three Early Head Start slots



Inadequate **hours of service** for some Head Start families



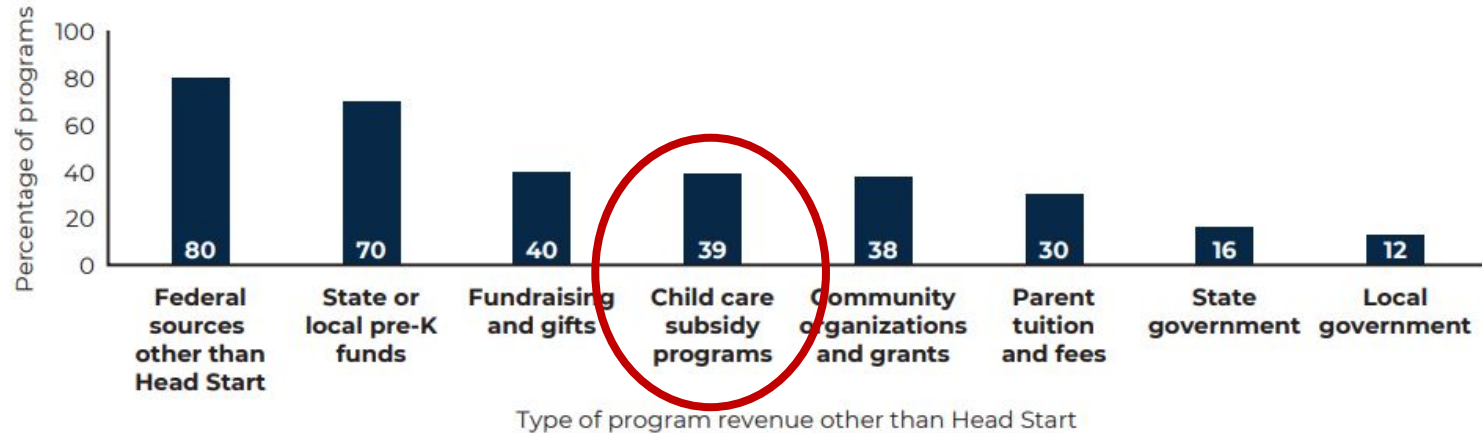
A **workforce crisis**, including hiring challenges, turnover, and difficulty finding diverse staff



A lack of **parent awareness** of Head Start's services and a perceived **bias** for school-based services

# Programs underutilize child care \$

**Exhibit 4. Head Start programs often receive funding from federal sources other than Head Start and from state or local pre-K funds**



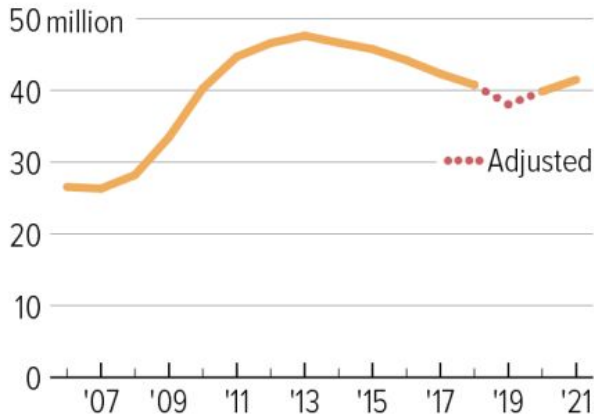
# 3. SNAP win-win

Win-Win	Benefits	Key Metric(s)
<p>Maximize <b>enrollment</b> in HS/EHS through new <b>SNAP eligibility pathway</b> to serve more food insecure children</p>	<ul style="list-style-type: none"> <li>• Food insecure families access HS/EHS meals, health services</li> <li>• Reduce unmet need in child care subsidy</li> <li>• Fill HS/EHS classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• # HS/EHS families newly enrolled through SNAP pathway</li> <li>• # of allied health/nutrition services provided to newly enrolled children</li> </ul>

# SNAP is a critical support for kids

## After Years of Decline, SNAP Participation Rose During COVID-19 Pandemic

Number of SNAP participants in average month in fiscal year



- More than 66% of SNAP participants are in families with children
- In an average month in 2019, SNAP served more than 3 million children ages 2-4
- Research has found that receipt of SNAP in early childhood improved high school graduation rates, adult earnings, and adult health.



# Head Start understands and responds to hunger



Social Determinants of Health

## Social Determinants of Health

**62%** agree

Many families we serve are food insecure

**54%** agree

Many families we serve have unsafe or unstable housing

**53%** agree

Many families we serve are exposed to community violence

**45%** agree

Many families we serve experience race-related health inequities



## Nutrition assistance

66% provided food for pick-up

62% sent food home with children

59% partnered with community outreach programs

58% partnered with local food banks

56% delivered food to homes

31% provided USDA waivers

# New rule makes SNAP children automatically eligible for HS/EHS



## Head Start Categorical Eligibility for Families Eligible for the Supplemental Nutrition Assistance Program ACF-IM-HS-22-03

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log Number: ACF-IM-HS-22-03	2. Issuance Date: 04/21/2022
	3. Originating Office: Office of Head Start	
	4. Key Words: Head Start; Eligibility; Supplemental Nutrition Assistance Program; SNAP; Categorical	

### INFORMATION MEMORANDUM

**TO:** All Head Start and Early Head Start Agencies and Delegate Agencies

**SUBJECT:** Head Start Categorical Eligibility for Families Eligible for the Supplemental Nutrition Assistance Program

# SNAP change offers new opp's

**ENROLLMENT  
HAS NEVER BEEN EASIER!**

Families qualified for  
**SNAP** benefits  
are now eligible  
to enroll in  
**Head Start!**



[@headstartohio](#) [@OhioHeadStart](#) [#ohioheadstart](#)



Do you qualify for food assistance?  
**If yes, your child  
qualifies for Head Start!**

**Today's List**  
~~1% milk~~  
~~butter~~  
~~sandwich bread~~  
**Head Start**

N H S A  
NATIONAL HEAD START ASSOCIATION

# SNAP opp's. cont.

## Developing a Memorandum of Understanding

- MOU between Head Start programs and state SNAP agency
- Covers enrollment assistance, data sharing, PII
- Modeled off existing MOU with WIC
- All in the service of children and families!



Children and Families released an [Information Memorandum \(IM\)](#) in the Head Start Act to include receipt or eligibility for SNAP benefits. This IM, effective immediately, simplifies the process for Head Start programs and requires changes to policy and practice.

# White House Conf. commitments

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WHITE HOUSE  
CONFERENCE ON  
**HUNGER,  
NUTRITION,  
& HEALTH**

- **NATIONAL HEAD START ASSOCIATION (NHSA):** The National Head Start Association commits to improving the health, nutrition, and economic security of young children and their families. Over the next three years, it will facilitate Head Start enrollment for roughly 100,000 children through the Department of Health & Human Service's new SNAP eligibility pathway. Through this new pathway, NHSA will target technical assistance to programs serving populations and areas with the highest rates of food insecurity, and help state Head Start State Associations and Head Start State Collaboration Offices establish partnerships with SNAP offices to boost local enrollment. Separately, NHSA will launch a three-year research partnership with Tufts University's Friedman School of Nutrition Science & Policy to conduct a national assessment of nutrition concerns for 3,000 Head Start Teachers to better understand the challenges early childhood teachers face.

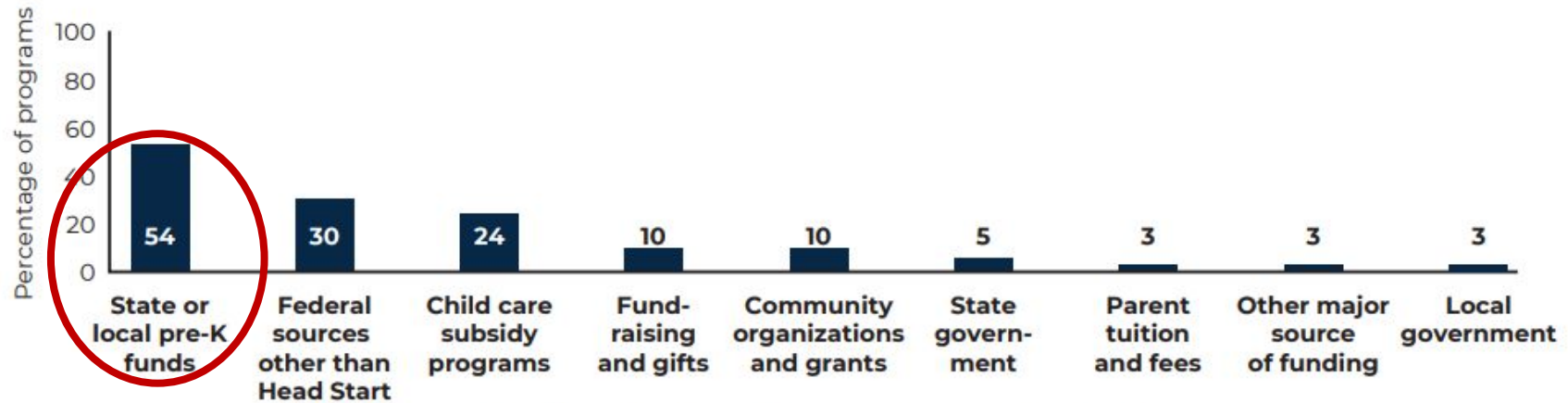
# 4. Pre-K win-win

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Win-Win	Benefits	Key Metric
<p>Provide <b>direct funding to HS in state pre-K</b> to expand comprehensive services in pre-K</p>	<ul style="list-style-type: none"> <li>• Expand access to comprehensive services in state pre-K for the most vulnerable children</li> <li>• Strengthen services to DLL's and children with disabilities</li> <li>• Reduce HS/school district friction</li> </ul>	<ul style="list-style-type: none"> <li>• # of directly funding slots in HS classrooms</li> <li>• # of additional DLL and children with disabilities served by HS</li> </ul>

# HS programs deliver pre-K, but often through school district agreements

**Exhibit 5. The largest sources of program funding outside of Head Start are state or local pre-K funds**



Three largest sources of revenue other than Head Start

# Alabama provides direct HS funding First Class Pre-K (as do others)

→ Washington State modeled their Early Childhood Education and Assistance Program standards on the [Head Start Program Performance Standards](#) and most providers are federal Head Start grantees.

→ In West Virginia, 58% of pre-Kindergarten communities collaborate with Head Start. ([Source](#))

→ In Michigan, 18% of children in the Great Start Readiness Program (GSRP) are served in a blended Head Start/GSRP model. ([Source](#))

→ Alabama's First Class Pre-K offers dedicated funding for Head Start programs, enabling services to 1,693 children across 94 classrooms. ([Source](#))

→ In Iowa, Head Start programs serve children through the [Shared Visions Preschool](#) program, which provides services to children from at-risk backgrounds in 29 counties.

→ In Minnesota, schools receive application "bonus points" if they partner with Head Start.

→ Oregon adopted the [Head Start Early Learning Outcomes Framework: Ages Birth to Five](#) as its early learning standards for child development.

“

President Biden is calling for a national partnership with states to offer free, high-quality, accessible, and inclusive preschool to all three- and four-year-olds, benefitting five million children...

—White House, [Fact Sheet: The American Families Plan](#), April 28, 2021



# State examples - pre-K standards

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**Kentucky's** Governor's Office of Early Childhood has, over the last two years, undertaken a complete revision of our early childhood standards. The Kansas Head Start Association has been a key part of this effort ensuring that the Head Start perspective, and more importantly, the Head Start Performance Standards were recognized and included. This effort included not only the development of new statewide standards, but also new training materials and modules.

# State examples - school/HS contracts and full utilization of HS slots

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In **New Jersey**, the Head Start Collaboration Office was able to create a Statewide Pre-K Contract to include Head Start Programs Performance Standards. The HSCO has worked with the State Attorney General's office to ensure the legality. The AG's office approved it and now all Pre-K districts that contract with Head Start must use that contract template.

In **Virginia Head** the Head Start State Collaboration Office coordinated with EC program leaders to craft and disseminate a Superintendent's Memo that addressed the updated legislative language to certify HS enrollment slots first. A webinar was also conducted to provide strategies and resources to support coordinated efforts across early childhood program options. The HSSCO in collaboration with the Association also conducted individual convenings for identified communities to focus on resources and strategies to address concerns around coordinated efforts for recruitment.

# 5. Early Head Start win-win

Win-Win	Benefits	Key Metric
<p>Expand access to the <b>Early Head Start model</b> to reach more infant and toddlers</p>	<ul style="list-style-type: none"> <li>• Children reached earlier, when brain development most rapid and parents most stressed</li> <li>• More infants/toddlers access EHS proven model</li> <li>• Child care infant/toddler quality strengthened</li> </ul>	<ul style="list-style-type: none"> <li>• # of children newly enrolled in classrooms using EHS model</li> <li>• # of children served in EHS home visiting (if applicable)</li> </ul>

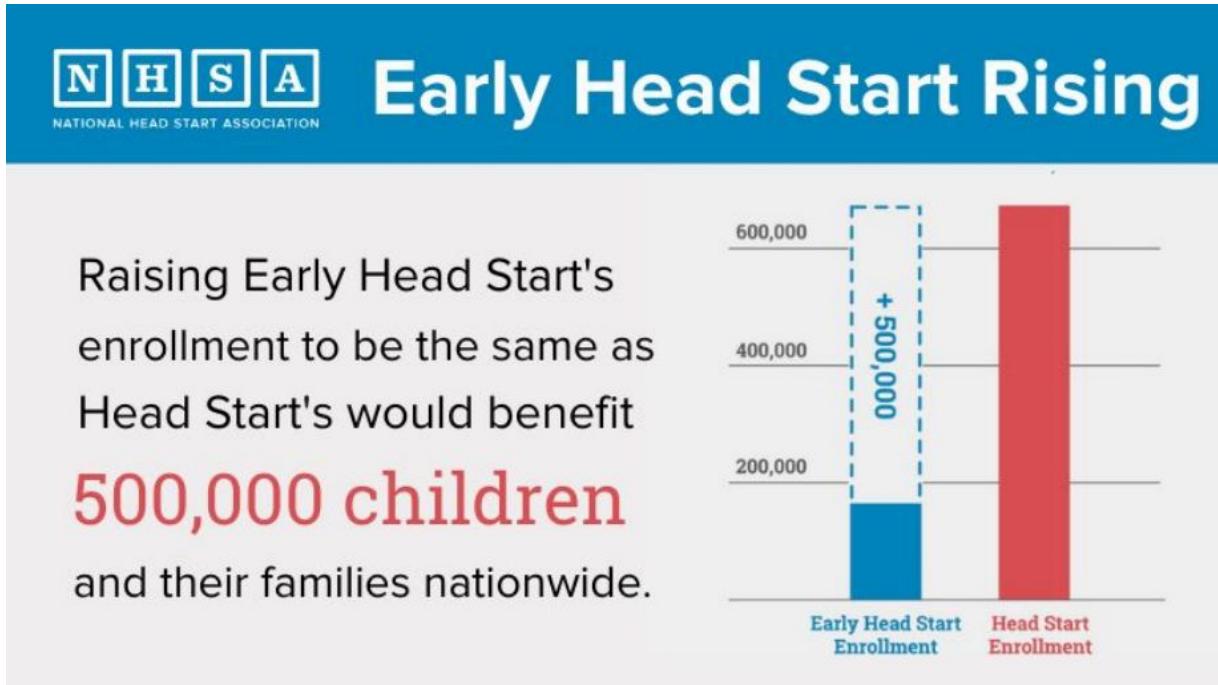
# Early Head Start reaches only a fraction of eligible families

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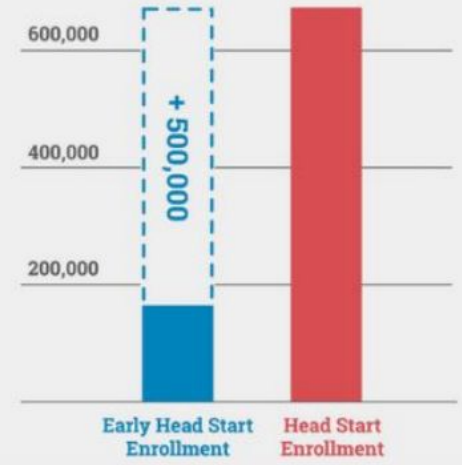
Only **11%** of eligible children and their families had access.

# At-risk children and families need a true prenatal-to-five system



**NHS A** NATIONAL HEAD START ASSOCIATION **Early Head Start Rising**

Raising Early Head Start's enrollment to be the same as Head Start's would benefit **500,000 children** and their families nationwide.



Program	Enrollment
Early Head Start Enrollment	~150,000
Head Start Enrollment	~650,000
Gap (Additional Children)	500,000

# Early Head Start addresses inequities

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**Millions of infants and babies live in poverty**, and the poverty level among women and families has increased as a result of COVID-19.



The historic, systemic **lack of family-based support** has kept parents—especially mothers—out of the workforce.



Early Head Start **helps families navigate critical services** to populations that have historically had inequitable access to such services, **especially health services**.

# States have reasons to support EHS, [learn more](#) and get involved!

## Five Common State Goals Met by Investment in Early Head Start

1. **Expanding access** to high-quality infant and toddler care **in child care deserts**
2. Strengthening the **overall quality of birth-to-three supports**
3. Supporting **infant, child and maternal health**, including improved birth outcomes, immunizations, nutrition and early identification of developmental delays
4. Advancing **family economic mobility** and **equity**
5. **Preventing child welfare involvement** and **supporting children in foster or kinship care**

# 1 out of 3 EHS slots are home visiting

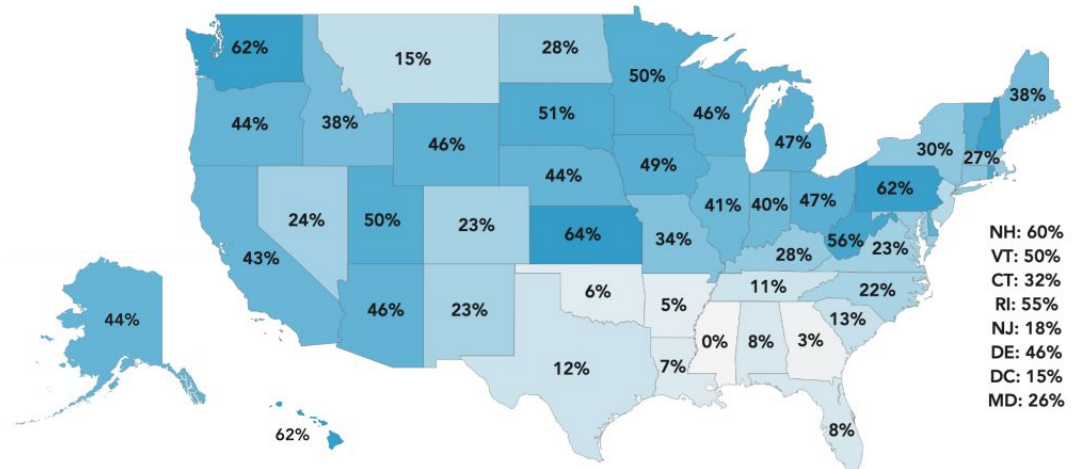
The share of Early Head Start slots dedicated to home visiting varies significantly by state.

**58,734**

Home Visiting Slots

**11,767**

Pregnant Women Served





# Address 4 key issues to expand EHS



## HAWAII EARLY HEAD START State Policy Agenda

### Infant and Toddler Care in Hawaii is far too limited to meet the needs of our families.

The 2017 University of Hawaii (UH) Center on the Family “Early Learning Needs Assessment” identified one licensed seat for every 37 infants and toddlers, statewide. A 2018 Comprehensive “Risk and Reach” Needs Assessment conducted with federal Preschool Development Grant Birth to Five (PDG B-5) funding described an abundance of childcare deserts in numerous communities across the islands. Longitudinal data from PATCH, Hawaii’s childcare resource and referral agency, indicate the majority of parents looking for childcare are looking for infant/toddler care. This lack of access to infant and



### The Early Head Start Program has a proven track record of supporting pregnant women, children prenatal to three, and their families.

While the federal Head Start (HS) holistic and multi-generational approach to service delivery model has been around for 56 years and is well-known, its sister program, Early Head Start (EHS), is less known. For more than 25 years now, EHS has leveraged the proven HS model to achieve positive outcomes for pregnant women, infants, and toddlers. EHS supports children and families of low-income – prenatal to age three – with quality, comprehensive child development and family support services through center-based and home visiting program models. Like HS, EHS specializes in partnering with families to increase economic self-sufficiency and family well-being through goal-setting and linkages to community

1. Workforce
2. Facilities
3. Partnerships w/child care
4. Funding

# New case study shows HOW to expand Early Head Start!



**Expanding Infant And Toddler Care In Texas Through Early Head Start**



## Seven Key to Success in Expanding Access to Early Head Start

- 1. Expand Early Head Start +
- 2. Convert Enrollment Slots +
- 3. Build EHS-Child Care Partnerships +
- 4. Focus On Space And Locations +
- 5. Design Quality Classrooms +
- 6. Create Community Buy-In +
- 7. Use Data To Guide Quality +

# State examples - EHS

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**Minnesota and Oregon** invest \$25 million/year in Early Head Start to expand access.

**Colorado** is leading a new \$6.2 million initiative, funded by ARP Discretionary Funding, to provide funding to existing Early Head Start - Child Care Partnership (EHS-CCP) sites that have a successful track record of partnering with licensed child care homes and centers to increase available infant and toddler slots for families enrolled in the Head Start program.

**Connecticut** is partnering formally with the CT Head Start Association to pilot an effort entitled, "Early Childhood Mentoring Pilot: In Partnership with Early Head Start". This pilot partners EHS-CCP grantees with state-funded infant/toddler Child Development Daycares to offer mentorship, in-person and virtual coaching and support, assessment and data collection, materials, and Community of Practice modules. The pilot focuses on improving health and safety.

# 6. Family voice win-win

Win-Win	Benefits	Key Metric
<p><b>Engage HS/EHS families and Policy Councils</b> in state policymaking to raise voices of those with lived experience</p>	<ul style="list-style-type: none"> <li>• More parent leaders/leadership</li> <li>• More diverse voices in state policy</li> <li>• Better state policies</li> </ul>	<ul style="list-style-type: none"> <li>• # of parent/family leaders from HS/EHS trained/engaged</li> <li>• # of policies informed by parent/family voice</li> </ul>

# Movement toward “lived experience” advocates



**ASPE**

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## Engaging People with Lived Experience to Improve Federal Research, Policy, and Practice

ASPE > Engaging People with Lived Experience to Improve Federal Research, Policy, and Practice

# State examples - family voice

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**The Massachusetts Head Start Association** recently had a graduation of their first class of Parent Ambassadors that had been trained as Parent Leaders and Advocates. They were trained for a year to harness their existing skills to inspire them to become Head Start leaders and advocates. They completed an Advocacy project - collecting Head Start stories from parents around Head Start eligibility standards.

**The Minnesota Head Start Association** recently hosted a two day Parent Conference this spring, after 2 years of being sidelined by COVID-19. Eighty-eight parents from across MN participated in learning activities geared towards building connections, mental health and local leadership.

# State examples

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**Washington State** passed a Lived Experience bill for parents to receive stipends each time they made the time to do a public hearing.

**Connecticut Head Start State Collaboration Office** led efforts to design and launch the first ever OEC Parent Cabinet. The HSCO used the Head Start model and the Head Start Parent, Family, and Community Engagement Framework to guide the design, and engaged multiple Head Start parents in the co-design process.

**The Arkansas Head Start State Collaboration Office** created a family advisory committee in Arkansas and worked to establish an Arkansas "Guide for Promoting Family Engagement." They also created a pyramid model for the state's family engagement framework and hired a family engagement specialist for the state for two years.

# NHSA guidance on raising all HS voices in state ECE governance

## 3 Sets of Questions

<p><b>1. The What and the Why</b></p>	<ul style="list-style-type: none"> <li>• What does HS/EHS bring to these conversations?</li> <li>• Why does HSt need to be present for these conversations?</li> <li>• What are the difficult questions states have to grapple with that HS can inform?</li> </ul>
<p><b>2. Opportunities/ Challenges</b></p>	<ul style="list-style-type: none"> <li>• What are the opportunities in these governance efforts for HS? What positive results have emerged?</li> <li>• What are the challenges/pitfalls? What negative approaches have emerged?</li> </ul>
<p><b>3. Using Our Voice</b></p>	<ul style="list-style-type: none"> <li>• How can our community best present and use its voice during these reform efforts?</li> </ul>



# Need more ideas?




Head Start's Involvement as a Strategic Partner in Comprehensive Early Childhood Care and Education Statewide Systems-Building Efforts

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- Aligning Head Start requirements with efforts to build or enhance comprehensive ECCE statewide systems:
  - Crosswalking goals of the comprehensive ECCE statewide system to the goals of the HSCO
  - Convening workgroups to include Head Start data in integrated data systems
  - Partnering state agencies and Head Start Associations to coordinate with programs to promote the ECCE system
- Working on PDG B-5 state teams and sharing Head Start materials and lessons learned on topics for which Head Start has been a leader:
  - Having Head Start personnel lead efforts in the development of transition materials and toolkits
  - Working together on school readiness committees
  - Having HSCO directors share materials on family engagement efforts

# Ideas continued ...




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- Leveraging existing professional development and providing collaborative staff training:
  - Using PDG B-5 funds to help Head Start program staff become assessment trainers
  - Asking Head Start programs to serve as pilot sites on trauma-informed leadership training practices
  - Having Head Start lead an infant-toddler registered apprenticeship program
  - Helping to jointly develop universal competencies for coaches and overall infrastructure for coaching and professional development
- Supporting Head Start program applications and implementation:
  - HSCOs assisted Head Start programs in completing funding applications for state-funded preK programs
  - Working with tribal Head Start to become more involved in PDG [REDACTED]
    - Leveraging existing professional development ar

# Ideas continued ...



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- Improving quality:
  - Using PDG B-5 funds to help Head Start become more involved with the state's Quality Rating and Improvement System
  - Sharing standards for comprehensive services so that Head Start can be used as a model for state services
  - Aligning program standards between subsidized early childhood programs and Head Start programs
- Coordinating eligibility and enrollment:
  - Serving together on a leadership team to develop a document on universal application and enrollment processes

# Questions + Discussion

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- Are there specific PDG priorities you are working on related to HS/EHS?
- Have you had successes in the past partnering with HS/EHS?
- What else do you want to ask/learn?

# We are here to help

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