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WELCOME TO OHS CAMP
Session #4

ADMINISTRATION FOR CHILDREN & FAMILIES

OFFICE OF HEAD START

OHS CAMP Series

Each conversation is designed to:

- Empower grantees to make reasonable decisions
- Explore how meeting HSPPS requirements may look different
- Reinforce grantees need to use community data and state and local guidance to make informed decisions
- Ensure the health and safety of staff, children, and families comes first

Today's Session Overview:

- ❑ § 1302 Subpart E – Family and Community Engagement
- ❑ Resources on the ECLKC During COVID-19
- ❑ Questions & Answers

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§1302 Subpart E – Family and Community Engagement

Should programs still provide parents opportunities to volunteer during the upcoming program year?

Yes, opportunities for parents to volunteer are a key part of parent engagement, however, opportunities to volunteer will likely look very different this program year. Programs that open centers may have new health and safety policies that restrict any volunteers from entering the centers. All programs should ensure that any opportunities for parents to volunteer are in accordance with local health guidelines. Parents can volunteer virtually; for example, parent volunteers could conduct a virtual story hour, conduct video lessons, or assist teachers in planning activities. It is also important to keep in mind that parents may have less time to volunteer this year because they may be coordinating schedules for each of their children who may be engaged in full-time or part-time virtual learning.

§1302.50(b)(4) Family engagement approach

During the 2020-2021 program year, are programs still required to offer a research-based parenting curriculum to parents?

Yes, programs should meet the requirement on using a parenting curriculum to the extent possible. Programs should offer parents the opportunity to engage in parenting education and could offer virtual parenting education groups and classes if necessary. Programs could also offer parent-to-parent support. Programs should be particularly attentive and flexible with parents during this time. Programs should carefully consider whether their selected curriculum is appropriate for the circumstances of the parents and the setting in which it will be used. If a program must adapt their curriculum, they are not required to work with an expert to develop the adaptation for the upcoming program year.

§1302.51(b) Parent activities to promote child learning and development

Are programs required to offer individualized Family Partnership Agreements with families during the 2020-2021 program year?

Yes, individualized Family Partnership Agreements are critical to family success. The circumstances of families are likely made more challenging by the COVID-19 pandemic. It is essential that programs partner with families to determine needs, strengths, resources, and goals. Programs should continue to develop and review Family Partnership Agreements and offer family services.

§1302.52 Family partnership services

What are some of the resources programs can provide to families that have lost their employment during the COVID-19 pandemic?

Families' financial, education, employment and career needs and goals may change during the COVID-19 pandemic. Program staff should partner with families and support them in strengthening their economic security during this time. Programs can partner with families to access federal assistance, apply for unemployment insurance benefits, and pursue educational opportunities. When working with families, programs should also utilize existing community partnerships to offer local support.

For additional resources related to partnering with families to build economic security, reference the Supporting Children and Families During COVID-19 section of the COVID-19 information on the ECLKC.

§1302.52 Family partnership services & §1302.53 Community partnerships

How can programs provide virtual services to families with limited internet access?

If families have limited internet access and cannot support the child's participation in the virtual environment, programs need to consider alternative services that are appropriate for those families. Programs can consider in-person, home-based services that include appropriate health and safety measures (e.g., conducting home visits outside) or other ways of individualizing education services based on the needs of children and families.

Additionally, in the event that more reliable internet services are available and the family lacks resources to access those services, the reasonable cost of more reliable services may be paid with base grant or CARES Act funding if other community resources are not available to support the cost if necessary for the delivery of remote services.

§1302.50 Family engagement

Will programs be expected to host family engagement events for the upcoming program year?

No. Family engagement events are not a requirement although many programs offer events for families to interact with each other. Programs should look to local health guidance to determine when and how it is safe to plan any in-person events. Events in each community will look different depending on local circumstances and programs may plan virtual interactions between families.

§1302.50 Family engagement

How can family service workers support families that have become or are at risk of becoming homeless?

Given the economic impact of the COVID-19 pandemic, it is critical to regularly check in with families about the stability of their current living situation. Program staff should help families maintain their housing to the extent possible. They should also support families experiencing homelessness by establishing or strengthening partnerships with local housing authorities, hotels and motels serving as shelter sites, local shelters, homelessness service providers, and faith-based entities. In addition, helping families with transportation and other critical needs such as food and healthcare needs will also support families whose housing circumstances have become unstable.

§1302.52 Family partnership services & §1302.53 Community partnerships

How can programs help parents that are experiencing a high level of stress and anxiety during the 2020-2021 program school year?

During this time, it is especially important to draw upon the program's best relationship building practices with families. Use the systems the program has in place to support both staff and families during challenging times. Connect with parents regularly and in ways that convey empathy, caring, and interest in how they are doing. Prioritize program communications that help families make sense of their options and their child's health and safety. Connect parents with each other to provide parenting support networks. Offer concrete supports and resources to ease family stressors where possible, and make referrals for mental health and health services, as needed.

§1302.52 Family partnership services

Should programs continue to provide family engagement services to parents that have contracted COVID-19?

Yes, programs should continue to provide family engagement services to all parents. In the event a parent has contracted COVID-19, programs can provide services virtually to continue supporting the family's well-being and the child's learning and development. It is critical for programs to maintain communication with families to understand their evolving needs and provide applicable resources to support well-being, family safety, health, and economic stability.

§1302.50 Family engagement

We are concerned about children's safety and the higher incidents of abuse and maltreatment, how can we help to prevent child abuse in the home?

Programs should continue regular interaction with families to assess safety during the pandemic. It is critical for programs to provide families with telephone numbers to local domestic violence shelters, child protective services, and community mental health centers that have moved to telehealth appointments, as necessary. Programs might partner with local schools to identify children and families who may benefit from virtual family support visits, either virtual or in-person, especially for families of children who are enrolled but not attending online classes. Facilitating parent peer learning groups could foster support systems for parents while stress is heightened. Another way for programs to help keep children safe is to work with the state or local child welfare agency to develop local partnerships for families who have been reported for abuse or neglect but were screened out, as they need particular support.

§1302.52 Family partnership services & §1302.53 Community partnerships

If a parent cannot participate in virtual visits, do we need to drop them from home-based?

No. Asking parents to commit to a 90 minute virtual home visit may be unrealistic. Programs should work to build relationships with children and adults over time and try to increase length of the home visit incrementally to an amount of time that works best for the parents and child. Programs should also be as flexible as possible in scheduling virtual home visits to accommodate parents' work or conflicts.

Even when a parent or caregiver is not available to participate in a virtual home visit, many children – especially preschoolers – can benefit from a virtual visit. They can listen to a story, tell a story, ask and answer questions, learn about shapes, numbers and letters etc. and practice social and emotional skills such as identifying feelings and practicing turn taking in conversation. Finally, enrolled families may desperately need the comprehensive services that Head Start provides. Meeting children's basic needs is foundational to school readiness. Deliveries of food, formula and diapers, as well as educational materials, such as books, crayons, paper, puzzles, and other supplies and connecting with and supporting parents are all essential. Programs should also continue ensuring children have health insurance, are up to date on EPSDT and families are able to obtain other needed community services.

§1302.22 Home-based option

Are there resources that inform what providing center-based services virtually looks like—such as how many times do you meet with a family weekly, how many individual versus group sessions, how to connect to the curriculum they are using?

Yes, resources can be found on the ECKLC. These resources can be used to assist programs in making decisions about the virtual service design, which should be based on the needs, abilities and interests of families and the capacity of staff. They can also help programs in their thinking about how to use school readiness goals and curriculum to plan virtual teaching and learning. For example, some programs are considering using home-based curricula when parents are available as it is very effective when parents can be engaged to deliver teaching and support throughout the week.

Teachers may want to plan individual, whole group and small group sessions to address different goals. Many programs provide packets of materials that children can work on with support from a parent or other caregiver. Local programs will likely have to experiment before deciding the length and frequency of virtual learning experiences that can be successfully scheduled each week, keeping in mind what works best for the children and families as well as allowing adequate time for teacher preparation.

§1302.31 Teaching and learning environment & §1302.32 Curricula

How will the teachers do their observations if the services to children are virtual?

OHS recognizes that center-based teachers will not be able to follow regular procedures for ongoing observation-based assessment. They should continue, to the possible extent, to collect information that helps them understand each child's status and progress. Parents, as possible, can collect or photograph samples of children's work. Parents can also share their observations of what children know and can do. Even when all child contact is virtual, teachers can directly observe children's responses and questions, which will inform them about the child's status and progress. It will not be the same as in-person observation, but OHS is confident programs will do the best they can during this unprecedented time.

§1302.33(b) Assessment for individualization

How should family service workers and other program staff support parents who are not comfortable returning their children to an in-person setting?

During this time of high anxiety for families, programs should prioritize consistent, two-way communication with families about what to expect when the program reopens. Programs should gather parents' questions, concerns and input, and give parents clear program guidance about planned operations for the health and safety of staff, children, and families. Programs' communications with parents should be routine, written, and done virtually or by phone in both one-on-one and in group forums. Because parents may have many different concerns that are unique to their family situation, programs should approach each case on an individual basis. Programs also have the flexibility to plan different approaches to meet the needs of groups of parents with common concerns. For example, programs could prioritize some families for in-person services and other families for virtual service provision. Programs and families can agree to revisit approaches like these at a certain date and as local health guidelines change.

§1302.50 Family engagement

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Resources on the ECLKC During COVID-19

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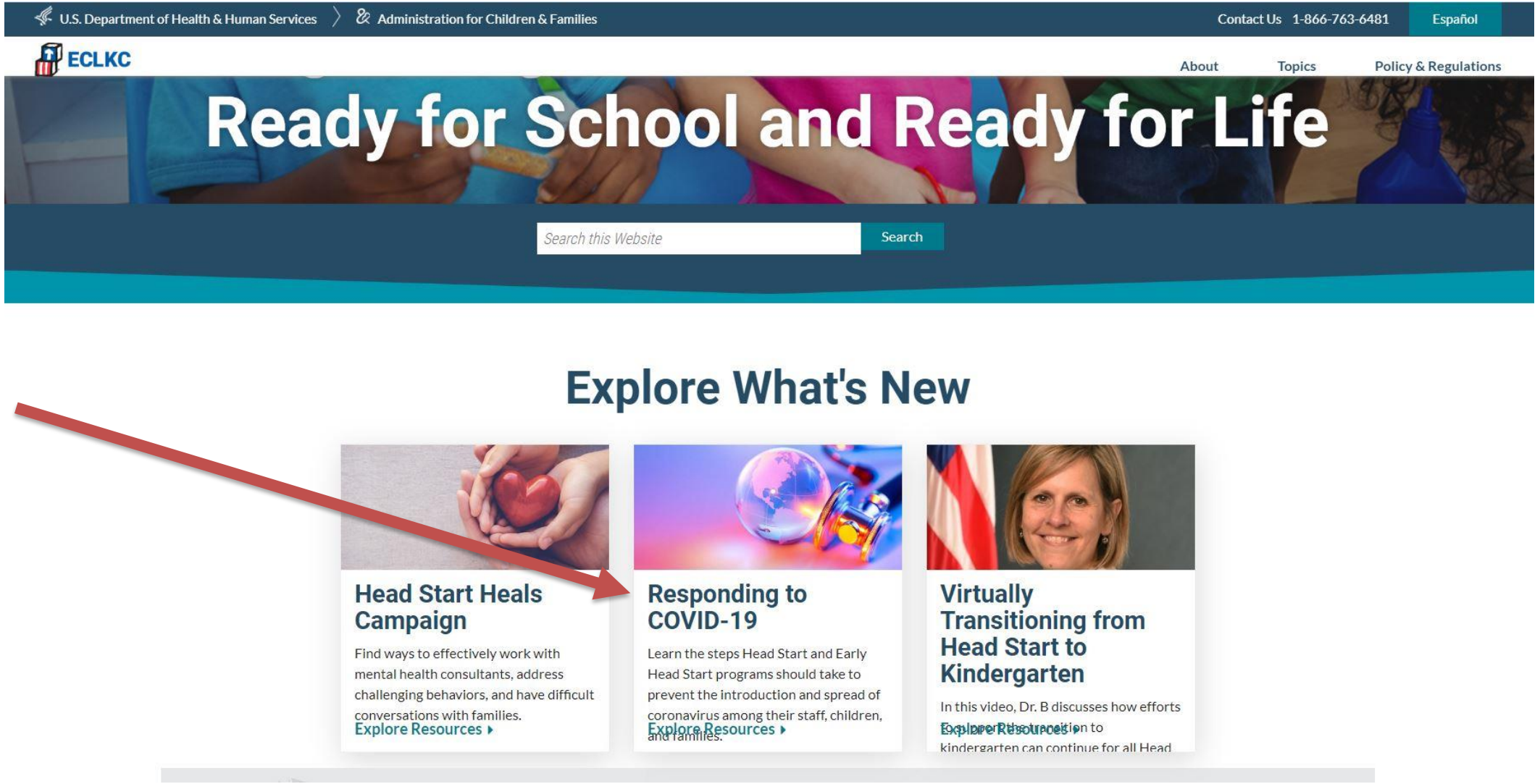
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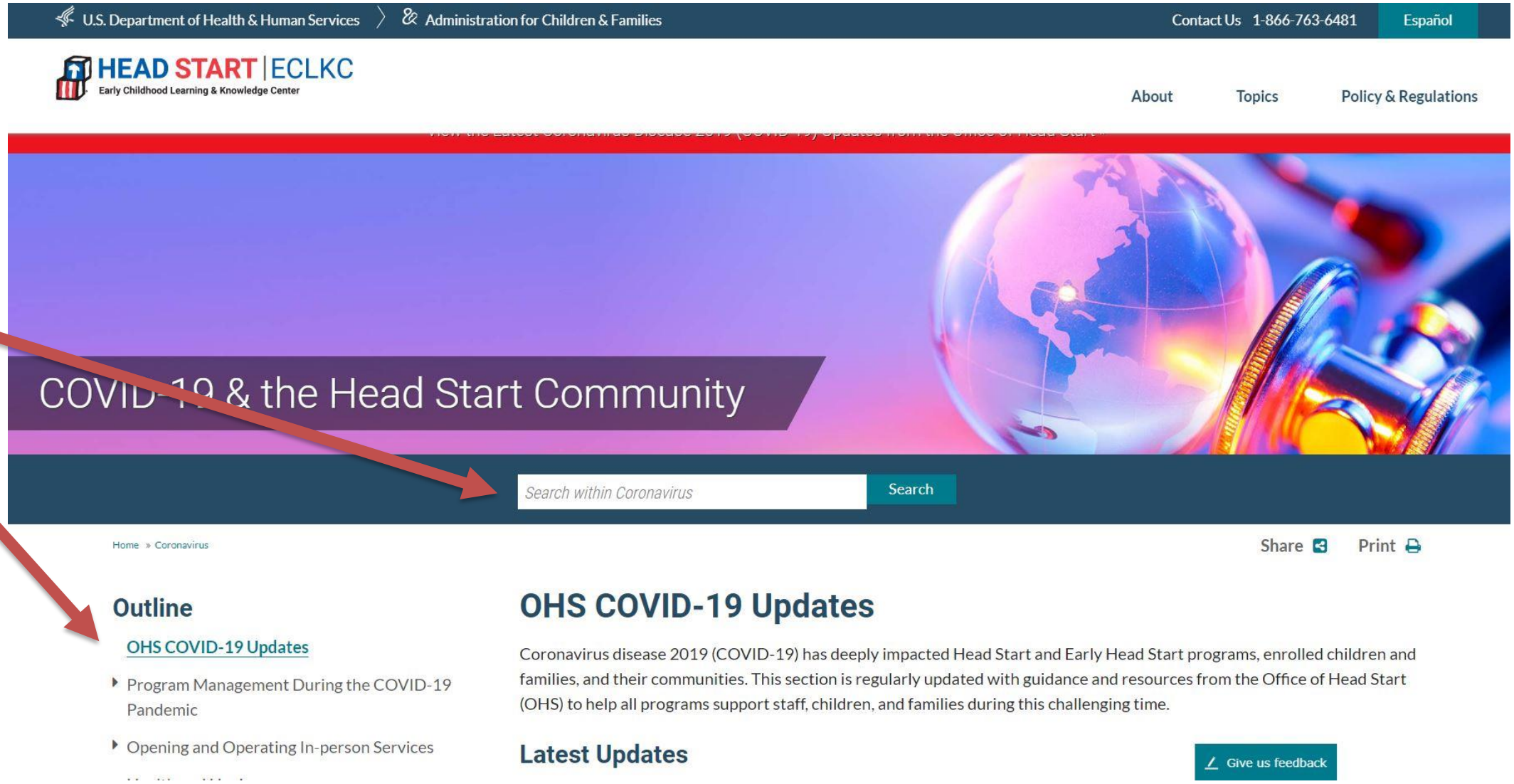
Find ways to effectively work with mental health consultants, address challenging behaviors, and have difficult conversations with families.
Explore Resources
Responding to COVID-19
Learn the steps Head Start and Early Head Start programs should take to prevent the introduction and spread of coronavirus among their staff, children, and families.
Explore Resources
Virtually Transitioning from Head Start to Kindergarten
In this video, Dr. B discusses how efforts
kindergarten can continue for all Head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OHS COVID-19 Updates
Coronavirus disease 2019 (COVID-19) has deeply impacted Head Start and Early Head Start programs, enrolled children and families, and their communities. This section is regularly updated with guidance and resources from the Office of Head Start (OHS) to help all programs support staff, children, and families during this challenging time.
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Coronavirus disease 2019 (COVID-19) has deeply impacted Head Start and Early Head Start programs, enrolled children and families, and their communities. This section is regularly updated with guidance and resources from the Office of Head Start (OHS) to help all programs support staff, children, and families during this challenging time.

Latest Updates

7/15/2020: OHS Collaborating Actively in Meaningful Planning (CAMP): Session 3 (Webinar)

Watch this third episode in the series presented by the Office of Head Start (OHS), which addresses questions and concerns about Subpart C – Education and Child Development Program Services, 45 CFR §1302.

7/8/2020: OHS Collaborating Actively in Meaningful Planning (CAMP): Session 2 (Webinar)

Watch the second session of this series, which includes a conversation on Subpart I Human Resources Management, 45 CFR §1302; Program Governance, 45 CFR §1301; and timelines in the Head Start Program Performance Standards (HSPPS).

7/1/2020: OHS Collaborating Actively in Meaningful Planning (CAMP): Session 1 (Webinar)

OHS started a six-week series to address questions and concerns about offering Head Start and Early Head Start services during the COVID-19 pandemic. Programs have done amazing and innovative work delivering services during this crisis.

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Program Management During the COVID-19 Pandemic

OHS expects programs to take actions that are feasible, reasonable, and safe in terms of continuing to provide services and implementing management and oversight systems. OHS has issued guidance and described flexibilities to help programs continue to operate successfully in the COVID-19 environment. This section is regularly updated with the most relevant guidance and resources. All published resources are listed under Recent Updates.

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Funding and Administrative Flexibilities

Most Head Start sites and communities have been closed for several weeks and may remain closed for some time. OHS expects programs to take actions that are feasible, reasonable, and safe in terms of continuing to provide services and implementing management and oversight systems. The Coronavirus Aid, Relief, and Economic Security (CARES) Act included $750 million for programs under the Head Start Act to support preventative, preparedness, and responsive activities during the pandemic. Several administrative flexibilities are available to Head Start grantees during the COVID-19 emergency. Programs should maintain documentation to address any variations in their normal fiscal practices made to respond to the COVID-19 outbreak. This section is regularly updated with the most relevant guidance and resources. All published resources are listed under Recent Updates.

Funding

The CARES Act, 2020 (P.L. 116-136), made available $750 million for programs under the Head Start Act, which includes up to $500 million for the purpose of operating supplemental summer programs. All CARES Act funding, including for voluntary summer programs, will be distributed as one-time funding by formula based on each grantee's funded enrollment. OHS provides updated guidance so all grantees can respond to the unique and constantly evolving circumstances within their communities during the COVID-19 pandemic in ACF-PI-HS-20-04 Update to Funding for FY 2020 Supplemental Funds in Response to the Coronavirus Disease 2019 (COVID-19).

Administrative Flexibilities

OHS will not hold programs accountable for requirements such as screenings, assessments, data collections, and enrollment that are not possible or reasonable for them to achieve during the current closures. Due to the impacts of the COVID-19, the 2019–2020 Program Information Report (PIR) will not be required this year. OHS wants to eliminate the reporting burden of the PIR, as well as remove any confusion on how certain elements of the PIR could be collected and interpreted when programs are closed.

OHS expects programs to maintain records of services they provided and those that were not provided. Many grantees have found it helpful to join the MyPeers community to discuss particular situations with their colleagues.

Please be advised that no Head Start requirement or HSPPS will be waived where failure to comply results in unreasonable risk to the health and safety of children, or constitutes fraud or misuse of federal funds. Grantees must be able to assure the safety of children in their care and financial accountability for funds and property.

ACF-IM-HS-20-03 Coronavirus Disease 2019 (COVID-19) Fiscal Flexibilities provides guidance related to fiscal flexibilities and waivers affecting grant applications, no-cost extensions, allowable costs, extension of certain deadlines, procurement, prior approvals, indirect cost rates, and single audit submissions.

In addition, the guidance from ACF-HS-IM-19-01 General Disaster Recovery Flexibilities applies to programs impact

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Monitoring

The Office of Head Start (OHS) is carefully monitoring the closures related to the COVID-19 outbreak. We have postponed FY 2020 Focus Area Two (FA2) and Classroom Assessment Scoring System (CLASS): Pre-K® onsite monitoring reviews scheduled to occur during and after March 2020. These reviews will be rescheduled when programs return to a steady operating status. We will make ongoing decisions about postponing monitoring reviews scheduled beyond August. We have instructed DLH DANYA, the contractor responsible for contacting grantees about monitoring events, to notify scheduled grantees of postponements. They will contact grantees if decisions are made to postpone grantees scheduled for reviews beyond August in the coming weeks. All FA1 reviews will continue as scheduled. All published resources are listed under Recent Updates.

OHS is in the process of determining how to best proceed with CLASS® observations during the upcoming program year. There are several factors, including the complexities of administering CLASS® in these unprecedented times and the OHS statutory mandates related to the assessment of teacher and child interactions. This will be a challenging school year for programs, and the uncertainty is uncomfortable. OHS is making measured and informed decisions about all monitoring activities including CLASS®. A monitoring strategy for the 2020–2021 program year will be shared in September 2020.

Topic: About Us

Keywords: Monitoring, COVID-19

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ERSEA

Extended closures have impacted Head Start programs' eligibility, recruitment, selection, enrollment, and attendance (ERSEA) strategies. Head Start and Early Head Start programs should continue reporting monthly enrollment. This section is regularly updated with the most relevant guidance and resources. All published resources are listed under Recent Updates.

Enrollment Reporting

The Office of Head Start (OHS) expects programs to continue reporting monthly enrollment in the Head Start Enterprise System (HSES). When reporting monthly enrollment, grantees should continue to enter the number of children enrolled on the last operating day of the month.

Grantees currently participating in the Full Enrollment Initiative can reference enrollment inquiries and flexibilities according to each stage of the process.

ERSEA FAQs from the Office of Head Start CAMP: Session 1

1. **Will programs be penalized if they do not reach full enrollment at this time? Will limited enrollment impact grant funding?** Enrollment, 45 CFR §1302.15(a) **(Funded enrollment)**
   Answer: No. Programs' current funding levels will not be reduced if they are unable to meet full enrollment during the 2020–2021 program year. As many programs may not be able to serve their funded ding to the coronavirus disease 2019 (COVID-19) pandemic, programs' current funding levels v al enrollment

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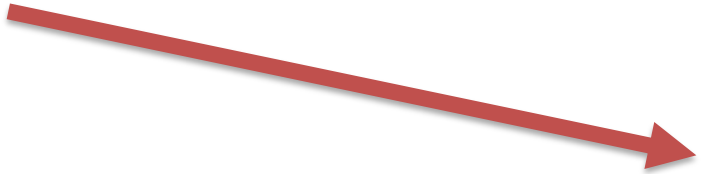
10. **Will programs be penalized for low or variations in attendance?** Attendance, 45 CFR §1302.16(a–b) **(Promoting regular attendance and Managing systematic program attendance issues)**
Answer: Programs will not be penalized for low attendance or variation during the 2020–2021 program year. However, it is critically important that programs track and analyze the cause of absences for all children regardless of what type of services they are receiving.

Current requirements for attendance and attendance tracking in the Head Start Program Performance Standards will remain the same. A program's monthly average daily attendance rate might fall below 85% due to COVID-19-related concerns. Programs are encouraged to use attendance data to inform what services they are providing during the pandemic and whether those services are meeting the needs of families.



ERSEA: Strategies During a Pandemic

Extended closures due to a pandemic can make programs rethink their ERSEA strategies. Programs may need to modify their recruitment and selection activities. Changing demographics may require eligibility criteria to evolve (e.g., increased numbers of eligible families, changes to recruitment and service areas). This tip sheet can help guide ERSEA planning and service delivery during times of transition.

Topic: About Us

Keywords: Enrollment, Attendance, Eligibility determination

Last Updated: July 16, 2020

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Program Structure

The COVID-19 pandemic has impacted Head Start program options and schedules, service duration, group sizes, and staffing. These responses are designed to support Head Start program planning and decision-making for the 2020–2021 program year. This section is regularly updated with the most relevant guidance.

Program Structure FAQs from the Office of Head Start CAMP: Session 1

1. **Are programs expected to operate the program options they are funded to operate? If the Office of Head Start (OHS) will allow flexibility in program options, what is the accompanying waiver process?** Determining program structure, 45 CFR §1302.20

   Answer: No. All programs should reassess the options they operated before the coronavirus disease 2019 (COVID-19) pandemic to determine what options or combination of options, including locally designed options, will work best for the 2020–2021 program year. Programs may determine it is not safe or feasible to provide center-based or home- based services at their pre-COVID-19 capacity. Since group sizes in centers will likely be smaller, programs may choose to provide home-based and virtual services for some or all enrolled children. Those service decisions could change throughout the 2020–2021 program year as local conditions improve and stabilize. Programs do not have to obtain a waiver before changing program options for the 2020–2021 program year. Instead, [illegible] to notify their

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Human Resources Management

The COVID-19 pandemic has impacted many aspects of Human Resources Management. These responses are designed to support Head Start program planning and decision-making for the 2020–2021 program year. This section is regularly updated with the most relevant guidance.

- FAQs About Staff Compensation, from CAMP Session 2
- FAQs About Human Resources Management, from CAMP Session 2
- Flexibility to Pay Staff Wages and Provide Benefits Through Sept. 30, 2020

Topic: About Us

Keywords: COVID-19

Last Updated: July 17, 2020

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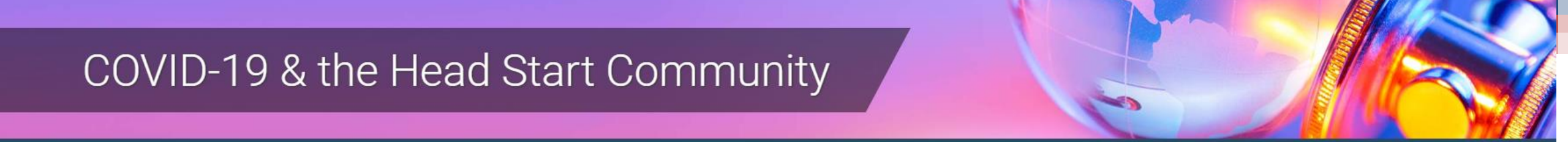

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Program Management and Quality Improvement

These T/TA tools promote strategic planning during the COVID-19 pandemic. This section is regularly updated with the most relevant guidance and resources. All published resources are listed under Recent Updates.

- Head Start Management Systems Wheel: Guiding Questions During a Pandemic
- Pandemic Programmatic and Community Update
- Social Media Essentials for Getting Head Start Programs Connected

Topic: About Us

Keywords: Program planning systems, COVID-19

Last Updated: July 17, 2020

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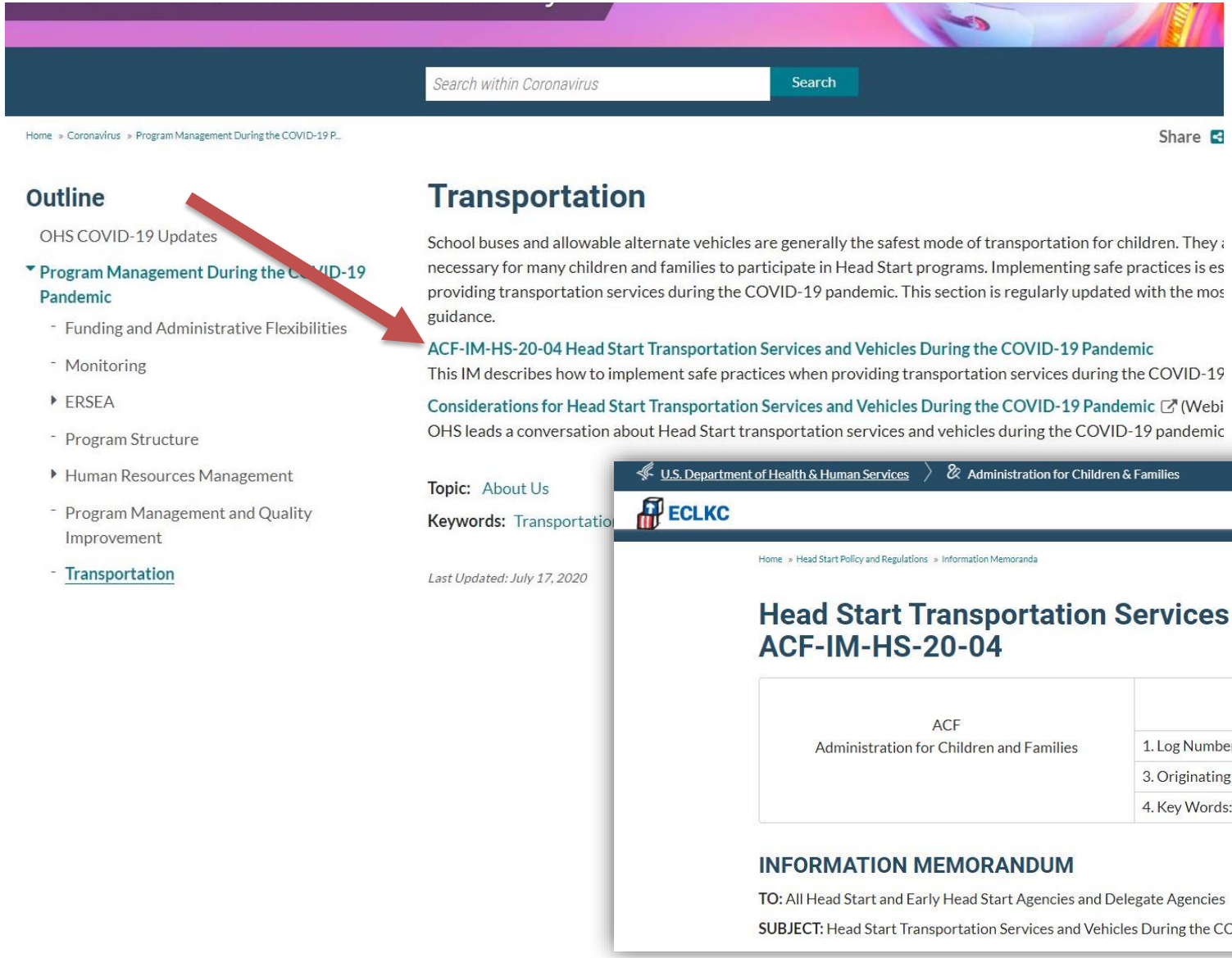
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Transportation
Transportation
School buses and allowable alternate vehicles are generally the safest mode of transportation for children. They
necessary for many children and families to participate in Head Start programs. Implementing safe practices is es
providing transportation services during the COVID-19 pandemic. This section is regularly updated with the mos
guidance.
ACF-IM-HS-20-04 Head Start Transportation Services and Vehicles During the COVID-19 Pandemic
This IM describes how to implement safe practices when providing transportation services during the COVID-19
Considerations for Head Start Transportation Services and Vehicles During the COVID-19 Pandemic (Webi
OHS leads a conversation about Head Start transportation services and vehicles during the COVID-19 pandemic
Topic: About Us
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OF HEALTH AND HUMAN SERVICES
1. Log Number: ACF-IM-HS-20-04
2. Issuance Date: 06/22/2020
3. Originating Office: Office of Head Start
4. Key Words: Transportation Services; Vehicles; COVID-19 Pandemic
INFORMATION MEMORANDUM
TO: All Head Start and Early Head Start Agencies and Delegate Agencies
SUBJECT: Head Start Transportation Services and Vehicles During the COVID-19 Pandemic

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  - Transition Tips for Reopening Infant/Toddler Programs
  - Summer Learning for Children with IEPs and IFSPs
- Programming During Remote Service Delivery
- Resources for Parents and Families During Remote Service Delivery

Q&A Archive

Additional Federal COVID-19 Resources

Opening and Operating In-person Services

For programs providing in-person services, the health and safety of staff, families, and children is the highest priority. Programs must adhere to guidance from the CDC and local health officials. Explore considerations for reopening and operating Head Start and Early Head Start programs. All published resources are listed under Recent Updates.

Reopening Considerations

- **COVID-19 and Early Care and Education Considerations Before Reopening**
  Early care and education directors and staff, and training and technical assistance staff can use this tool to find resources and practices for caring for children during the coronavirus disease 2019 (COVID-19) pandemic.
- **Preventing and Responding to COVID-19**
  Head Start and Early Head Start programs should take steps to prevent the introduction and spread of COVID-19 among their staff, children, and families. CDC provides up-to-date information about the current outbreak.
- **Reopening Infant/Toddler Programs: Transition Tips**
  Relationships and continuity are key to infant and toddler development. As programs prepare to open their doors and welcome back babies and their families, they can use these strategies to ensure a smooth transition.

Caring for Children During COVID-19

- **Social Distancing in Early Care and Education: Feasible or Impossible?** (Webinar)
  Explore issues around social distancing in ECE programs. Hear from Danette Glassy, MD, FAAP, pediatrician, about guidance from the CDC. Discover practical strategies for implementation in a variety of early care programs.
- **Caring for Children in Group Settings During COVID-19** (Webinar)

Programming During Remote Service Delivery
Resources for Parents and Families During Remote Service Delivery
Q&A Archive
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Summer-Specific Services

- Supporting Children's Learning and Development Through Summer Learning Programs
  Explore strategies programs can use to prepare to support children's health, safety, learning, and development through summer learning programs.
- Summer Learning for Children with IEPs and IFSPs
  Supporting young children and families can be challenging during uncertain times, and even more so for children with disabilities or suspected delays. As programs plan to transition back to more typical operations, explore ways to prepare and welcome children with Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) and their families.

with

See Also

- ERSEA
- Program Structure
- Transition to Kindergarten

On the Road to Recovery Considerations for Early Care and Education

Navigating Through COVID-19

NATIONAL CENTER ON
Early Childhood Health and Wellness

Give us feedback

Screening Staff Upon Arrival

Select icon for mental health information.

Screening is the most effective method to conduct daily staff health checks. Your screening procedures should ask staff:

- Did you have a fever over 100.4°F the last 24 hours?
- Did anyone in your household have a fever over 100.4°F in the last 24 hours?
- Do you have a cough?
- Are you experiencing shortness of breath or difficult breathing?
- Do you have any of these symptoms (including fever)?
    1) Chills
    2) Muscle pain
    3) Headache
    4) Sore throat
    5) New lost of taste or smell

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NATIONAL CENTER ON Early Childhood Health and Wellness

CC TOC

Topic: Physical Health

Keywords: COVID-19, Personal protection equipment, Child care programs

Give us feedback

Decision Tree Step 2

Am I ready to:

- Promote healthy hygiene practices such as hand washing and employees wearing a face covering as feasible?
- Intensify cleaning, sanitation, disinfection, and ventilation?
- Encourage social distancing?
- Adjust activities and procedures to limit sharing of items such as toys, belongings, supplies, and equipment?
- Train all employees on health and safety? protocols

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NATIONAL CENTER ON Early Childhood Health and Wellness

CC TOC

Topic: Physical Health

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Who Should Wear Masks?

Current Guidance

- Adults and children over 2 should wear a cloth face covering that covers the nose and mouth when in the community.
- A cloth face covering prevents the spread of the virus from the user to another person. It also prevents the user from touching their nose and mouth.
- A mask does not protect the wearer from droplets inthe air spread by another person or child.
- Children may not be able to reliably wear, remove, and handle masks.
- Do not wear masks when engaging in vigorous physical activity, while sleeping, or at naptime.
- Masks worn in the community may be cloth coverings; N95 masks are only for health care providers.

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- Programming During Remote Service Delivery
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  - Professional Development
- Resources for Parents and Families During Remote Service Delivery

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Staff Resources for Remote Services

Programs offering virtual services to children should consider how they will individualize these services for children and their parents and how service delivery will differ from the typical in-person model. Explore these resources to help families connect with the technology necessary for virtual services, and to support staff in delivering virtual service models. This section is regularly updated with the most relevant resources. All published resources are listed under Recent Updates.

Family Communications

Communication and Connectivity: Family Supports for Remote Service Delivery
Phones, laptops, tablets, Wi-Fi, and charging capability are critical tools for remote service delivery. Families and children rely on these tools to access Head Start and Early Head Start and other vital health and human services in their communities. To ensure Head Start and Early Head Start families have the access they need, wherever possible, consider these resources.

Free Internet Services
In response to COVID-19 developments, some internet providers are offering free services to low-income families and households with students. Social distancing should not mean social isolation for Head Start and Early Head Start families. Help families stay connected virtually and access free internet. They can also take advantage of free video platforms so they can stay in touch with family, friends, trusted providers, and, possibly, other Head Start families.

Social Media Messages for Supporting Families in Uncertain Times
Send these positive messages to families to let them know you are thinking of them during challenging times.

Staff Support

Making Videos at Home: Tips for Educators
Explore useful tips for making simple videos to share with and support families. If Head Start teachers and families have access to technology, teachers can post videos of themselves online or use direct video messaging. Teachers and home visitors can reassure children of all ages with simple and consistent messages. Use children's names and do a familiar greeting, song, or finger play. Remember that many families are under enormous stress. They do not need to duplicate all the educational experiences that happen at a center. They should focus on keeping themselves and children safe and healthy.

MyPeers Communities

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- Workgroups
- Downloads
- Quizzes
- Surveys
- Chats
- Manage Navigation

My Dashboard

Customize

Training Video

Announcements

ANNOUNCEMENT MUST READ

COVID-19 and Early Care and Education Considerations Before Reopening

By Jorge Saenz De Viteri in MyPeers Central

Must Read Posts

MUST READ

WEBINAR: Planning for the Upcoming School Year: How Cities Are Adapting their Pre-K Programs...

By Jorge Saenz De Viteri in Region II Head Start Programs

Questions

Where should federal interest for a modular building on... Roxanna Garza · 17 mins ago	0 Answer
Hello! Has anyone made any changes to their policies... Dorothy Ross · Jun 10, 2020 5:17 PM EDT	19 Answers
Good morning, I'm looking for ideas on how to do outre... Iria M Colon-Zabala · Jul 17, 2020 11:28 AM EDT	3 Answers
Does any know if HS has given any direction on how to... Sinoeun Mao · Jul 20, 2020 7:07 PM EDT	2 Answers

Notifications

John Robinson has created a new company event - **National Hammock Day** New
6 hrs ago
View Event

Kimberly Kennedy has asked you for an approval to invite **JoAnn Henry** to the network New
23 hrs ago

Polls

What part(s) of the Six Part FREE Webinar Series and online learning community on Virtual Service Delivery from

AG What is your experience with reopening EHS-CCPs?

Which of these 7 ways to jumpstart healthy change in your

Recognitions

Yolonda Sims-Stewart received **You Make a Difference Award** award from **Eurnestine Brown** - "Passionate about contributing
Jul 17, 2020 1:03 PM EDT

Cindy Gonzalez received **Keeping At It Award** award from **Phyllis Garcia** - "Demonstrated exceptional persistence and
Jul 01, 2020 9:53 AM EDT

Julie Hendren received **Colorful Thank You Award** award from **Sharon Baggett** - "You have dedicated yourself to provide
Jun 23, 2020 8:22 AM EDT

Ty Johnson received **Client Comforter Award** award from **Sharon Baggett** - "Ty Johnson thank you for giving me the

Sara Henceroth last replied to this question:

Dorothy Ross in MyPeers Central

Jun 10, 2020 5:17 PM EDT New

Hello! Has anyone made any changes to their policies and procedures due to the COVID-19?

Add a Reaction · Respond (30) · Pin it · More 13

Show 23 previous responses

Bernice Pettway Mandy, Thank you for sharing!
Add a Reaction · Reply · Delete · 3 hrs ago

John Robinson We are keeping our core policies and procedures the same while making temporary changes to meet the needs of operation under the pandemic.
Upvote · Downvote · Reply · Delete · 2 0 · 7 hrs ago

Sara Henceroth This is what we are doing as well, I believe.
Add a Reaction · Delete · an hr ago

Write a response...

Alice Marie Ohlin last answered this question:

Iria M Colon-Zabala in MyPeers Central

Jul 17, 2020 11:28 AM EDT New

Good morning, I'm looking for ideas on how to do outreach virtually. I have in my list social media, mail, phone, emails, virtual meetings, newspapers, radio, person-to-person and ASQs on the phone with community lists, anything else???

Add a Reaction · Respond (4) · Pin it · More 2

Show 1 previous response

Yolonda Sims-Stewart We also implemented the infant toddler IT virtual academy which actually is really good; we provide a educational curriculum e- learning resources, teacher resources, family resources to included the ERESA enrollment packet; Statewide community resources. The Infant Toddler IT Virtual Academy actually covers all content areas, Health and safety, education, and ERESA Family Services. Its awesome. We created it for parents and interested families who are looking to enroll their children in early head start. The EHS on line pre application is also added the Infant toddler IT Virtual academy.
Upvote · Downvote · Reply · Delete · 0 0 · Jul 17, 2020 1:32 PM EDT

Deana Hirte I have never heard of the infant toddler IT virtual academy. Is there a website? Please tell me more...
Add a Reaction · Delete · Jul 20, 2020 4:03 PM EDT

Alice Marie Ohlin Good morning Iria! looks like you have it pretty well covered.
Upvote · Downvote · Reply · Delete · 0 0 · an hr ago

People (0) Teams (5)

Coming Soon

Supporting Children and Families During COVID-19

- ***Mental Health and Wellness***
- ***Supportive Family-Staff Relationships***
  - ***Parenting***
  - ***Parents and their Child's First Teachers***
- ***Family Financial Capability, Employment, and Education***
  - ***Food Security and Nutrition***
  - ***Housing Stability***
- ***Community Partnerships***
- ***Services for Children with Disabilities***

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Additional Federal COVID-19 Resources

Family Financial Capability, Employment, and Education

There are a number of things Head Start programs can do to support family economic stability during the coronavirus disease 2019 (COVID-19) pandemic. This section is regularly updated with the most relevant guidance and resources. All published resources are listed under Recent Updates.

Partnering with Families to Build Economic Security During Emergencies

Learn how to partner with families to access federal assistance, open a bank account, apply for unemployment insurance benefits, pursue their education and training goals, and more.

How Head Start Can Help You During Emergencies—Tips for Parents

Explore these tips sheets to learn how your Head Start program can work with you to access important information, benefits, and tools that can strengthen your family's economic security during crises.

Building Foundations for Economic Mobility (BFEM)

Head Start and Early Head Start programs are well positioned to partner with families to achieve their goals. Explore this collection of resources from the BFEM Initiative to help families focus on their well-being and progress.

Coronavirus Tax Relief and Economic Impact Payments

Learn more about the Internal Revenue Service (IRS) COVID-19 response and discover tax help for taxpayers, businesses, tax-exempt organizations, and others—including health plans—affected by COVID-19. For families who don't usually file a tax return, see How Non-filers Can Get Their Economic Impact Payment, also known as the coronavirus stimulus check.

Earned Income Tax Credit and Other Refundable Tax Credits

Review information about the Earned Income Tax Credit (EITC) and child tax credits. These credits are among the largest IRS public benefits for low-income households. Head Start, Early Head Start, and child care staff can ensure families are informed about these credits and other financial tools. Use these resources to help determine eligibility and next steps.

Economic Mobility Toolkit for Head Start and Early Head Start

Partnering with Families to Build Economic Security During Emergencies

Families' financial, education, employment, and career needs and goals may change during emergencies and natural disasters. In these tip sheets, program staff can learn how to partner with families to access important information, benefits, and tools that can strengthen families' economic security during crises. Learn how to partner with families to access federal assistance, open a bank account, apply for unemployment insurance benefits, pursue their education and training goals, and more.

Partnering with Families During Emergencies [PDF, 207KB]

Discover how to partner with families to address their immediate needs caused by an emergency, revisit their long-term financial goals, and celebrate their successes.

Partnering with Families to Access Stimulus Payments [PDF, 549KB]

Learn how to work with families to determine their eligibility for a federal stimulus payment. Help them receive their payment and identify other public benefits and resources to strengthen financial security.

Partnering with Families to Open a Bank or Credit Union Account [PDF, 616KB]

Find out how to partner with families to explore bank and credit union accounts, find accounts with low or no fees, and take steps t

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Supportive Family-Staff Relationships

Whether delivering services virtually or in person, Head Start parents need support. Many families are spending more time together than normal. Use these resources to help parents who are stressed build deeper relationships with their children and support their learning. All published resources are listed under Recent Updates.

Stay Connected and Provide Emotional Support to Families

- **Stay Connected to Decrease Family Stress in Difficult Times**
  In this video, Dr. Bergeron is joined by Kiersten Beigel, family and community partnerships specialist at the Office of Head Start. They discuss how to partner with families during the COVID-19 pandemic. Offering compassion, connection, and care can decrease parental stress. Addressing immediate stressors related to food, rent support, or healthcare can also help. Dr. B and Kiersten suggest ways programs can find out what is going on with children at home.
- **Starting with Strengths in Challenging Times**
  Take time to focus on your own professional development. Work through this simulated game. Find five strategies you can use to partner with families going through a challenging situation.
- **Preparing for Challenging Conversations with Families**
  Discover ways to prepare for conversations that include challenging topics. These conversations can be used to engage families, strengthen relationships, and build trust. It may be difficult to begin discussing a challenging topic with a family. Explore this resource to learn how and why staff should prepare for challenging conversations.
- **Engaging with Families in Conversations About Sensitive Topics**
  In this resource, find tips and approaches to help staff talk with families about sensitive topics.

Parenting

- **Parenting Curricula Review Databases**
  Explore ways to offer your parenting curriculum on virtual platforms. Support parents' relationships with their children and with other parents using these curricula. Use these databases to learn about and choose a parenting curriculum.
- **Self-Reflection in Parenting: Help for Getting Through Stressful Times** [PDF, 86KB]
  Find ideas to offer parents about using self-reflection as a tool to manage stress.
- **Encouraging Strong Parent-Child Relationships**
  Use these simple tips to help families reinforce parent-child bonds during stressful times.

Parents as Their Child's First Teachers

- **The Importance of Schedules and Routines**

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Community Partnerships

Learn ways Head Start programs can provide families with information on community supports, as adversity can increase during this time. This section is regularly updated with the most relevant guidance and resources. All published resources are listed under Recent Updates.

- **Engaging Community Partners to Strengthen Family Services: Strategies and Examples**
  Explore steps to strengthen community partnerships and family services and supports during stressful times.
- **Economic Mobility Toolkit for Head Start and Early Head Start**
  Use this toolkit to inform partnership planning with your local workforce development board, American Job Center, and other important community partners. Learn ways to help families find work and establish new career pathways.
- **Enhancing Community Partnerships: Sample MOU between Head Start and Domestic Violence Programs**
  During these stressful times, consider expanding partnerships with domestic violence programs. Use the sample memorandum of understanding (MOU) to guide joint planning as you ensure child and family safety and healing.
- **Partnering with Child Welfare Agencies: An Overview**
  Head Start and Early Head Start programs offer comprehensive services to families in partnership with community agencies, including local child welfare agencies. Explore this overview to learn more about the importance of working with child welfare agencies for program leaders and staff.
- **Strategies for Partnering with Child Welfare Agencies**
  Explore this resource to learn strategies for planning partnerships with child welfare agencies. Find guiding questions and action steps to help build effective, engaged, and collaborative relationships to strengthen family well-being.

Topic: About Us

Keywords: Social distancing, Community assessment, Program planning systems

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- Community Partnerships
- Family Financial Capability, Employment, and Education
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Last Updated: July 22, 2020

Questions?

OHS CAMP Series

Each conversation is designed to:

- Empower grantees to make reasonable decisions
- Explore how meeting HSPPS requirements may look different
- Reinforce grantees need to use community data and state and local guidance to make informed decisions
- Ensure the health and safety of staff, children, and families comes first

Next Week's Topics:

- **§ 1302 Subpart D –**
  Health Program Services
- Breaking News