

HEAD START[®] BULLETIN

enhancing head start communication



U.S. Department of Health and Human Services ★ Administration for Children and Families ★ Administration on Children, Youth and Families

November 1998

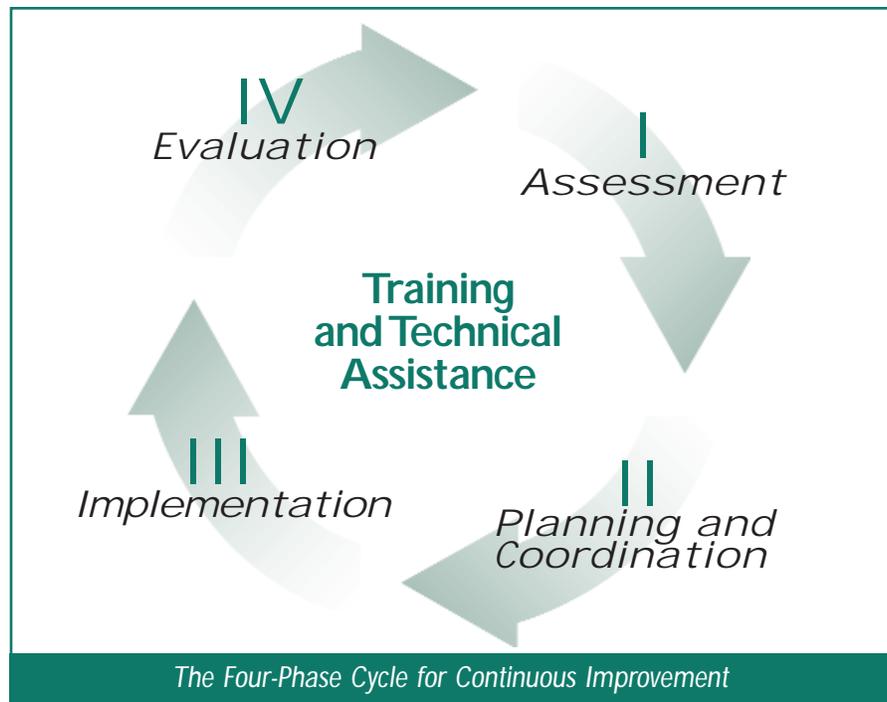
Issue No. 64

Partners in Quality Head Start's T/TA Network

By Helen H. Taylor

Two years ago, as part of its ongoing commitment to excellence in serving children and families, the Head Start Bureau undertook a review of the training and technical assistance (T/TA) system. Providers and recipients of T/TA, Federal staff at the national and regional levels, and experts in related fields provided input on the strengths and weaknesses of the T/TA system, along with recommendations for improvement. This resulted in a network of "cooperative agreements" and a new partnering between Federal staff and T/TA providers across the country.

This issue of the Bulletin provides an overview of the enhanced Head Start training and technical assistance system. The four-phase cycle of T/TA — Assessment, Planning and Coordination, Implementation, and Evaluation — receives special attention, since this process is a central component of Head Start's commitment to continuous quality improvement. We hope you find this information useful, and that you will work



with the T/TA providers in your area to continue to enhance the quality of services you provide to Head Start children and families.

Helen H. Taylor is Associate Commissioner of the Head Start Bureau.

Also Inside this Issue...

Head Start Reauthorization Approved	3
Regional Coordinating Councils	11
HSFIS	28
Migrant Programs Branch	29

“Partners in Quality”

Contents

Partners in Quality:	1
Head Start’s T/TA Network	
Head Start Reauthorization Approved	3
The National T/TA Network.	5
The Quality Improvement Centers	6
The Quality Improvement Centers for	8
Disabilities Services	
Strength-Based Needs Assessment	10
The Regional Coordinating Councils	11
Quality in Linking Together (QUILT).	12
Promoting Excellence:	13
A Strategic Planning Process	
Early Head Start and the Provision of	14
Customized Technical Assistance	
The Hilton/Early Head Start Training Program	15
Professional Development in Head Start	16
Academic Institutes Launched.	16
Technology and Distance Learning	17
Historically Black Colleges and Universities.	18
Partnerships with Colleges and Universities	19
Effective Training.	20
“Moving Ahead” with Phase IV.	20
National Training Guides	21
The T/TA Assessment Project.	23
Aspens and Other Interconnections.	24
Resources.	25
Central Office News.	29
In the News.	31
The National Head Start Fellowship Program	32

The Head Start Bulletin is published six times a year by the Head Start Bureau (HSB), Administration on Children, Youth and Families, Administration for Children and Families, Department of Health and Human Services.

Donna E. Shalala
Secretary

Olivia A. Golden
Assistant Secretary
Administration for Children and Families

Michael Kharfen
Director
Office of Public Affairs

Patricia Montoya
Commissioner
Administration on Children, Youth and Families

Helen H. Taylor
Associate Commissioner
Head Start Bureau

The Bulletin is a service of HSB’s Training and Technical Assistance Branch. Its purpose is to enhance communication among the Head Start Bureau, Head Start programs, and interested national, regional, and state organizations and agencies.

JoAn Knight Herren
Chief, T/TA Branch
Head Start Bureau

Jeffrey Fredericks
Editor-in-Chief
Head Start Bulletin

The Head Start Bulletin is prepared under Contract No. 105-96-2010 with PaL-Tech, Inc. Jean Swift is Senior Writer.

Head Start Bulletin
TRAINING & TECHNICAL
ASSISTANCE
Issue No. 64

Head Start Reauthorization Approved

On October 27th, President Clinton signed the Coats and Human Services Reauthorization Act of 1998, to provide the legislative framework for five more years of Head Start operations. The new legislation reaffirms core features of Head Start's mission and structure, while adding significant new provisions to strengthen program quality, accountability, expansion, partnerships, and research efforts. The Congress also approved the Administration's request for a \$305 million increase in Head Start funding and appropriated \$4.66 billion to continue to expand and improve Head Start and Early Head Start programs this year.

Important new provisions in the law include the following:

- Continuing Head Start's federal-to-local funding system, while strengthening procedures for consultation with governors in planning Head Start funding.
- Enhancing program accountability by mandating new education performance standards and performance measures related to children's literacy skills and school readiness, and by expanding Head Start program monitoring to assess program effectiveness in terms of the performance measures and new child outcome standards.
- Strengthening program quality by increasing the proportion of future budget increases devoted to quality improvement purposes, and improving the credentials of Head Start teachers by setting a goal of having at least 50 percent of all teachers in center-based programs attain an associate of arts, bachelor of arts, or advanced degree in early childhood

education or child development by the year 2003.

- Continuing expansion of Early Head Start to 10 percent of Head Start's budget in 2002, in order to implement the President's plan to double Early Head Start enrollment to 80,000 children and families.
- Allowing, for the first time, for-profit organizations to become Head Start grantees and delegate agencies.
- Enhancing Head Start partnerships with other early childhood programs and state governments by strengthening Head Start-State Collaboration Offices, providing new flexibility for grantees to collect fees and share equipment and supplies in partnerships to provide full-day, full-year services; and launching a major new training and technical assistance effort to enhance linkages with family literacy programs.
- New research to assess the impact of Head Start services on children's social competence and school readiness, and to compare Head Start outcomes with the results of other early childhood programs and with the development of children who don't attend any program.

Associate Commissioner Helen Taylor views the successful completion of reauthorization as a major achievement for the entire Head Start community:

This year's reauthorization continues Head Start's tradition of generating bipartisan support from Congress and preserves Head Start's unique commit-

ment to providing the highest quality and most comprehensive services to America's neediest young children and their families. With confidence, we can face the challenge of working together to understand the requirements of the new law and to create implementation strategies that draw on the best ideas



President Clinton signs the bill reauthorizing Head Start. Health and Human Services Secretary Donna Shalala and Helen Taylor, Associate Commissioner of the Head Start Bureau, are among those present.

(photo by Bert Goulait/The Washington Times)

and work of Head Start managers, staff, parents, and our key partners in communities and states.

The Head Start Bureau will be working over the next several months with ACF Regional Offices, Head Start grantees and delegate agencies, and other leaders and experts to develop more specific policy statements and short-run and long-range plans to implement this important legislation. Grantees and delegate agencies will be receiving an Information Memorandum in the near future that conveys the full text of the new law.

The Four-Phase Cycle for Continuous Quality Improvement

Activity Cycle Step 4:

Evaluation

- Quality Control
- Based on Criteria and Standards
- Build on Feedback

Activity Cycle Step 1:

Assessment

- Data Collection
- On-Site or Telephonic Interviews
- Program Information Report Data
- National Trends
- Trends Analysis

Activity Cycle Step 3:

Implementation

- Best Practice
- Flexible Delivery Systems
- State of the Art Technologies
- Research Findings
- Emerging Trends and Knowledge
 - Ongoing

Activity Cycle Step 2:

Planning and Coordination

- Regional Coordinating Council
- Head Start Associations
- Child Care/Early Childhood Programs
- Child Care
- Pre-K
- State Collaboration Offices
- Academic Institutions

The National T/TA Network

By JoAn Knight Herren

As part of its ongoing commitment to continuous quality improvement, the Head Start Bureau implemented a new system for providing training and technical assistance (T/TA) to Head Start programs across the country in the Fall of 1997. The new system is designed to support all Head Start programs in their efforts to enhance services — from programs with need areas highlighted in their monitoring reviews to programs that have consistently received high marks. Continuous quality improvement applies to all Head Start programs; in these times of rapid change, there are always opportunities for growth.

Step I: Assessment

Central to the enhanced T/TA system are the regionally-based Head Start Quality Improvement Centers (QICs) and QICs for Disabilities Services (QIC-DSs). These QICs provide T/TA to meet the needs of all Head Start grantees and delegate agencies nationwide. Each QIC is staffed with specialists in early childhood education and development, health, family and community development, technology, transportation, facilities, and fiscal/administrative management. In addition, many of the QICs have staff members who are outstationed in state or cluster areas to more easily support programs over a large geographic region.

Step I undertaken by the QICs, was an **assessment** of T/TA needs in the regions. Most of these assessments have now been completed. While specific needs vary from region to region, there were some common themes: (1) welfare reform; (2) Head Start/Early Head Start expansion; (3) child care;

(4) family and community partnerships; (5) health and mental health; (6) the revised Program Performance Standards and monitoring; (7) outcome-based versus process evaluation; and (8) technology.

Based on the responses to its own assessment process, each Region will develop a plan for meeting the priorities of its Head Start programs.

Step II: Planning and Coordination

A new feature of the T/TA system is the creation of Regional Coordinating Councils (RCCs), whose members are representative of all parts of the network — from Regional Office staff to the State Collaboration Offices to State Head Start Association representatives to QIC representatives and other T/TA providers in the field of early child development and education. (See related article on p. 11.) One of the main purposes of the RCCs is to reduce fragmentation within the T/TA system. The RCCs promote information sharing that is invaluable to coordinated service provision. The RCCs also foster collaboration between community agencies, child care, governments, academic institutions, and other Head Start programs.

Step III: Implementation

The RCCs, in general, meet quarterly to: review T/TA needs in the region and establish priorities; develop and oversee **implementation** of a plan to address these needs (Step III in the T/TA Activity Cycle); and discuss other emerging issues. All of the RCCs are now operational; and many have met to identify their missions, clarify their roles in the T/TA system, and address the T/TA priorities in their Regions.

Step IV: Evaluation

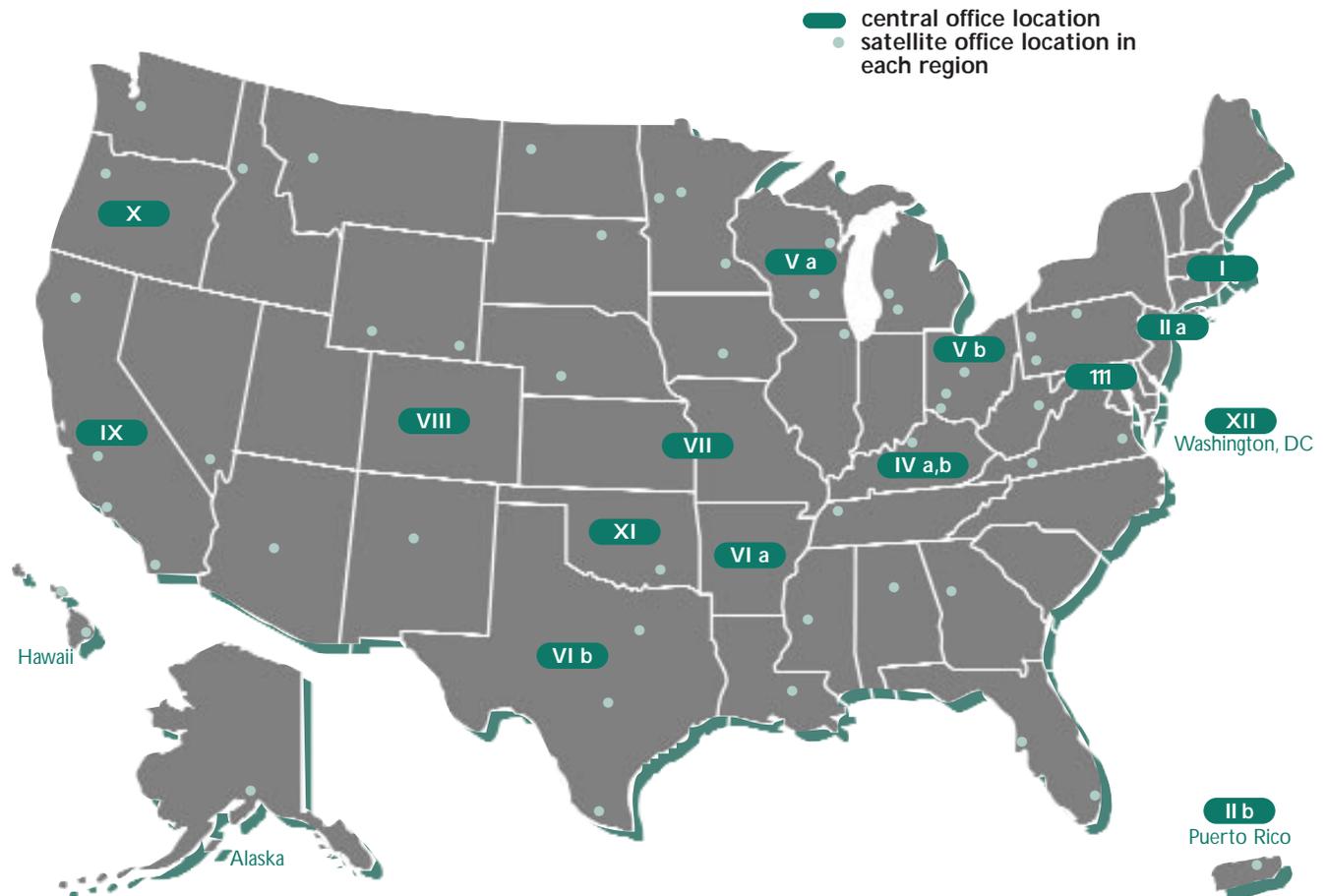
In addition to the evaluations normally conducted after individual training events, Head Start programs, the Quality Improvement Centers, and Federal staff will be involved in evaluating the training and technical assistance system as a whole. The T/TA Assessment Project currently underway is developing tools and processes to be used by local programs, the QICs, and the Head Start Bureau in conducting this evaluation. (See related article on p. 23.) The results of this ongoing evaluation will provide the information needed at all levels of the Head Start community to make decisions and plan for continuous quality improvement in Head Start services to children and families.

National Contracts

At the national level, the T/TA Network is supported by several key contracts. In brief, the National Resource Center (NRC) publishes the Head Start Bulletin, supports national T/TA initiatives, and organizes conferences and institutes; the Head Start Publications Management Center (HSPMC) manages the distribution of Head Start publications; and the Early Head Start National Resource Center (EHS NRC) provides leadership and support in services to infants/toddlers and pregnant women. (See Resources for more information on these and other T/TA-related national contracts.)

JoAn Knight Herren is Chief of the Training and Technical Assistance Branch at the Head Start Bureau. T: 202-205-8566; E: jherren@acf.dhhs.gov

The Quality Improvement Centers (QICs)



QIC Central Office Locations

Region I

Education Development Center, Inc.
 T: 617-969-7100

Region IIa

New York University School of Education
 T: 212-998-5550

Region IIb

Development Associates, Inc.
 T: 787-281-0100

Region III

University of Maryland University College
 T: 301-985-7990

Region IVa and IVb

Western Kentucky University
 T: 502-745-4041

Region Va

Cooperative Educational Service Agency #5
 T: 608-742-8814

Region Vb

The Ohio State University
 T: 614-447-0844

Region VIa

Basic Health Management
 T: 501-370-9155

Region VIb

Texas Tech University
 T: 806-742-3296

Region VII

Community Development Institute
 T: 816-356-5373

Region VIII

Community Development Institute
 T: 303-989-5929

Region IX

Development Associates
 T: 925-935-9711

Region X

Early Childhood Training Center
 T: 503-725-4815

Region XI – American Indian Programs

University of Oklahoma
 T: 405-325-4127

Region XII – Migrant Programs

Academy for Educational Development
 T: 202-884-8729

To order a complete National Head Start Training and Technical Assistance Network Directory, contact Barbara White at T: 703-243-0495; F: 703-243-0496; E: bwhite@pal-tech.com.

QIC Q+A: Partners in Quality

Q. What is a Quality Improvement Center?

A. Quality Improvement Centers, or “QICs,” are the heart of Head Start’s training and technical assistance network and valuable resources for Head Start programs. The QICs work with grantees to support the continuous quality improvement of all grantees and delegate agencies as they work to provide effective, high-quality services to children and families. The QICs have access to a wide variety of resources and information, which they integrate and make available to all Head Start grantees.

The QIC covers management, teacher and staff development, family services and parent involvement, facilities and transportation, technology, Early Head Start program development, and Head Start-child care partnerships. The QIC-DS targets its support specifically for disabilities services (see page 9).

A new feature of the T/TA system is the establishment of satellite offices throughout the region — generally at least one per state — or a specialist in the QIC’s main office assigned to work with a particular state. This comprehensive network ensures that support for Head Start programs is readily accessible through T/TA specialists who are familiar with local cultures and issues.

Q. What role do the QICs play?

A. The QICs support Head Start programs by: (1) focusing on management, coordination, and facilitation of T/TA services within the region; (2) customizing services based upon research and supported by state-of-the-art technology; (3) providing training and technical assistance on-site, and at state and regional Head Start Association and other conferences; (4) engaging an ongoing strategic planning process that will allow the system to adapt to a demanding and changing environment; and (5) providing joint training opportunities with academic institutions.

Q. Can any Head Start program get support and information from the QIC?

A. Absolutely! It’s a common misconception that only those programs with deficient areas in their monitoring reviews can get assistance from the QICs. That’s not true! All Head Start programs—even those with glowing reviews—must take steps to ensure that their program and staff continue to offer high-quality services to children and families within an ever-changing environment. The Head Start Bureau wants to ensure that all Head Start programs are supported in these ongoing quality improvement efforts.

The QICs make on site visits to virtually all programs in each region, and work to develop a plan with each program for addressing its priority areas in the coming year.

Q. How can I get support from the QICs?

A. Give them a call! Or contact the T/TA Coordinator in your Regional Office to learn what your priorities for T/TA are.

Q. How much do QIC services cost?

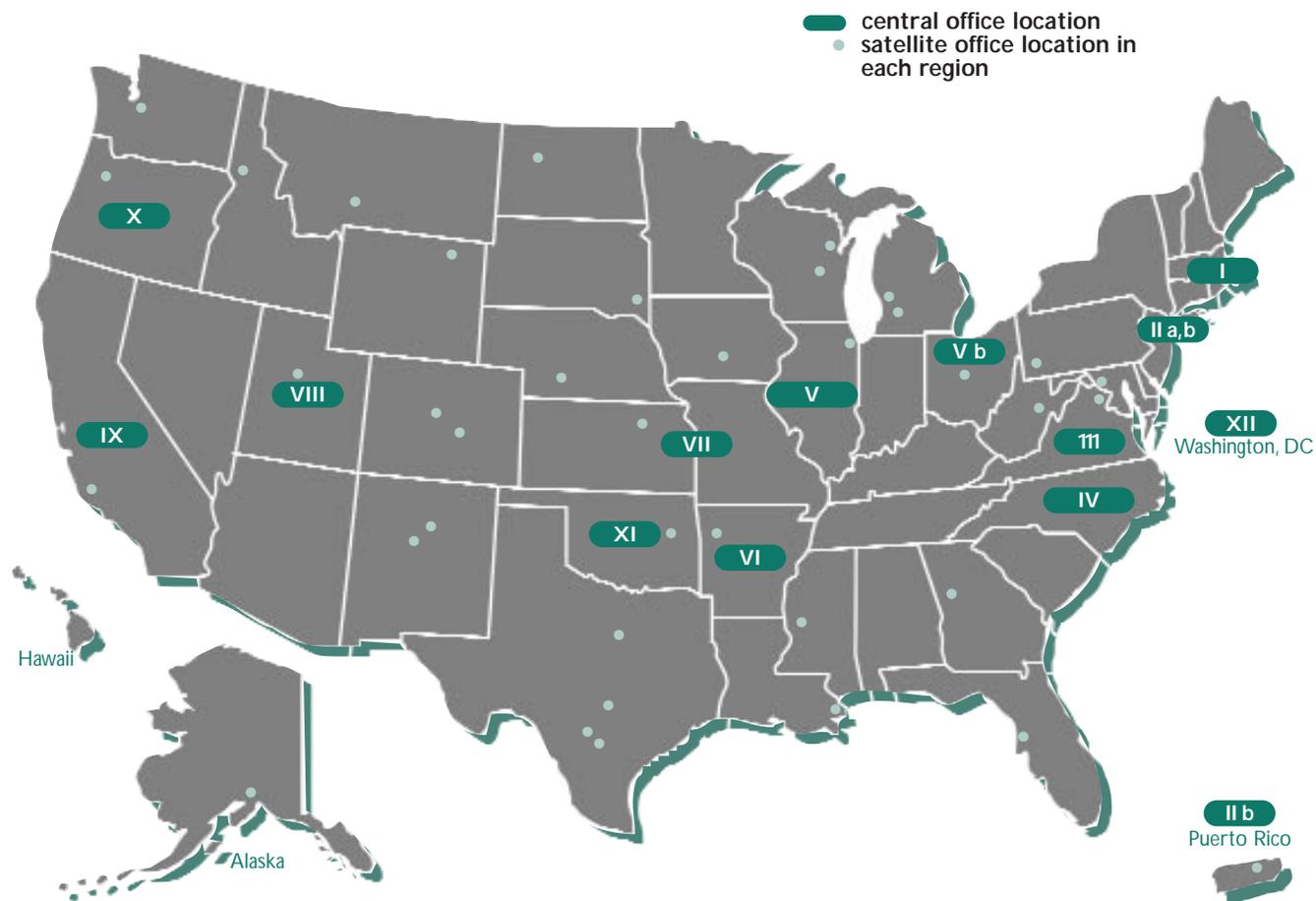
A. Nothing! Services from the Quality Improvement Centers are free to all Head Start programs. While some of the training conferences or other activities may have registration or service fees, Head Start programs do not pay for the services of the QIC T/TA provider. Likewise, phone consultations or site visits by QIC T/TA specialists are free of charge. Take advantage of this valuable resource!

Many thanks to Sheila Skiffington (Region I), Marce Verzarro-O’Brien (Region IV), Donna McDaniel (Region VII), John Thomas (Region VIII), and Anita Chisholm and Geneva Strech (Region XI) for their assistance in preparing this article. For more information, contact your Regional QIC.

The Head Start Training and Technical Assistance system promotes excellence by:

- ✓ **Supporting a continuous learning environment for Head Start staff;**
- ✓ **Fostering partnerships among the Head Start programs, communities, and governments to enable children, parents, and staff to develop their fullest potential;**
- ✓ **Cultivating a shared understanding of and commitment to the Head Start philosophy; and**
- ✓ **Celebrating the diversity of the Head Start community.**

The Quality Improvement Centers for Disabilities Services (QIC-DSs)



QIC-DS Central Office Locations

Region I

Educational Development Center, Inc.
T: 617-969-7100

Region IIa and IIb

New York University
T: 212-998-5528

Region III

Child Development Resources
T: 757-566-3300

Region IV

Chapel Hill Training & Outreach Program
T: 919-490-5577

Region V

University of Illinois
T: 217-333-3876

Region VI

University of Arkansas UAP
T: 800-831-4827

Region VII

University of Kansas Medical Center
T: 913-588-5960

Region VIII

Utah State University
T: 435-797-0985

Region IX

Sonoma State
T: 800-625-7648

Region X

Portland State University
T: 503-725-4815

Region XI – American Indian Programs

Three Feathers Associates
T: 405-360-2919

Region XII – Migrant Programs

Academy for Educational Development
T: 202-884-8700

To order a complete National Head Start Training and Technical Assistance Network Directory, contact Barbara White at T: 703-243-0495; F: 703-243-0496; E: bwhite@pal-tech.com.

QIC-DS Q+A: Partners for Families with Special Needs

Q. What do the Quality Improvement Centers for Disabilities Services (QIC-DSs) do?

A. Everything a Quality Improvement Center does, but specifically for working with special-needs children and families. The QIC-DSs are the primary vehicle for providing Head Start grantees with training and technical assistance to enable them to serve children with disabilities and their families. They provide support services and materials to grantees and other groups to ensure the inclusion of children with disabilities and to encourage enrollment of greater numbers of children with more severe disabilities in Head Start.

Q. How many partners does it take for a QIC-DS to support new Early Head Start (EHS) programs?

A. One more than yesterday! QIC-DS partnerships grow daily with each new resource uncovered — universities and community colleges; state agencies and other federally-funded projects that provide training and technical assistance; state videoconferencing resources; Regional Resource Centers; and other members of a quintet of Head Start technical assistance providers that includes the QIC and the QIC-DS in each region, the National Resource Center for Early Head Start (EHS NRC), the Hilton/Early Head Start Training program, and the Regional Office.

In many regions, two or more technical assistance partners are joining together to visit each new program to determine its strengths and technical assistance needs. In Region VII, EHS grantees were visited by a team representing the QIC, QIC-DS, and the EHS NRC to discuss the new programs' plans, challenges and strategies and to plan coordinated technical assistance to meet grantee needs. In Region X, teams of QIC and QIC-DS staff combined their initial visit with on-site training requested by the grantees on priority issues such as referral, screening, and compliance with the Americans with Disabilities Act. Region V has taken its partnerships high tech, working with the Intranet to allow the QIC and QIC-DS to integrate not only their technical assistance services but their information systems as well.

Q. What strategies are being used to meet EHS needs for training and technical assistance?

A. As many as there are needs! In Region III, on-site team visits, written questionnaires, and follow-up phone calls have helped uncover real strengths among the EHS grantees. It's not surprising that technical assistance is requested most often around implementing the revised Program Performance Standards; working with children with specific disabilities; and recruiting, particularly infants and toddlers with more severe disabilities.

In Region I, the QIC and QIC-DS are working on-site with a program in Willimantic, CT, to build systems that ensure consistency in services for families who have children in both EHS and Head Start. At program staff meetings facilitated by technical assistance providers, programs have agreed that each family will have only one Family Partnership Agreement, and that only one family service worker (representing both programs) will be assigned to a family. Together, the QICs are developing a communication system to ensure that Head Start and EHS staff working with the same family meet and plan jointly when appropriate.

An EHS institute in Region III, sponsored by a partnership among the QIC-DS, a local early intervention program, and a university offering credit for the five-day training, provided participants with observation and hands-on opportunities to learn new skills in screening, assessment, and the development of IFSPs. Participants left with back-home work plans that will be supported by follow up training later this year.

Submitted by Corinne W. Garland, Project Director Region III QIC-DS; E: cgarland@gc.net. Many thanks to the other QIC-DS Project Directors for their input. For more information, contact your regional QIC-DS.

The mission of the National Training and Technical Assistance System is to develop a network of:

- ✓ Federal staff,
- ✓ T/TA providers,
- ✓ Key partners,
- ✓ Head Start programs, and
- ✓ Consultants

that consistently offer the highest quality training and technical assistance, to help programs meet and exceed Performance Standards.

Strength-Based Needs Assessment

By Madhavi Parikh

“To become different from what we are, we must have some awareness of what we are.”

—Eric Hoffer

It's always easier to focus on areas in your life and work where there is room for improvement, and to forget about all the wonderful things you're doing well. Because of this tendency to see deficits and not strengths, Head Start is placing a renewed emphasis on strength-based needs assessment.

This method is consistent not only with Head Start's values, but with all of early childhood education if you think about it. If you want to help children identify colors, do you ask them about all the colors they don't know? Or do you start with the colors they do know and build from there? Do you praise a child's strengths, or dwell on his or her weaknesses?

The same is true for Head Start programs. Programs are doing a lot of things right, and we need to acknowledge that and build on it. The purpose of a strength-based needs assessment is to identify the gap between “what is” and “what ought to be” in Head Start programs, and identify how programs can help each other grow and develop.

The Quality Improvement Center (QIC) in Region III recently developed a strength-based needs assessment survey for programs in its region. To devise appropriate questions, QIC staff looked to the Program Performance Standards to review what each program should be doing, then developed questions on that basis. This assessment enabled the QIC to develop a firmer understanding of where their programs were, in order to plan for the future.

After the assessment tool was developed, the QIC sent out the survey with a cover letter emphasizing the importance of the project. Next, the Grantee Liaisons in the Region visited each program to work with them on the assessment and answer any questions. Finally, a reminder letter was sent to any grantees that had not yet responded, and the Grantee Liaisons will follow up with them again.

Once the information from the needs assessments is gathered, the responses will be entered into the QIC database, which will also serve as the basis for the Region's grantee directories. Information on strengths and needs will be shared with the State Collaboration Offices and the state Head Start Associations, as well as the Regional Office and Head Start Bureau, to help them in planning for future events.

With the information received from the survey, the QIC is establishing a network of PODS — Programs Organized to Develop Strengths — throughout the Region. These PODS will link grantees in support of one another. The programs will combine their resources to build capacity, to share innovative projects, and to enhance peer exchanges. Based on the needs assessment, the Region III QIC can identify which programs have the ability to provide mentors and mentoring services to other programs. The QIC will also link programs with similar experiences and concerns in planning cluster trainings, developing written resource information and materials, and providing training and technical assistance.

Some of the greatest strengths identified to date are:

- *Sound financial and fiscal systems*
- *Community partnership processes*
- *Effective Policy Council/Board/staff decision making*
- *Sound staff development practices*

With the completion of the needs assessment, the QIC, the Regional Office, and the Head Start Bureau will have a more comprehensive understanding of the strengths and needs of the Region III Head Start programs and will be better able to plan for the future.

Madhavi Parikh is Project Director for the Region III Quality Improvement Center, T: 301-985-7990, E: parim@hsrtc.umuc.edu.

The Regional Coordinating Councils

By Clayton Roth

A new feature of the training and technical assistance system is the creation of Regional Coordinating Councils (RCCs) whose members represent all parts of the system. RCC members come together to share their perspectives on T/TA and report activities of the broader T/TA community. Thus the RCCs provide a mechanism for forming partnerships within the community, and create a bridge to other T/TA providers to ensure that comprehensive services are provided. The RCCs also foster collaboration between community agencies, governments, academic institutions, and child care.

The Regional Coordinating Councils are managed through a partnership between the ACF Regional Offices and the Quality Improvement Centers. Other stake holders include:

- Head Start State Collaboration Offices;
- State and Regional Head Start Association representatives;
- Key providers, such as Johnson & Johnson Management Fellows and regional and cluster T/TA entities;
- Other T/TA providers in the areas of child care, early childhood education,

health, family development, community development and program planning; and

- Other Federal agencies.

The Regional Coordinating Council serves as an advisory board for Regional Office Staff by helping to identify T/TA priorities, developing a Regional or sub-Regional T/TA plan, connecting and coordinating services in and among the different levels of the system, and reaching out to the community. It meets regularly to review the assessment process, develop a fair balance for the provision of services among grantees, and prepare and update Regional or sub-Regional T/TA plans. The system promotes excellence by emphasizing quality program improvement, local capacity building, and ongoing evaluation, while reducing fragmentation and ensuring that comprehensive T/TA services are provided throughout the country.

For more information on the Regional Coordinating Council in your region, contact the T/TA Coordinator in your Regional Office (noted below).

Clayton Roth is Program Specialist in HSB's Training and Technical Assistance Branch, T: 202-205-7359, E: croth@acf.dhhs.gov.

RCC Regional Office Contacts

Region I

Andrea Dodge
T: (617) 565-1127 / F: (617) 565-2493
E: adodge@acf.dhhs.gov

Region II

Matthew Shottenfeld
T: (212) 264-4116 / F: (212) 264-4826
E: mshottenfeld@acf.dhhs.gov

Region III

Burma Stokes
T: (215) 861-4042 / F: (215) 861-4070
E: bstokes@acf.dhhs.gov

Region IV

Sandy Goines
T: (404) 562-2977 / F: (404) 562-2981
E: sgoines@acf.dhhs.gov

Region V

Leonard Norberg
T: (312) 353-9676 / F: (312) 886-5373
E: lnorberg@acf.dhhs.gov

Region VI

George Campbell
T: (214) 767-8845 / F: (214) 767-2038
E: gcampbell@acf.dhhs.gov

Region VII

Thomas Reck
T: (816) 426-5401 ext.190
F: (816) 426-5401
E: treck@acf.dhhs.gov

Region VIII

Debra Hedin
T: (303) 844-3100 ext.371
F: (303) 844-2624
E: dhedin@acf.dhhs.gov

Region IX

Maria Fort
T: (415) 437-8445 / F: (415) 437-8438
E: mfort@acf.dhhs.gov

Region X

Nancy Hutchins
T: (206) 615-2557 ext. 3067
F: (206) 615-2575
E: nhutchins@acf.dhhs.gov

Region XI

Ory Cuellar
T: (202) 205-8899 / F: (202) 401-5916
E: ocuellar@acf.dhhs.gov

Region XII

Sandra Carton
T: (202) 205-8397 / F: (202) 401-5916
E: scarton@acf.dhhs.gov

Quality In Linking Together (QUILT)

A New Federal Initiative To Provide National Support To Head Start, Child Care, And Early Education Partnerships

By Deborah Hinrichs and Sheila Skiffington

The Head Start and Child Care Bureaus, as well as other early education leaders, recognize that successful early education partnerships enhance quality and expand service delivery for children. They do this by maximizing the effective use of funds to provide continuity of services to better meet the needs of working families. ACYF has recently strengthened its commitment to promoting partnerships at the local, state, regional, and national levels by launching a new national initiative, Quality in Linking Together (QUILT): Early Education Partnerships.

“Work is the very fire where we are baked to perfection, and like the master of the fire itself, we add the essential ingredient and fulfillment when we walk into the flames ourselves and fuel the transformation of ordinary, every day forms into the exquisite and the rare.”

***—From David Whyte’s
The Heart Aroused: Poetry and the
Preservation of the Soul in Corporate America***

Two entities, Education Development Center, Inc. (EDC) in Newton, Massachusetts, and Community Development Institute (CDI) in Denver, Colorado, have come together to lead the QUILT initiative. In the initial planning phase, the Bureaus and QUILT staff will engage with leaders in the fields of early education and

training and technical assistance (T/TA) to develop a strategic and systematic approach that supports and promotes Head Start and early education partnerships. The national initiative will:

- Collect, assess, develop, and share descriptive information on partnership models and collaborative strategies;
- Build strategic alliances and enhance partnerships between Head Start, child care, and other early education programs; and
- Conduct national and regional training, forums, and meetings for Head Start, child care, and other early education leaders.

Deborah Hinrichs is Project Director for the Region VIII QIC at Community Development Institute (CDI) in Denver, Colorado; Sheila Skiffington is Project Director for the Region I QIC at Education Development Center, Inc. (EDC) in Newton, Massachusetts.

For more information on the QUILT Project, contact Grace Hardy, Region VIII QIC Resource Specialist, at T: 800-488-2348, E: Grace_Hardy@ceo.cudenver.edu; Mary Shiffer, Program Specialist, Training and Technical Assistance Branch, Head Start Bureau, T: 202-260-2670, E: mschiffer@acf.dhhs.gov; or Lillian Sugarman, Director, Training and Technical Assistance, Child Care Bureau, T: 202-690-6243, E: lsugarman@acf.dhhs.gov.

Promoting Excellence: A Strategic Planning Process

By Bill Welch

With all of the opportunities and obstacles facing Head Start programs, how can we know if the decisions we make today will take us where we want to be tomorrow? The revised Performance Standards recognize this question and require all Head Start programs to “implement a systematic and ongoing process of planning.” Thirteen programs in Region Va (Wisconsin, Michigan, and Minnesota) have recently taken this one step further by participating in Promoting Excellence, an event sponsored by the Great Lakes Head Start Quality Network (Q-Net).

Promoting Excellence is a multi-step process designed to help agencies without a strategic plan to develop one, and to help those agencies with a plan to extend it creatively into the future. It focuses on the development of an agency vision through creativity and strategic thinking skills, as well as building plans that are based on the shared values of staff and parents. Through a combination of on-site visits, a week-long planning event, and follow-up work, each participating agency takes steps to envision its ideal future and creates plans to reach it.

Planning to Plan

Prior to the Promoting Excellence event, each program “planned to plan” by deciding whether they were ready to invest their time and energy in the strategic planning process. Each program also identified the mix of staff, administrators, parents, and board members that would be involved in the agency’s planning team. These teams then began to examine the core values of their members. (Promoting Excellence is built on the concept that the plan must be based on the key values of the major stakeholders or it will

not work.) Once the core values were identified, the team created a mission statement for the program that addresses: (1) who the program serves; (2) what needs the program will fill; and (3) how the program will attempt to achieve its goals.

The week-long event was held in Minneapolis at the end of March with over 100 staff members and parents participating. The work teams were led by a facilitator skilled in strategic long-range planning. Throughout the week, the agency planning teams worked to create a vision for their programs. Then, with this vision in mind, the teams built a strategic business model that identified their lines of business and how their success in reaching their goals will be measured.

Looking to the Future

Follow-up work for the programs included involving the stakeholders who were unable to attend the event, translating the model’s vision into action plans, and developing contingency plans.

By focusing resources and energy on its vision, each participating program will be better able to make effective decisions when confronted by the myriad opportunities and challenges they encounter daily. The Promoting Excellence strategic planning process will enable programs to achieve their vision of quality services for Head Start children and families.

Bill Welch is Program Specialist at the Region Va QNet. For more information, contact Bill at welchb@cesa5.k12.wi.us.

Early Head Start and the Provision of Customized Technical Assistance

By Tammy Mann

Training and Technical Assistance (T/TA) support provided directly to Early Head Start programs has continued to evolve since the initial funding of 68 programs in the Fall of 1995. This evolution can be attributed, in large part, to the tremendous growth in the EHS initiative—there are now nearly 300 EHS programs funded across the nation—and the recognition that locally designed EHS programs need and deserve T/TA that is both flexible and individually tailored to meet their unique needs.

The commitment to provide targeted T/TA has been the driving force behind the work of the Early Head Start National Resource Center (EHS NRC) and the regionally based Infant/Toddler Specialists located at the Quality Improvements Centers (QICs). Together, the EHS NRC and the Infant/Toddler Specialists make up the Infant/Family Network. This Network has worked in partnership since the creation of the EHS initiative to provide flexible, responsive, and respectful T/TA support to newly funded EHS programs.

One of the chief “lessons learned” from on-site T/TA visits to the first wave of EHS programs was that increased attention to planning is needed during the implementation year. Because of the time that elapses between the writing of grant applications and the actual funding of awards, many EHS grantees need to re-evaluate the viability of strategies and approaches proposed in their grant application. In addition, a number of programs are transitioning from other program models (e.g., Parent and Child Centers, Comprehensive Child Development Programs) which require a shift in the intensity and emphasis of services. Programs are also anticipating a

number of changes associated with welfare reform. These challenges suggest the need for a customized approach to providing T/TA.

In the fall of 1996 the Head Start Bureau provided all Wave II EHS programs with access to a Start-up Planner. While the nature and intensity of services provided by these planners varied from program to program, each program had consistent access to a designated Planner. This feature—ongoing access to consistent support—was seen as being especially important given the critical role that relationships play in achieving effective T/TA outcomes. The following provides a partial listing of key activities in which a Start-up Planner might participate:

- Providing program managers with key questions to consider as they move forward in implementing services;
- Facilitating a process that involves revisiting program goals, objectives, and outcomes with program staff, Board Directors, Policy Council Chair, parents, and other relevant community providers;
- Providing program managers with resources needed to develop services that are grounded in an understanding of prenatal and infant development;
- Assisting program managers in developing effective strategies to successfully incorporate EHS services into a larger organizational structure;
- Providing program managers with a comprehensive approach to planning and supporting ongoing staff development; and

- Assisting program managers with developing a continuous program improvement plan, including the development of a Management Information System.

Feedback provided by Wave II EHS programs suggests the addition of this targeted source of support was very beneficial, especially for those programs converting from other program models. Hence, the HSB continues to recommend that newly funded EHS programs make provisions in their “start-up” budget for this service. Regionally based QICs have access to resources and trained consultants who are able to provide start-up services. Decisions made during the implementation year of an EHS program can forever impact the manner in which services are provided to the community. An entire Network of support is in place to ensure that EHS programs are able to obtain individualized and targeted T/TA services.

To learn more about this valuable resource for Early Head Start programs, please contact the Infant/Toddler Specialist at your regional QIC for more information. The name and contact information of each Infant/Toddler Specialist can be found quickly by visiting the Program Support Network page of the EHS NRC website located at: www.ehsnrc.org.

Tammy Mann is Director of the Early Head Start National Resource Center, T: 202-638-1144; E: t.mann@zertothree.org, or visit the EHS NRC website at www.ehsnrc.org.

The Hilton/Early Head Start Training Program

By Joanne Knapp-Philo

The Hilton/Early Head Start Training Program joined the Head Start T/TA system this year. This program is a public/private partnership between the Conrad N. Hilton Foundation and the Head Start Bureau, and is administered by the California Institute on Human Services at Sonoma State University. Its mission is to help professionals and family members involved in Early Head Start (EHS) and Migrant Head Start (MHS) programs develop skills and strategies for working with infants and toddlers who have significant disabilities.

The training is conducted in intensive five-day workshops called SpecialQuests. The initial curriculum was developed in response to a needs assessment of EHS programs attending the Head Start Infant/Toddler Institute and in collaboration with national experts. It emphasizes three topics:

- Including infants and toddlers with significant disabilities;
- Nurturing relationships with families; and
- Building and maintaining relationships with early intervention partners.

Themes of teaming, understanding cultural differences, problem solving, reflective practice, and the use of technology to serve infants and toddlers with disabilities and their families are infused throughout the curriculum. Training is presented by nationally known experts in Head Start, parenting children with disabilities, and early-intervention.

Each SpecialQuest team develops individual and team goals for implementing the SpecialQuest concepts into their own programs. These goals are activities and practices that participants select to take back and implement when they return home. While support is offered to teams throughout the training, participants are encouraged to take responsibility for their own learning. In keeping with the principles of adult learning, participants start by examining their own attitudes, beliefs, and practices and move

towards collaboration and inclusion in their day-to-day work.

Learning coaches work with participants during the SpecialQuest, and are available for up to three days of follow-up support. While the SpecialQuest is not a training of trainers, team members are encouraged to share what they learned with their colleagues. A variety of materials are provided to help them do that. In addition, a training video will be made available to participating programs late in 1998.

Teams of five members — EHS and MHS staff, parents of children with disabilities enrolled in Head Start, and community early-intervention partners — participate in a series of four annual SpecialQuests. As of August 30, 1998, three SpecialQuests had been completed in Concord, CA; Atlanta, GA; and Washington, DC, attended by teams from Wave 1 and 2 EHS and MHS in Regions I, II, III, IV, IX and X. The American Indian EHS programs also participated, as did representatives of the Head Start Bureau, the Regional Offices, and the Quality Improvement Centers. Waves 3 and 4 begin their four-year cycle in 1999.

Linda Brekken, Hilton project director, had this to say about the SpecialQuests: "It has been a privilege to meet and learn from so many parents of young children with disabilities, Early and Migrant Head Start staff, and early interventionists. With all of us working together, there is no doubt that there will be a positive difference for infants and toddlers with significant disabilities and their families in EHS/MHS programs throughout the country!"

For more information, contact Joanne Knapp-Philo, SpecialQuest Director/Coordinator of Regions IX, X, and XII, at T: 707-664-2707; F: 707-664-2417 or contact the Hilton website at www.sonoma.edu/cihs/Hilton_EHS/.



Professional Development in Head Start

At a recent meeting in Washington, D.C., Associate Commissioner Helen Taylor issued a challenge to the Head Start community — she challenged us to reinvent Head Start in order to improve the educational experience for every Head Start child in the country.

To meet this challenge, and to provide the best possible services to Head Start children and their families, we must have a strong and stable base of competent staff. Professional development thus plays a key role in continuous quality improvement in Head Start.

The professional development movement has a number of goals, one of which is to increase the stability of the early child care workforce. Turnover is currently high, and continuous change in caregivers interferes with bonding and hinders a child's learning and development.

A second goal of the professional development movement is to establish wage compensation for increased training. A third goal is to establish a career ladder that offers upward mobility to early child care workers.

To accomplish these three goals, a movement has been underway in 49 states to unite the child care community into one system (as opposed to separate systems where resources are disconnected). Andrea Genser, Director of The Center for Career Development in Early Care and Education at Wheelock College, has stated that such a unified system:

- Presents a broader picture of the entire early childhood community, including the children and families being served

- Enables a broad view of the field — what's being done, and where gaps and areas of need still exist
- Makes available more voices and resources to deal with barriers
- Facilitates the development of core competencies
- Enables the expansion and coordination of money and resources
- Provides opportunity for partnerships and open communication
- Facilitates the development of policy solutions

The Child Development Associate (CDA) certification also plays a role in early childhood professional development. Carol Phillips, Executive Director of the Council for Early Childhood Professional Recognition, noted that, since 1992, the CDA requirements have been changing in two ways:

- **Training:** Before 1992, 120 clock hours of informal training were necessary to be eligible for CDA assessment. Now, formal education is required, in addition to the 480 hours of work experience. Training providers will establish the formal requirements.
- **Renewal:** To be eligible for CDA renewal, candidates must now participate in continuing education in two ways. First, a CDA candidate must be a member of a professional organization (any appropriate organization of the candidate's choosing). Second, candidates must take at least one post-secondary class or complete 4.5 continuing education units within five years of their initial certification.

The Council for Early Childhood Professional Recognition believes that these measures will enhance the quality of professional development and help to ensure that early child care workers have the knowledge base they need to do their jobs effectively.

A new handbook on professional development in Head Start, *Learning and Growing Together*, has just been published by The Center for Career and Early Childhood Professional Development, in partnership with the Head Start Bureau. In addition to providing a general overview of professional development in Head Start, *Learning and Growing Together* also provides descriptive information on a number of professional development partnerships that have been developed by Head Start programs around the country. (See p. 28 for information on how to order the book.)

The future of the professional development movement lies in its dedication to collaboration among early childhood disciplines and with higher education. As more partnerships are established with colleges and universities, Head Start can pioneer a system that promotes not only the development of our children but the staff and parents who care for them.

For more information, contact the Center for Career Development in Early Care and Education at Wheelock College, T: 617-734-5200 x211, or its website at ericps.crc.uiuc.edu.

The Council for Early Childhood Professional Recognition can be reached at T: 202-265-9090, or visit its website at www.cdacouncil.org.

Professional Development will be the topic of an upcoming issue of the Head Start Bulletin.

Technology and Distance Learning

By Trish Warner

Recent advances in technology have greatly enhanced opportunities for training and professional development. You've probably heard a lot about our "global community" and how the world is becoming interconnected. Distance learning has made that a reality, enabling people all over the country, and the world for that matter, to share information and learn from each other using a wide variety of technologies. Distance learning is education that can be delivered using audio, video, and computer technologies. Even though the learner is not in the same room as the trainer/teacher, instruction is communicated through fax, mail, computer, and very often, through interactive video and audio conferencing.

There are a variety of ways distance learning can take place, some more sophisticated than others. On the less

sophisticated end are paper transactions, audio or video cassettes, CD ROMs, or other non-interactive methods. Think of these as your portable methods.

On the more sophisticated side are audio conferencing systems. Audio conferencing connects learner and teacher through telephones to provide an interactive system. The most sophisticated methods of distance learning are systems that include: (1) video conferencing; (2) satellite systems; (3) cable or fiber optic systems that use TV channels to offer two-way audio and video connection at three or four sites; and (4) workstation conferencing that relies on the Internet to offer multiple windows displaying sites.

In many cases, distance learning courses are typically listed on transcripts without any notation of the fact

that they were not conducted in a classroom. An academic institution reviewing the transcript decides whether to accept the credit based on its merits and the institution's criteria, as with any other listed courses.

Many QICs in the T/TA Network also use the Internet to communicate information. Although the Internet is not usually characterized as distance learning, it is an invaluable source of information. Thirteen QICs (including QICs for Disabilities Services) are using Internet systems in their Regions — including establishing web pages and chat groups that are available to Head Start programs throughout the Region.

Trish Warner is Writer/Analyst at the National Head Start Training and Technical Assistance Resource Center. She can be reached at PaL-Tech, Inc., T: 703-243-0495, E: twarner@pal-tech.com.

BMCC Virtual College

Bay Mills Community College in Michigan (BMCC), a tribal college, is offering college courses on the Internet. In partnership with the Intertribal Council of Michigan, the Administration for Families and Children, and Region XI — the American Indians Program Branch — Bay Mills is offering college classes that focus on Head Start issues. All you need to participate and earn college credits is access to an online computer.

BMCC is currently developing a two-year Associate of Arts degree in the Children and Families Program. A one-year CDA certificate completion course will also be offered beginning in January 1999. In addition to classes on early childhood education, BMCC offers a class on the revised Program Performance Standards.

For more information, contact BMCC's website at www.bmcc.org.

In the Regions...

Region I...

has launched a partnership program with universities in each of the six states for staff to receive undergraduate or graduate credit for QIC training institutes.

Region IV...

is collaborating with ECPDN to offer satellite learning to eight states. Four two-hour broadcasts will address guiding behaviors and inclusiveness for teachers, parents, and early childhood specialists.

Region VIb...

is using the Regional Education Service Centers in Texas to offer training via satellite.

Region VIII...

is planning its third satellite conference, which will discuss grant applications and include the entire six-state area.

Region X...

is developing a 120-hour, computer-based distance learning course with certification through Western Washington University.

Historically Black Colleges and Universities

By Trellis Waxler

The White House Initiative on Historically Black Colleges and Universities (HBCUs) began with the signing of an Executive Order by President Jimmy Carter in 1980, and continued to gain momentum throughout the Reagan, Bush, and Clinton Administrations. The Initiative is a means to support Historically Black Colleges and Universities in their efforts to model institutions of teaching, learning, and services in educating diverse populations for the nation and the world. Through this initiative, a structured effort has been established to help HBCUs work with federally funded programs. The result has been a partnership between the Head Start program and Historically Black Colleges and Universities.

Head Start/HBCU Partnership

The purpose of the Head Start/HBCU partnership is to use the capabilities of the HBCUs to improve the quality and long-term effectiveness of Head Start by developing models of academic training for Head Start staff. The participating HBCUs work with local Head Start grantees in developing training programs to meet their individual needs. Since this partnership began in 1990, fourteen colleges and universities have been funded to provide services to the Head Start community.

From the Field

Delaware State University is one example of a Head Start/HBCU partnership that nurtures a continual goal of providing high-quality educational experiences to Head Start participants by:

1. Enhancing the competence of teachers and teachers' aides;
2. Improving parenting competence and life management skills to ensure that the work of Head Start is continued in the home; and
3. Improving the administrative, managerial, and leadership skills of center directors so that Head Start resources, including personnel, are used as efficiently as possible.

Through the Head Start/HBCU partnerships, various Head Start programs throughout the country will be able to gain the individualized training and experience they need to provide the best possible learning environment for all those involved with their programs.

For more information contact Trellis Waxler, Federal Project Officer, at T: 202-205-8422; E: twaxler@acf.dhhs.gov.

Partnerships with Colleges and Universities

By Maria Boykin

Head Start programs across the country are looking at partnering with colleges and universities to enhance training and technical assistance opportunities. In Ohio, the Ohio Head Start Association, Inc. (OHSAI) and a local Head Start program developed a staff position geared specifically to meet the needs of Head Start staff and parents who want to further their education. This pilot program, which is funded by QNet, the Region V QIC, will facilitate linkages to local colleges and universities and establish a professional development track for Head Start staff and parents.

One of the key roles of the Professional Development Specialist is to be a liaison between Head Start agencies and local colleges and universities. The Professional Development Specialist organizes meetings between Head Start directors and Early Childhood Education (ECE) and Social Work Department chairpersons and professors. These partners identify courses that meet the education requirements for the Child Development Associate (CDA) and the Family Service Worker Credential.

The group then determines a clear path of professional development. This path can be used by Head Start staff and parents to move in stages from a credential, to a certificate, to an associate's degree, to a bachelor's degree, and on through mas-

ters and doctorate levels. Each level of education moves seamlessly to the next with no loss of credit or course work.

Head Start parents and staff also receive training at the local, state, regional, and national levels. Guided by their individual development plans, they can enroll in newly formed programs.

Important partners in this effort include the Region V Quality Improvement Center for Disabilities (QIC-DS), as well as a variety of statewide organizations. In addition, one step of the pilot project was to create an Advisory Committee consisting of representatives from Head Start, the Ohio Board of Regents, early childhood and social work professors from two- and four-year colleges, Region Vb Q-Net, Ohio Department of Education, child care, and the Head Start-State Collaboration Office. This Advisory Committee, with its range of expertise, is an invaluable resource to the project.

Through the efforts of this pilot program and many helpful hands along the way, adult learners can be assured that their hard work and sacrifice will count fully toward the personal education and career objectives they have set for themselves.

For more information, contact Maria Boykin, Professional Development Specialist at OHSAI, at T: 937-435-1113, E: Boykin@erinet.com.

Academic Institutes Launched

By Sheila Skiffington

For the first time, Head Start staff in Region I will be able to receive graduate or undergraduate credit for training offered by the T/TA Network. The Region I Quality Improvement Center (QIC) will launch an institute with partner universities in each of its six New England states. Three graduate or undergraduate credits will be awarded for successful completion of the institute.

The institute spans a five-month period. The first phase offers three-day residential training at the University of Connecticut at Storrs with participating programs sending teams of teachers and their supervisors. The second phase of the institute provides on-site technical assistance to the supervisors assisting participating teachers with their professional

development plans. In the last phase, teams travel to a different university — the University of New Hampshire — for another three days of intensive training.

Several sessions lead by QIC and university staff have teachers and supervisors learning as a team. In other sessions, institute faculty work with the separate groups, providing supervisors an opportunity to sharpen their teacher observation and feedback skills. Supervisors then support participating teachers as they implement what they have learned in their classrooms.

The content and assignments of the first institute focus on applying current research on emergent literacy to teachers' classroom practice, and on improving the quantity and quality of children's

literacy experiences. At both university sessions, participants observe literacy activities at nearby Head Start, child care, and laboratory programs.

The Spencer Foundation will evaluate the institute and the impact of this innovative approach to training teachers. The institute's approach encompasses what the field of early education has learned from research on teacher development and training. It provides a rich academic experience that supports teachers' and supervisors' growth and change through back-home technical assistance from QIC staff.

For more information on the institutes, call Sheila Skiffington, QIC Project Director, Education Development Center, T: 617-969-7100 X. 2347; E: sheilas@edc.org.

Effective Training

By Jacqueline Smollar

In 1992, the Head Start Bureau funded fourteen Head Start Teaching Center Demonstration Projects to identify effective training approaches for Head Start staff. The following list highlights some of the techniques that participants and trainers found effective.

- **Hands-on participatory activities:** Guided practice, observation, and role playing.
- **Integrating training with program activities:** Providing training within the context of a Head Start program allows trainees to see what they are learning “in action,” and to practice new skills in “real-life” situations.
- **Mentoring:** Using highly qualified staff to provide feedback to trainees, answer questions, help plan future activities, and set goals. Mentor should also be available to answer questions and discuss problems and plans after the trainees return to their programs.

- **Collaborative Learning:** Small groups, with members engaging in discussions, providing feedback to one another, participating in joint activities, and problem solving.
- **Training Teams from the Same Program:** Teachers, teaching assistants, parent volunteers, supervisors, and component coordinators participate in training together. This approach enhances communication and the ability of staff to implement the training when they return home.
- **Individualizing Training:** Designing training to meet specific participant needs.
- **Use of Professional Development Plans:** Identifying areas of growth that each staff member wishes to pursue over the short and long term. Trainers follow up with trainees to ensure that they carry out their plans or accomplish their goals.

Jacqueline Smollar is a consultant to the National Head Start/T/TA Resource Center at PaL-Tech, Inc. A complete copy of the Teaching Center report is available on the web at www.hsdds.org

“Moving Ahead” with Phase IV

As part of its ongoing commitment to leadership development, the Head Start Bureau is developing a curriculum that focuses on skills important to leadership positions in the Head Start community. The Phase IV training is competency based, self directed, and emphasizes active learning to stimulate participant interest. Participants receive detailed instructional materials, including background reading, exercises, discussion guides, and examples.

Key components of the training package include:

- **A Self-Assessment Instrument** to inform participants’ decisions about which skill-building activities to pursue
- **Head Start 101: History, Values, and Regulations**
- Four training modules: **Orienting New Staff; Building Essential Skills in Facilitation, Decision Making, and Communication; Promoting**

the Vision of Head Start, which includes conflict management and presentation skills; and Improving Program Quality Through Program Monitoring and Self-Assessment. (Other modules are under consideration.)

- The “**Toolbox**,” which includes an inventory of the self-paced, self-directed, skill-building activities for each of the four modules

- **A Participant’s Guide** designed to facilitate understanding of the training process and guide participants through each step

- **A Leaders’ Guide** that provides managers or other designated individuals with information they need to utilize the toolbox with program staff

Participants using the Phase IV materials have the opportunity to:

- **Identify** their skill-building needs within a situation-based context that is relevant to their actual on-the-job performance needs

- **Discuss** the relevance of the identified skills to the performance situation scenario, as well as to their ongoing job needs

- **Enhance** skills that are applicable to a number of on-the-job situations through generic skill-building sessions

- **Practice** newly acquired skills through job-related simulations

- **Work** with other participants with differing training needs

Pilot sessions have been held in Denver, Chicago, Boston, and Washington, D.C. and included representatives from local programs, Quality Improvement Centers, the Regional Offices, and the Head Start Bureau.

More details will be available soon on the implementation plan for Federal and local staff participation.

For more information contact Frankie Gibson, Head Start Bureau, at T: 202-205-8399; E: fgibson@acf.dhhs.gov

National Training Guides

The Training Guides for the Head Start Learning Community are part of a vast array of resources available to assist Head Start programs in their quality improvement efforts. Staff should choose resources appropriate for the particular needs and interests of their own programs, including resources outside the Training Guide series.

The following is a list of the Head Start National Training Guides developed to date:

Disabilities Services

- ▲ Setting the Stage: Including Children with Disabilities in Head Start (Foundation Guide)
- ▲ Including Children with Significant Disabilities
- ▲ Leading the Way: Disabilities Services for the Management Team
- ▲ Supporting Children with Challenging Behaviors: Relationships Are Key
- ▲ Translating the IEP into Classroom Practice

Education

- ▲ Nurturing Children (Foundation Guide)
- ▲ Individualizing: A Plan for Success
- ▲ Emerging Literacy: Linking Social Competence to Learning
- ▲ Enhancing Children's Growth and Development
- ▲ Observation and Recording: Tools for Decision Making

Health

- ▲ Laying a Foundation in Health and Wellness (Foundation Guide)
- ▲ Caring for Children with Chronic Illness
- ▲ Enhancing Health in the Head Start Workplace
- ▲ Preventing and Managing Communicable Diseases
- ▲ Promoting Mental Health
- ▲ Safety First: Preventing and Managing Childhood Injuries
- ▲ Sustaining a Healthy Environment

Management

- ▲ Participating in the Management Process
- ▲ Leading Head Start into the Future

Parent Involvement

- ▲ Engaging Parents (Foundation Guide)
- ▲ Building on Success
- ▲ Communicating with Parents
- ▲ Family Partnerships: A Continuous Process
- ▲ Partners in Decision Making

Social Services

- ▲ Building Supportive Communities (Foundation Guide)
- ▲ Community Partnerships Working Together
- ▲ A Design for Family Support
- ▲ Supporting Families in Crisis

Transition

- ▲ Effective Transition Practices: Facilitating Continuity (Foundation Guide)
- ▲ Parents as Key Partners in Transitions
- ▲ Planning for Transitions

Training Guides and the Program Performance Standards

The Training Guides for the Head Start Learning Community were created to help programs implement the Head Start Program Performance Standards. The following is a sampling of Training Guides that might be helpful for particular sections of the Performance Standards.

Subpart B: Early Childhood Development and Health Services

- Engaging Parents
- Laying a Foundation for Health and Wellness
- Nurturing Children
- Setting the Stage: Including Children with Disabilities in Head Start.

Subpart C: Family and Community Partnerships

- Building Supportive Communities
- Effective Transition Practices
- Laying a Foundation for Health and Wellness
- Participating in the Management Process
- Setting the Stage: Including Children with Disabilities in Head Start.

Subpart D: Program Design and Management

- Engaging Parents
- Participating in the Management Process

Section 1308: Services for Children with Disabilities

- Building Supportive Communities
- Effective Transition Practices
- Engaging Parents
- Laying A Foundation for Health and Wellness
- Nurturing Children
- Participating In the Management Process
- Setting the Stage: Including Children with Disabilities in Head Start

To order copies of the Training Guides, fax or e-mail your request to the Head Start Publications Management Center at 703-683-5769 or hspmc6@idt.net.

For more information on the Training Guides, contact Kathy Hallissey, Program Specialist at the Head Start Bureau, T: 202-205-8420, E: khallissey@acf.dhhs.gov.

Train-the-Trainer Institute

Everyone is looking for new and innovative ways to approach T/TA, and in Kansas they are making headway. The two QICs co-sponsored a Train-the-Trainer Institute for early care and education leaders. This successful event brought together some of the leading trainers from Head Start: Parents as Teachers, Resource and Referral, KAEYC, and the Kansas Department of Education and Social and Rehabilitative Services.

The two-day Institute used the National Training Guides (NTGs) as its core material. One of the benefits of the Institute was a wider distribution of the NTGs in early child

care and education settings. Success was also measured by the strengthened network of early care and education trainers that resulted from the Institute. Kansas now has a cadre of experienced trainers in early childhood education ready to provide joint workshops to the Head Start and child care communities.

This model Train-the-Trainers program has received high marks in Kansas, and Region VII will continue its use in the future.

For more information, contact the Region VII QIC at 816-356-5373, or the QIC-DS at 913-588-5960, or by e-mail to rapusers@kumc.edu.

The T/TA Assessment Project

By Jeffrey Fredericks

A key part of training and technical assistance is taking a step back and asking the question, “How is this system working, and how can it be more effective?” The Administration on Children, Youth and Families (ACYF) has contracted with CSR, Incorporated, to assist the Head Start Bureau in developing and testing models that can be used to assess training and technical assistance (T/TA) in Head Start. This assessment will help to promote good decision-making at the local, state, regional, and national levels and contribute substantially toward achieving Head Start’s vision of continuous quality improvement.

Three models are being developed for collecting T/TA information. The first model is for use within the T/TA network to assess the T/TA that QICs and the National Contractors provide. The second model is for use by Head Start grantees and delegate agencies to assess the T/TA that their staff receives. The third model is for use by the Head Start Bureau to assess on an ongoing basis the quality and quantity of training and technical assistance occurring within Head Start T/TA. These models will encompass each of the four phases of the T/TA cycle:

- Assessment
- Planning and Coordination
- Implementation
- Evaluation

The ACF Regional Offices, grantees, and the T/TA Network are providing input to the

Head Start Bureau regarding the format and content of the proposed models. The models will be field tested with the QICs and nine grantees in two regions. Any necessary revisions to the models will be made, and the revised models will be distributed throughout the Head Start community.

“A [person’s] work is in danger of deteriorating when he thinks he has found the one best formula for doing it. If he thinks that, he is likely to feel that all he needs is merely to go on repeating himself So long as a person is searching for better ways of doing his work he is fairly safe.”

—Eugene O’Neill

The evaluation of training and technical assistance in Head Start will also consider that effects are not always immediate. The true impact of services may be apparent over time. For this reason, a data-based tracking system that assesses impacts over time will also be developed and implemented.

Final versions of the models are targeted for completion in February 1999, and will be used on an ongoing basis thereafter.

Jeff Fredericks is Publications Manager at the Head Start Bureau and Project Officer for the T/TA Assessment Project. T: 202-205-8629; E: jfredericks@acf.dhhs.gov.

Aspens and Other Interconnections

By JoAn Knight Herren

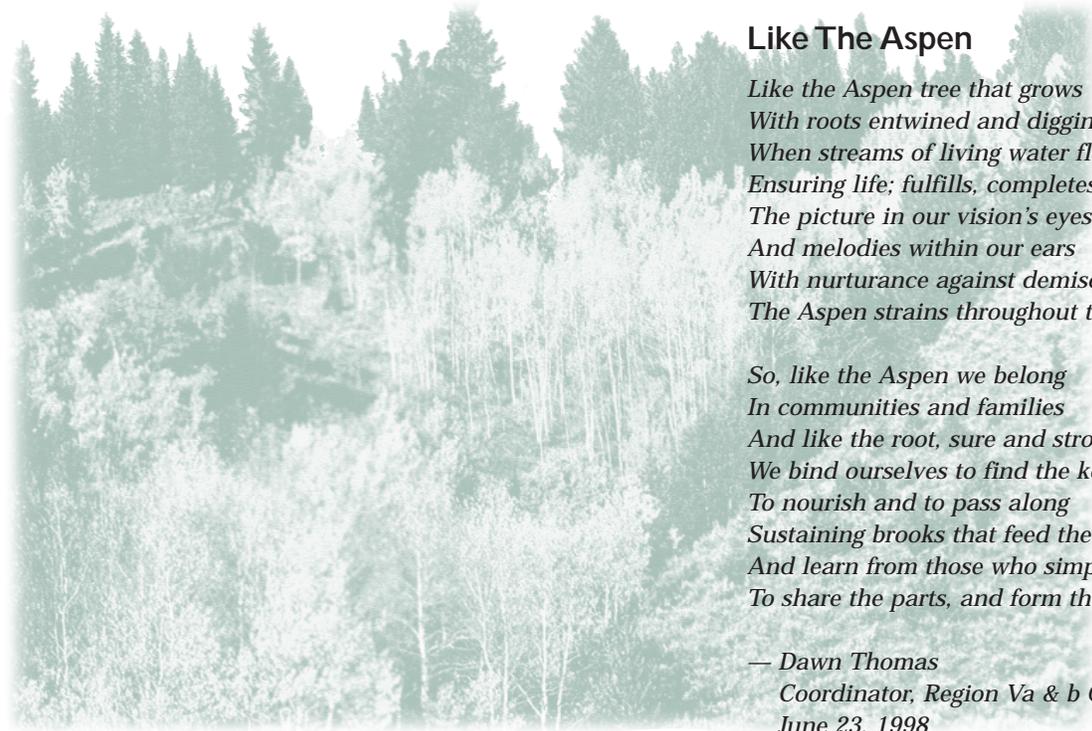
On a trip to Wyoming last year, I learned something about aspen trees that made me appreciate them for more than their great beauty. It seems that aspens, while they look like separate trees, are actually linked by a common root system. Water and nutrients drawn in through the roots are shared among members of the group. This shared commitment to the well-being of the group remains even in the face of hardship -- in times of drought, trees nearer to the source of water will draw up only as much as they need to survive. This allows more water to be passed along through the roots to trees further up the hillside.

We share similar kinds of connections in Head Start. We're all part of the Head Start community, which has spread throughout the nation. We are at the national level, and at the regional level through the Regional Offices, the Regional Coordinating Councils, and QICs. We are at the State level through the State Collaboration Offices, state-

level partnerships, and the QIC network. We are at the local level through each Head Start program, their children and families, and the community partnerships and linkages that they've created.

And we are connected. Like the aspens, we in Head Start have a strong commitment to the well-being of our community and its members. Each of us, individually and as a group, is working to create a better, stronger Head Start — to improve quality and enhance the services we provide to children and families, and to help those children and families realize their fullest potential.

At the T/TA Network meeting in June, I shared the story of the aspens and my vision of our interconnectedness in Head Start. By the end of the meeting, I had received the following poem from Dawn Thomas, Coordinator of the QIC for Disabilities Services in Region V. May you draw support and affirmation from this poem, and from your friends and colleagues through the Head Start community.



Like The Aspen

*Like the Aspen tree that grows
With roots entwined and digging deep
When streams of living water flows
Ensuring life; fulfills, completes
The picture in our vision's eyes
And melodies within our ears
With nurturance against demise
The Aspen strains throughout the years*

*So, like the Aspen we belong
In communities and families
And like the root, sure and strong
We bind ourselves to find the keys
To nourish and to pass along
Sustaining brooks that feed the soul
And learn from those who simply long
To share the parts, and form the whole*

— Dawn Thomas
Coordinator, Region Va & b QIC-DS
June 23, 1998

National Contracts Related to T/TA

The National Head Start Training and Technical Assistance Resource Center

The National Head Start Training and Technical Assistance Resource Center (NRC) supports the Head Start Bureau



(HSB) in: (1) identifying emerging trends, priority items, and other project issues; (2) gathering information and coordinating activities to further promote HSB priority items; and (3) promoting awareness and incorporation of promising practices. The NRC is responsible for producing the National Head Start Bulletin, and for providing editorial assistance to HSB in the production of policy manuals, training materials, and other national publications. Additional activities include coordinating national conferences, maintaining a national calendar of events, and supporting the program development and networking activities of the Head Start State Collaboration Offices.

The National Head Start Training and Technical Assistance Resource Center

PaL-Tech, Inc.

1901 North Fort Myer Drive, Suite 301

Arlington, VA 22209

(703) 243-0495

Dorothy V. Harris, Project Director

Early Head Start National Resource Center

The Early Head Start National Resource Center (EHS NRC) provides both training and technical assistance to Early Head Start



programs. Major responsibilities and activities of the EHS NRC include: (1) providing Early Head Start programs with state-of-the-art information and materials; (2) providing EHS programs with technical assistance to meet their unique needs; (3) enhancing the work of the Infant/Family Network, which is composed of an Infant/Toddler specialist from each of the Quality Improvement Centers and the Early Head Start Federal Project Officers; and (4) participating actively in each region's Infant/Family Network activities.

*Early Head Start National Resource Center
ZERO TO THREE—National Center for Infants,
Toddlers and Families*

734 15th Street, NW, 10th Floor

Washington, DC 20005

(202) 638-0851

Tammy Mann, Project Director

Head Start Publications Management Center

The Head Start Publications Management Center (HSPMC): (1) provides ready access to Head Start information and materials; (2) disseminates materials throughout the Head

National Contracts Related to T/TA (cont.)



Start community; and (3) builds the capacity of user groups to service their information and materials needs. Major activities include: (1) managing, marketing, and distributing HSB and other select materials; (2) monitoring state-of-the-art issues in knowledge transfer activities; (3) providing information and clearinghouse services; (4) conducting outreach; and (5) providing analyses of how the Head Start community gathers, processes, and uses information, and recommending plans to enhance the excellence and quality of Head Start programs.

Requests for materials must be submitted in writing, or by fax to (703) 683-5769 or e-mail to hspmc2@mail.idt.net.

*Head Start Publications
Management Center
Trans-Management Systems Corporation
1025 Vermont Avenue, NW, Suite 1025
Washington, DC 20005
(202) 737-1030
Ken Burns, Project Director*

National Data Management Project

The National Data Management Project: (1) operates the Head Start electronic Bulletin Board Services (BBS); (2) supports the development and management of Head Start Internet-based information services, reviews, and critiques of Head Start-specific software; and (3) designs and maintains the National Head Start Web Site. The web site is located at <http://www.hsbs.org>.

*Head Start National Data
Management Project
Synectics for Management Decisions, Inc.
3030 Clarendon Boulevard, Suite 305
Arlington, VA 22201
(703) 528-2772
James Tyson, Project Director*

The Head Start Research Library

The Head Start Research Library is designed to identify, gather and maintain all published and unpublished Head Start research documents. It also provides access to Head Start research materials and information for researchers, the Head Start community, and the general public. INTERNET access to the Head Start research bibliography and current research compendium is available through the Head Start Bureau's home page. The Head Start research documents available through the Research Library are available upon request.

*The Head Start Research Library
Ellsworth Associates, Inc.
1749 Old Meadow Road, Suite 600
McLean, VA 22102
Cheryl Clark, Project Manager*

T/TA-Related Websites

A number of the QICs also have websites. Give yours a call to find out!

Administration for Children and Families	www.acf.dhhs.gov
Center for Career Development in Early Care and Education.	http://ericps.crc.uiuc.edu/ccdece/ccdece.html
Child Welfare League of America	www.cwla.org
Children's Defense Fund	www.childrensdefense.org
Council for Early Childhood Education	http://cdacouncil.org
Department of Education	www.ed.gov
Early Head Start National Resource Center.	www.ehsnrc.org
ERIC Clearinghouse	www.aspensys.com/eric
Head Start Bureau	www.acf.dhhs.gov/programs/hsb
Health and Human Services Fatherhood Initiative	http://aspe.hhs.gov/fathers/fhoodini.html
Health Care Financing Administration.	www.hcfa.gov
Healthfinder	www.healthfinder.gov/default.html
National Association for the Education of Young Children	www.naeyc.org
National Association for Family Child Care	www.nafcc.org
National Black Child Development Institute.	www.nbcdi.org
National Center for Children in Poverty	cpmcnet.columbia.edu/dept/nccp/
National Center for Education on Maternal and Child Health.	www.ncemch.org
National Child Care Information Center	http://nccic.org
National Clearinghouse on Child Abuse and Neglect.	www.calib.com/nccanch
National Clearinghouse on Families and Youth	www.ncfy.com
National Early Childhood Technical Assistance System.	www.nectas.unc.edu
National Father's Network	www.fathersnetwork.org
National Head Start Association.	www.nhsa.org
National Information Center for Children and Youth with Disabilities	www.nichcy.org
National Resource Center for Health and Safety in Child Care.	http://nrc.uchsc.edu
Welfare reform information	www.acf.dhhs.gov/news/welfare/
Zero to Three.	www.zerotothree.org

HSFIS Training

CTI/Cleverex is providing free Head Start Family Information System (HSFIS) training to Head Start HSFIS users and third-party consultants. All training sessions are held in the Cleverex Computer Lab located in Rockville, Maryland. The site is approximately 10 miles from downtown Washington, DC, and conveniently accessible by the Metro subway system. Class size is limited to 16 participants per session to ensure individualized attention and quality training. There is no cost for attending the training sessions; however, participants are responsible for all travel and per diem expenses.

Two types of training sessions are currently being conducted: User and Train-the-Trainer.

User Training: Each User conference consists of two consecutive sessions. Session A, Automation Management, lasts 1-1/2 days and focuses on issues related to managing an automated Head Start program using the HSFIS software.

Session B, Data Entry and Processing, lasts for 3-1/2 days and focuses on tracking child and family information and service provision using HSFIS. Participants are able to choose which session best fits their needs.

Train-the-Trainer: The Train-the-Trainer sessions provide participants with an in-depth overview of the HSFIS software. This training is geared toward experienced users and consultants who are interested in providing training and technical assistance to Head Start programs using HSFIS. At the completion of each training session, a list of participants interested in providing fee-based consulting services will be sent to the HSFIS liaison in each Regional Office and Quality Improvement Center (QIC).

CTI/Cleverex has conducted seven User sessions and two Train-the-Trainer sessions to date. Overall feedback from participants has been very positive. After a recent user training session, one participant commented "...data was explained

thoroughly. I didn't have any trouble understanding what was being presented. Thank you for a great week!"

Interest in the HSFIS training has been very high and sessions are currently booked through February. Seven User sessions and four Train-the-Trainer sessions have been scheduled through March 1999, with more likely to be scheduled after April 1999. In addition, a second training location is currently expected to be operational by Summer 1999.

If you are interested in attending one of the HSFIS training sessions, please contact your regional QIC to obtain more detailed information and an application form. Your QIC may also have information about HSFIS training being provided by independent consultants in your area.

For more information, contact Jennifer Rubenstein at 301-738-1122, E: jrubenstein@cleverex.com

Now in Stock



The Head Start Publications and Management Center (HSPMC) has received *Revisit and Renew: Supporting Implementation of the Revised Head Start Program Performance Standards*. If you don't have this valuable training resource, order your copy today!

Also, HSPMC has the Head Start blocks logo on disk in color and black and white. Now

it's easy to add the official Head Start logo to all your Word or WordPerfect materials.

Here's how to order: Fax your request to 703-683-5769 or write to HSPMC P.O. Box 26417, Alexandria, VA 22313-0417.

Professional Development



Learning and Growing Together: Head Start and Child Care Professional Development Partnerships presents examples of professional development partnerships implemented across the country, including initiatives in: (1) statewide career development and service delivery systems; (2) community training linkages to state career development efforts; (3) statewide training; (4) multi-area training; and (5) community-based training.

For more information, or to order a copy of the book, contact The Center for Career Development in Early Care and Education at Wheelock College, 200 The Riverway, Boston, MA 02215, T: 617-734-5200x211, F: 617-738-0643, E: centers@wheelock.edu.

The Migrant Programs Branch

“Migrant Head Start programs have traditionally been rather isolated — just like the children and families they serve,” said Iran Rodriguez, Chief of Head Start’s Migrant Programs Branch. The isolation of migrants stems in large part from their physical isolation—in rural areas and away from urban centers—along with the lack of a sense of belonging to the communities in which they temporarily find themselves.

Rodriguez came to the Head Start Bureau last winter from the Regional Office in New York. Since his arrival, the Migrant Programs Branch has been fully staffed, a new five-year contract for technical support has been awarded, and a new vision for Head Start’s migrant communities has been launched. “My vision,” Rodriguez states, “is to raise the visibility of the migrant community, to highlight the contributions made by migrants in this country, and to build interstate connections for the Migrant Head Start community to better serve children and families.”

Who are the Migrant Head Start families?

There are currently some 30,000 children being served by 25 grantees, and 41 delegate agencies in 33 states across the country. The majority of families in Migrant Head Start have one or two children (62 percent) with both parents present (85 percent). The living conditions in which migrant families find themselves are often substandard and risky—especially for the children. And moving from place to place, wherever there is work, is very stressful for families.

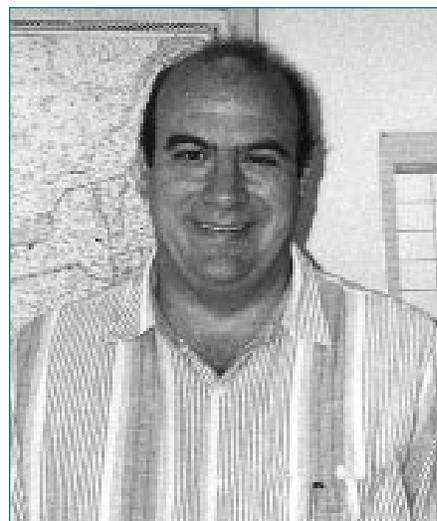
What special challenges do they face?

Family mobility poses some unique challenges to Migrant Head Start. “Facilities are a major issue for us,” Rodriguez explained. “Too often Migrant programs are using someone else’s space, where the facilities are substandard or not available to the programs for the entire time they’re needed. We need to obtain our own facilities that are safe and appropriate and available when we need them.”

Information sharing is another major issue in Migrant Head Start. Children and families often find themselves going through the same assessments and planning processes each time they move to a new area. Services to children and families are not always consistent, nor are plans necessarily maintained from one site to another. This “patchwork” approach can also leave gaps, where such fundamentals as immunizations fall through the cracks. “We need a system for sharing information among the sites serving particular children and families,” Rodriguez stated. “The Internet is one possibility — if not for transferring files, then at least for viewing them.”

What opportunities are out there?

One of the greatest opportunities in the Migrant Programs Branch is in the area of bilingualism. “Migrant Head Start,” Rodriguez says, “has a golden opportunity. Unlike any other program, we have the children from birth through age five and can develop and implement a model program to fully support their bilingual development.” An advisory group



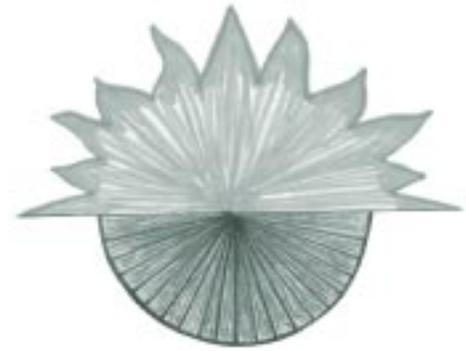
Iran Rodriguez

continued on page 30

The Migrant Programs Branch (cont.)

continued from page 29

will be brought together during the coming year to explore appropriate and effective methods of promoting bilingual development, keeping in mind the mobility issue in Migrant Head Start and the need for a plan that will be implemented consistently from site to site. "Family literacy is a key component of this initiative," Rodriguez says. "Migrant parents not only want their children to learn English, they want to improve their own knowledge of English."



How is the Migrant Programs Branch meeting these challenges and opportunities?

An unexpected opportunity surfaced between Migrant Head Start and services to children with special needs. A member of the Regional Coordinating Council for the Migrant Program Branch, who has restricted mobility, pointed out that children seat-belted in for traveling face the same challenges of restricted mobility as many children with special needs. He suggested that curriculum-related materials could be developed for use by children who are largely immobile, to the benefit of both migrant children and children with disabilities.

The Migrant Programs' Regional Coordinating Council (RCC) is an integral aspect of the Migrant Branch. The Region went through a comprehensive process to develop a mission for its RCC and to ensure broad representation within the group. Says Rodriguez of the Regional Coordinating Council, "It's more than a T/TA group— it's a Vision Group." And vision is something that Iran Rodriguez and the Migrant Programs Branch has in abundance!

For more information on the Head Start Migrant Programs Branch, contact Iran Rodriguez at T: 202-205-401-5916; E: irodriguez@acf.dhhs.gov.

State Collaboration Meeting

The Head Start-State Collaboration Network meeting was held June 22–24 in Washington, D.C. Participants included the State Collaboration Office Directors, State Head Start Association Presidents, and other state and regional partners. For the first time, joint sessions were held with the T/TA Network. For more information, contact your Head Start-State Collaboration Director, Tom Schultz at tschultz@acf.dhhs.gov or by phone at 202-205-8323, or Karen Mitchell at KMitchell@acf.dhhs.gov or 202-260-4797.

Community Mediation Meeting

A meeting of the Head Start/Community Mediation Projects was held July 14–15 in Washington, D.C. The five project sites (San Jose, CA; Haverhill, MA; Grand Rapids, MI; Dallas, TX; and Everett, WA) were established to build on the Haverhill experience as a Head Start Demonstration Grantee (1991–1994). The purpose of the Head Start/Community Mediation initiative is to: (1) infuse the local Head Start community with constructive conflict resolution attitudes, behaviors, and skills; (2) develop appropriate models, building on home and classroom interaction, to educate Head Start staff and parents in creative conflict resolution; and (3) help Head Start children learn peaceful and productive conflict resolution skills. The project was undertaken with the support of the Head Start Bureau, which provided funds for one year to coordinate the project and support two meetings in Washington, D.C. For more information on the Head Start/Community Mediation Projects, contact JoAn Knight Herren at the Head Start Bureau (jherren@acf.dhhs.gov, or by phone at 202-205-8566) or Marge Baker at the National Institute for Dispute Resolution (margebaker@crenet.org, or by phone at 202-466-4764).

T/TA Network Meeting

Staff from the Quality Improvement Centers met in Washington, D.C. on June 23–26 for the National Training & Technical Assistance Network Meeting. Joint sessions were held with members of the Head Start-State Collaboration Network during the first two days of the meeting. For more information, contact your regional Quality Improvement Centers or Jo Herren at jherren@acf.dhhs.gov or by phone at 202-205-8566.

Fourth National Research Conference

Head Start's Fourth National Research Conference was held on July 9–12 in Washington, D.C. Entitled "Children and Families in an Era of Rapid Change: Creating a Shared Agenda for Researchers, Practitioners, and Policy Makers," the conference was planned in conjunction with the Columbia School of Public Health, the Center for Population and Family Health, and the Society for Research in Child Development, and involved more than 60 other cooperating organizations. Proceedings from the conference will be available later this fall. For more information, contact Ester Kresh at ekresh@acf.dhhs.gov or by phone at 202-205-8118.

Calendar

For a complete listing of national events, see the Head Start Calendar of Events posted on the Head Start Web page at www.hsbs.org or contact Kandi Kartchner at the National Head Start T/TA Resource Center, T: 703-243-0495, E: Kkartchner@paltech.com. For more detailed information on regional or local events, contact your Regional Office or QIC.

The National Head Start Fellowship Program

Over the past 30 years, Head Start has served as a national laboratory for services to young children and their families, and has shared the knowledge gained with the entire early childhood field. In keeping with this tradition, in 1996 an exciting dimension was added to support the development of early childhood leaders with the introduction of the National Head Start Fellowship Program.

Established under the bipartisan reauthorization of the Head Start Act, the Head Start Fellows Program engages energetic professionals to serve as apprentices in the areas of program development, research, child and family development, health, and policy. Due to the program's focus on professional development, the Fellowship Program is overseen by the Training and Technical Assistance Branch of the Head Start Bureau.

Ten Fellowships are offered each year to outstanding and promising leaders in early childhood and family services professions for the purpose of further developing their skills. The core of the National Head Start Fellowship Program is an intensive work experience. Based on their interests and experience, Fellows are placed in work assignments within the Federal government. For example, this year they tackled issues surrounding the reauthorization of the Head Start Act, the expansion of Head Start, Head Start collaborative efforts, and Early Head Start.

In addition to the work experience, the Fellows participate in a Leadership Development program one day a week. This process involves meeting with and learning from national lead-

ers and experts. It also provides opportunities for skill development and practice, and discussions of current research and national trends. Each Fellow has ongoing opportunities to discuss issues with Helen Taylor, the Associate Commissioner of the Head Start Bureau. This past year, Fellows also met with Donna Shalala, the Secretary of the Department of Health and Human Services; Olivia Golden, the Assistant Secretary of the Administration for Children and Families; Dr. David Weikart, the President of High Scope Educational Research Foundation; and Sarah Greene, President of the National Head Start Association.



The 1997-1998 National Head Start Fellows meet with Donna Shalala, Secretary of the Department of Health and Human Services

During the course of the year, Fellows will take the lead on a project and develop a position paper in an area of interest; participate in public speaking and training events; and keep a journal of their experiences to support their work on an end-of-the-year report. This report summarizes their initial goals and objectives, what they accomplished during the year, whether and how their goals changed, and how their experiences will affect their future plans.

The 1997-98 National Head Start Fellows have recently completed their year in Washington. Below is an introduction to each Fellow and what they accomplished during their fellowship year.

For more information on how to apply for a Fellowship, contact the Commission on National Head Start Fellowships at T: 202-205-9090; F: 202-265-7309; or mail application requests to Carol Brunson Phillips at 2460 16th Street, NW, Washington, DC 20009-3575. Applications are due by December 4, 1998.



Wendell Campbell
St. Louis, Missouri

Based on his interest in promoting male involvement in Head Start, Wendell worked on the Department's Fatherhood Initiative, which encourages the development of innovative collaborative approaches to help men from disadvantaged backgrounds become successful parents. Working with Frankie Gibson, Program Specialist for the Parent Involvement and Social Services Branch, Wendell developed an outline for use on the Fatherhood Website to link information

regarding innovative programs on this topic. He and his colleague, James Miller, also proposed linking the Mississippi Fragile Fathers program to the Atlanta Head Start project. They believe that these programs could serve as national models of federal/state cooperation in providing financial incentives for community-based fatherhood programs. During the year, Wendell also spoke on issues related to the Fatherhood Initiative at both the NAEYC conference and at National Head Start Association's annual meeting. Toward the end of his fellowship, Wendell focused on the Bureau's efforts to ensure the safe transportation of Head Start children.

Gwen Chance Austin, Texas



Gwen, a State Collaboration Director when in Austin, worked in the Training and Technical Assistance Branch under the supervision of JoAn Knight Herren. Her major emphasis during her fellowship year was the implementation of the new Quality Improvement Centers (QIC) system. She provided significant leadership for T/TA workgroups and participated in planning for the T/TA Network meeting in June of this year. She also worked on training for trainers, developed a national calendar of training events, and served on the Phase IV Management Training Workgroup. During the year, she also participated in the planning process for the T/TA directors, T/TA specialists, and State Collaboration Offices National Network meetings.

Bringing her expertise in collaboration to the Bureau, she worked with the National Network Descriptive Study of the

Head Start-State Collaboration Advisory Committee. As part of her fellowship year, she presented at the NHTA annual conference and a conference sponsored by the National Governors' Association. This conference, "Education in the Early Years: A Conference for States on Early Childhood Education," provided the opportunity for her to share *The Texas Early Care and Education Tool Kit*, a training manual of capacity-building activities to support community partnerships.

Linda Cohen Santa Maria, California



Linda's fellowship was focused on the American Indians Program Branch (AIPB), where she worked closely with Dr. Helen Schirbeck, Chief of the AIPB branch. Linda's assignment involved analyzing noncompliance issues for American Indian grantees and working on the Tribal College Initiative. She used her expertise in home-based programs to plan and implement home-based cluster training for the Navajo Nation. Linda also conducted AIPB and Early Head Start monitoring reviews across the country during her fellowship year.

In addition to her work with AIPB, Linda was nominated during her fellowship year to participate in a specially designed pro-

ject to support Latino Head Start leaders. During Phase I of this project, she was trained in facilitative leadership. With her knowledge of home-based programs, Linda also provided a critique of the Revised Head Start Program Performance Standards from the home-based perspective.

Amy Cubbage Pawtucket, Rhode Island



Amy began her Fellowship in the Child Care Bureau. Her first project was to plan and organize the White House Conference on Child Care. Amy then moved to the Office of the Deputy Assistant Secretary for External Affairs to continue her supervision with Joan Lombardi. Head Start reauthorization was a major issue during her fellowship year. She wrote specifications for the legislative proposal, a follow-up to Head Start's Reports to Congress, and a summary of innovative projects for infant/toddler child care.

Amy also traveled to conferences. She presented at the NHTA Conference in Seattle and facilitated a session on Infants and Toddlers at the State Collaboration Conference. Collaboration

was another focus for Amy. She worked on the finalization of the collaboration plan between the Substance Abuse and Mental Health Services Administration (SAMHSA) and ACF regarding mental health and substance abuse issues in relation to welfare reform. Her most recent achievement was the birth of her first child, Kyler Stephens Cubbage, born July 11, 1998.



Dell Ford
Salem, Oregon

Dell is an experienced Head Start Collaboration director in her home state. With this focus, she worked closely with the National Head Start Collaboration Offices, and Child Care/Head Start Collaboration. Under the supervision of Dr. Tom Schultz, Special Assistant to the Associate

Commissioner, she helped organize and provide training presentations for two National Head Start Collaboration conferences, one jointly with the Head Start State Association Presidents and the other with Head Start Quality Improvement Centers. Dell also provided technical assistance and support for State Head Start Collaboration directors. She has been a member of the Child Care/Head Start Work Group that consists of representatives from

the Child Care and Head Start Bureaus. Dell presented on Head Start/Child Care Collaboration and Head Start/Prekindergarten Collaboration at a forum sponsored by the National Council of State Legislatures, other legislative forums, and Head Start regional and national conferences. Dell also helped design the new Quality In Linking Together (QUILT) project (see article on page 12). Given her valuable experience in the area, Dell was assigned to assist with the development of a report on Head Start Collaboration at the state and program levels for Head Start Reauthorization.

In addition, Dell co-facilitated a Future Search conference for the Texas Association for the Education of Young Children and provided consultation to the Devereux Foundation on early childhood mental health issues. Dell will continue her work with the Collaboration Offices and provide expertise on collaboration during Head Start and Early Head Start expansion.



Christine Killen
Crab Orchard, Kentucky

Christine spent her fellowship year working with the Head Start Program Management and Operations Branch under the supervision of Rita Schwarz, Branch Chief. As part of this assignment, Christine was a member of the team that planned and implemented a new design for the Annual National

New Director's Conference. In support of this conference, she facilitated the Directors' Panel, conducted a follow-up evaluation of the conference, and presented the results to the New Directors' Training Technical Workgroup. She worked closely with

this workgroup, wrote its Purpose Statement, and was actively involved in its meetings and training sessions.

Christine is also a member of the technical workgroup for Head Start Monitoring and the Bureau's internal monitoring workgroup. Their tasks have been to design and implement both an interim and a new monitoring system that reflects the Revised Performance Standards. Through this assignment, Christine participated in meetings, conference calls with the regions, Phase I, II, and III Head Start monitoring (PRISM) field tests, and submitted a proposal for the evaluation of a formal complaint system for the PRISM process.



James Miller
Port Gibson, Mississippi

Like his colleague Wendell Campbell, James has placed The Fatherhood Initiative high on his list of priorities. He was very involved with the initiative, both in Head Start and in other Department of Health and Human Services offices. Frankie Gibson, Program Specialist, served as his supervisor in the Parent Involvement Branch. James was also assigned to the Office of Community Services (OCS), where he was supervised by Margaret Washnitzer. During his fellowship year, James devoted a significant amount of time to a Memorandum of Understanding between Head Start and OCS. This memorandum formalizes collaborative strategies for improving the working rela-

tionship between Community Action and Head Start program administrators, which results in improved program performance and better outcomes for children and families. Under this agreement, the OCS and the Head Start Bureau will continue to support cooperation and coordination among their programs at the Federal level (national and regional), as well as with other agencies involved in issues affecting Head Start children and families.

James also worked on a state-funded demonstration project in Mississippi. He reviewed the proposal, planned action steps, and developed a paper. He also worked with Gwen Johnson in Region IV on the Atlanta project and its potential link to the Fragile Fathers program within his home state of Mississippi. Based on his work over the past year, James developed a policy paper on best practices to help Head Start programs reconnect with fathers.

Eileen O'Brien *Columbia, Maryland*



Eileen was assigned to the Health and Disabilities Branch of the Head Start Bureau to work with the Early Head Start programs. Dr. Mimi Kanda, Chief of the Health and Disabilities Branch, supervised Eileen as she worked on services to pregnant women, and mental health issues affecting Head Start children and their families.

Eileen was co-assigned to the Substance Abuse and Mental Health Services Administration (SAMHSA), where she brought both her research expertise and the Head Start perspective to the Starting Early Starting Smart project. Dr. Pat Salomon was her supervisor, and Eileen served as liaison between the Bureau and SAMHSA. At SAMHSA, she worked with the Expert Panel that proposed the study design of the project, and with the Data Coordinating Center to insure the appropriateness of the inter-

ventions at the Head Start sites. She also participated in developing a proposal for a Children's Summit targeted for the year 2000. SAMHSA is the lead agency on this project, and Eileen is working to involve the Head Start Bureau, other pertinent agencies in ACF, and other federal agencies.

During her fellowship year, Eileen presented at numerous workshops, regional meetings, and the NHA National Conference. She also participated in the Healthy Children 2010 Mental Health workgroup and the Children and Tobacco workgroups.

Juanita Santana *Portland, Oregon*



Juanita was assigned to the Head Start Program Management and Operations Branch under the supervision of Rita Schwarz, Branch Chief. As a member of the team that planned and implemented a new design for the Annual National New Director's Conference, Juanita was responsible for co-presenting one of the core workshops on human resources. She also worked as a member of the Head Start Monitoring Technical Workgroup and the Bureau's internal monitoring workgroup. This assignment included participation in meetings, conference calls with regions, Phases I, II, and III PRISM field tests and training, and quarterly meetings with the Technical Workgroup. Juanita also delivered training for reviewers in Region IX and Region XII on the use of the interim monitoring tool.

During her fellowship year, Juanita also spent time working with the Migrant Programs Branch. She assisted in the development of a plan for a formal study of the characteristics of seasonal farm worker families. In collaboration with the Migrant Programs Branch, she also developed a training project to enhance leadership, managerial, and community development skills in the Migrant Head Start system. The project incorporates Facilitative Leadership training and the use of Future Search techniques. Juanita has continued training to support Latino Head Start leaders, and has completed Phase II of the program.

Traceyanne Yee *Seattle, Washington*



Traceyanne brought a deep interest in health issues with her to Washington, D.C. She worked closely with Dr. Mimi Kanda, Chief of the Health and Disabilities Branch in the Head Start Bureau. Together they focused on infant feeding issues and other health topics. One of Tracey's primary interests is the potential for collaboration between WIC and Head Start programs. Therefore, in collaboration with the U.S. Department of Agriculture (USDA), Tracey initiated work on a WIC-Head Start collaboration guide to promote a close relationship between these programs at the local level. She also developed an option paper on discretionary nutrition projects and conducted health workshops for various con-

ferences, including the National Head Start Association conference. In addition to her health and nutrition expertise, Tracey used her previous experience in television news production to help with Head Start Bureau initiatives in technology and distance learning. She also worked on various projects related to Early Head Start and developed a format to aid in clarifying program policies and practices.

Send Us Stuff!

The purpose of the Bulletin is to serve the Head Start community, and we want to hear from you! Send us information on events and new initiatives you've been involved in, and send us photographs! When you send us photos, please be sure to include the following:

- The names of any people pictured in the photo
- Signed forms from each person in the photo giving us permission to print it
- Where the photo was taken (or at what event)
- The name of your Head Start program

Please do not write in ink on the back of the photo—it smears when you stack them and ruins the picture underneath! Use a label or a pencil (and don't press too hard).

Because we keep these materials on file for use both now and in the future, we would appreciate your sending only those photos and materials that you do not need returned. Send your questions, comments, and contributions to:

Head Start Bulletin
330 C Street, S.W.
Washington, DC 20447

Put us on your mailing list!

We'd love to get copies of your newsletters, to keep in touch with what's happening in your programs and communities.

U.S. Department of
Health and Human Services
ACF/ACYF/HSB
Washington, DC 20201

OFFICIAL BUSINESS
Penalty for private use \$300