NHSA’s Vision for Head Start

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

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

**NHSA's mission** is to coalesce, inspire, and support the Head Start field as a leader in early childhood development and education.
In Case You Missed It

In response to all your thoughts, ideas, and questions we’ve launched this weekly webinar series.

In the past few weeks, we’ve shared:

- **Noggin Cares** - In addition to [free access for the Head Start community](https://www.headstart.gov/), our friends at Noggin hosted a town hall with [Nadine Burke-Harris](https://www.headstart.gov/)

- **Tools for Making Healthy Meals** - last week we heard from the Doctor Yum project who shared their [Meal-O-Matic app](https://www.headstart.gov/)

- **Stories from the Field** and we’ll hope to hear many more in the weeks to come!
Road to Reopening

Finding the Necessary PPE

- Kaplan has sourced many of these hard to find items. [Order](#) by May 15!

Diving into reopening regulations

- [See](#) a state-by-state breakdown of Childcare Openings Protocols and Regulations from the Hunt Institute

Launching a new webinar series

- [Join](#) us for another important conversation series! NHSA will begin to host a series of webinar conversations about reopening safely and effectively called [Kitchen Table Talks: Destination Reopening](#).
Poll #1: What best describes your role?

A. Manager/Director
B. Educator/Teacher/Aid
C. Specialist (family engagement, health, curriculum, etc.)
D. ERSEA/HR/Administration
E. Other (write in question box)
Story Time

Henry Wilde

Acelero Learning
What problems were we trying to solve?

How do we manage with data with...

- New needs
- Lack of access
  - To staff
  - To parents
  - To technology
- New services
Four Principles

1. Accessible
2. Efficient
3. Interconnected
4. Relevant
## Family Immediate Touchpoint

### Assessment of Needs

Please note that "No" responses indicate a need. "Yes" or "NA" responses indicate no immediate need.

1. How are you doing? How are you feeling? Just listen... Take notes...

   Your answer

2. If anyone in your household is sick with symptoms of the coronavirus, including fever, cough, and shortness of breath, has there been contact with a medical provider? *

   - Yes - (sick), has been in contact with a medical provider
   - No - (sick), but hasn’t consulted with the doctor
   - NA - no one in the household is sick with symptoms of cough, fever and shortness of breath

3. Does your household have enough food and water at this time? *

   - Yes
   - No

### Required Follow-Up

Based on the conversation with the family, what are the follow-up needs?

**SELECT ALL THAT APPLY.**

- Food & water
- Income
- Diaper & wipes and/or Formula (EHS only)
- Access to services/ benefits (Unemployment, SNAP, TANF, small business loans) etc.
- Housing stability
- Medication
- Medical Care
- COVID-19 medical follow-up indicated based on severe symptoms or known exposure
- Social support due to isolation
- NO IMMEDIATE NEEDS DETERMINED AT THIS TIME
- Other:

**Support Assessment Level - Review responses for 1-10 carefully. Count the number of "no" responses.**

- Level 1: All "yes" or "na" responses. No "no" responses.
- Level 2: One "no" response. Mostly "yes."
- Level 3: More than one "no" response and/OR family member has coronavirus symptoms and/or diagnosis
# Center Closure MBI

<table>
<thead>
<tr>
<th>Family Contact</th>
<th>Coronavirus-Related Needs</th>
<th>Case Note Close Up</th>
<th>Diapers &amp; Wipes Distribution</th>
<th>Formula Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled Families</td>
<td>Families in contact with Teaching Teams</td>
<td>Families engaged in Home Learning</td>
<td>Families with Needs</td>
<td>Needs that have been Resolved</td>
</tr>
<tr>
<td>All Families</td>
<td>978</td>
<td>82%</td>
<td>79%</td>
<td>28%</td>
</tr>
<tr>
<td>2nd St EHS</td>
<td>27</td>
<td>78%</td>
<td>78%</td>
<td>23</td>
</tr>
<tr>
<td>Red Bank EHS</td>
<td>15</td>
<td>97%</td>
<td>87%</td>
<td>9</td>
</tr>
<tr>
<td>EHS Families</td>
<td>42</td>
<td>81%</td>
<td>81%</td>
<td>76%</td>
</tr>
<tr>
<td>2nd St</td>
<td>128</td>
<td>79%</td>
<td>75%</td>
<td>34</td>
</tr>
<tr>
<td>578 Livingston</td>
<td>57</td>
<td>82%</td>
<td>81%</td>
<td>11</td>
</tr>
<tr>
<td>Asbury Park</td>
<td>66</td>
<td>62%</td>
<td>61%</td>
<td>22</td>
</tr>
<tr>
<td>Carteret</td>
<td>114</td>
<td>92%</td>
<td>91%</td>
<td>43</td>
</tr>
<tr>
<td>Commerce</td>
<td>54</td>
<td>63%</td>
<td>61%</td>
<td>11</td>
</tr>
<tr>
<td>Freehold</td>
<td>135</td>
<td>51%</td>
<td>61%</td>
<td>47</td>
</tr>
<tr>
<td>Howard St</td>
<td>54</td>
<td>70%</td>
<td>72%</td>
<td>5</td>
</tr>
<tr>
<td>Neptune</td>
<td>101</td>
<td>79%</td>
<td>77%</td>
<td>25</td>
</tr>
<tr>
<td>Red Bank</td>
<td>28</td>
<td>96%</td>
<td>96%</td>
<td>8</td>
</tr>
<tr>
<td>South Amboy</td>
<td>210</td>
<td>79%</td>
<td>78%</td>
<td>42</td>
</tr>
<tr>
<td>HS Families</td>
<td>947</td>
<td>81%</td>
<td>78%</td>
<td>26%</td>
</tr>
</tbody>
</table>
## Food and Diaper Tracking

<table>
<thead>
<tr>
<th>Clark County EHS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Number of Children Enrolled (EHS)</strong></td>
</tr>
<tr>
<td><strong>Number of Children With Needs Contacted in the past 2 weeks</strong></td>
</tr>
<tr>
<td><strong>Number of Children with Either Need (EHS)</strong></td>
</tr>
<tr>
<td><strong>Diapers / Wipes Need</strong></td>
</tr>
<tr>
<td><strong>Formula / Baby Food Need</strong></td>
</tr>
<tr>
<td><strong>Total Number of Deliveries (EHS)</strong></td>
</tr>
<tr>
<td><strong>Number of Children with Needs who did not receive at least 1 delivery</strong></td>
</tr>
<tr>
<td><strong>Number of Children with Now Needs Had Not Yet Received Delivery (Outside Delivery Cycle)</strong></td>
</tr>
<tr>
<td><strong>Number of Children with Deliveries Past Due (according to individual delivery cycle)</strong></td>
</tr>
<tr>
<td><strong>Number of child with at least one contact</strong></td>
</tr>
<tr>
<td><strong>Number of children with no contact</strong></td>
</tr>
<tr>
<td><strong>% of Children Contacted (at least 1 contact)</strong></td>
</tr>
<tr>
<td><strong>% of Children Receiving Supplies</strong></td>
</tr>
<tr>
<td><strong>Number of children with 1+ delivery of Diapers/Wipes</strong></td>
</tr>
<tr>
<td><strong>Number of children need formula</strong></td>
</tr>
<tr>
<td><strong>% of children need &amp; received formula</strong></td>
</tr>
</tbody>
</table>
## Family Contacts (Teaching Teams)

**Level of Analysis - Delegate**

<table>
<thead>
<tr>
<th></th>
<th>Monmouth/Middlesex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week of:</strong></td>
<td>5/4/2020</td>
</tr>
<tr>
<td><strong>Currently Enrolled Children:</strong></td>
<td>1052</td>
</tr>
<tr>
<td><strong>Children with Data Submitted This Week:</strong></td>
<td>1031</td>
</tr>
<tr>
<td><strong>% of enrolled children with data submitted</strong></td>
<td>98%</td>
</tr>
<tr>
<td><strong>% of children/parents that teachers talked with or attempted to call</strong></td>
<td>89%</td>
</tr>
<tr>
<td><strong>% of children/parents receiving individual message from teacher</strong></td>
<td>80%</td>
</tr>
<tr>
<td><strong>% of children/parents engaged this week (beyond phone call)</strong></td>
<td>84%</td>
</tr>
</tbody>
</table>

**% of children whose teacher did each action**

<table>
<thead>
<tr>
<th>Action</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempted phone call (but did not talk to family)</td>
<td>216</td>
<td>21%</td>
</tr>
<tr>
<td>Talked with parent/guardian by phone or video call</td>
<td>630</td>
<td>61%</td>
</tr>
<tr>
<td>Talked with student by phone or video call</td>
<td>514</td>
<td>50%</td>
</tr>
<tr>
<td>Sent individual message through Remind (or Class Dojo)</td>
<td>627</td>
<td>61%</td>
</tr>
<tr>
<td>Sent individual email or text to family (outside of Remind)</td>
<td>502</td>
<td>49%</td>
</tr>
</tbody>
</table>

**% of children where family did each action**

<table>
<thead>
<tr>
<th>Action</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/guardian sent me (or the group) a message on Remind (or Class Dojo)</td>
<td>403</td>
<td>45%</td>
</tr>
<tr>
<td>Parent/guardian replied to text or email I sent (outside of Remind/Class Dojo)</td>
<td>401</td>
<td>45%</td>
</tr>
<tr>
<td>Parent/guardian and/or child attended live virtual event that I hosted</td>
<td>438</td>
<td>42%</td>
</tr>
<tr>
<td>Family read one or more assigned books (from Shine at Home plan) on Epic</td>
<td>314</td>
<td>30%</td>
</tr>
<tr>
<td>Family read one or more other books on Epic</td>
<td>406</td>
<td>39%</td>
</tr>
<tr>
<td>Family completed a PEER card activity (and shared a photo or reflection)</td>
<td>386</td>
<td>37%</td>
</tr>
<tr>
<td>Family did NOT reply to messages or engage with above activities this week</td>
<td>189</td>
<td>18%</td>
</tr>
</tbody>
</table>

**% of families who have each practice set up**

<table>
<thead>
<tr>
<th>Practice Set Up</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistent Daily Routine</td>
<td>727</td>
<td>71%</td>
</tr>
<tr>
<td>Enabled epic account for child</td>
<td>657</td>
<td>64%</td>
</tr>
<tr>
<td>Reading with child daily (i.e. child is not just listening to ebooks on their own)</td>
<td>765</td>
<td>74%</td>
</tr>
<tr>
<td>Receiving Remind messages</td>
<td>900</td>
<td>88%</td>
</tr>
<tr>
<td>Accessing at least some part of Shine at Home plan</td>
<td>443</td>
<td>43%</td>
</tr>
</tbody>
</table>

**% of families whose teacher discussed each topic with family**

<table>
<thead>
<tr>
<th>Topic</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting a consistent daily routine at home</td>
<td>443</td>
<td>43%</td>
</tr>
<tr>
<td>Setting or working on a specific learning goal for the child</td>
<td>405</td>
<td>39%</td>
</tr>
<tr>
<td>Specific PEER card related to a routine (bed time, meal time, etc.)</td>
<td>169</td>
<td>16%</td>
</tr>
<tr>
<td>Specific PEER card related to an activity</td>
<td>326</td>
<td>32%</td>
</tr>
<tr>
<td>Using Shine at Home website</td>
<td>439</td>
<td>43%</td>
</tr>
<tr>
<td>Using epicol to read ebooks with child</td>
<td>600</td>
<td>58%</td>
</tr>
<tr>
<td>Using Remind to stay connected and get resources</td>
<td>572</td>
<td>55%</td>
</tr>
</tbody>
</table>
If you want to follow up:
Please e-mail me directly (henry@acelero.net)

Or Join our Weekly Webcast @

https://www.shineeearly.com/webcast-series-together-we-shine
The Impact of Covid-19 on Head Start Services

Survey Details

Purpose: Secure a portrait of how Head Start programs are managing during the Covid-19 shutdown, and planning for the future.

Analytics: Early Intel and CCR Analytics

Details:
- 42 questions
- Aimed for one response per program
- 302 responses (19% program response rate)
Who Responded?

Funded Enrollment:

- 1001 - 4999: 13%
- 5001 - 1000: 21%
- 200 - 500: 44%
- Under 200: 20%
- 5000+: 2%

Primary Service Area:

- Rural: 43%
- Urban: 22%
- Suburban: 7%
- Mixed: 28%
How many children have teachers been able to engage?

Head Start:
- 90% - 100%: 41%
- 75% - 90%: 24%
- 50% - 75%: 30%
- Less than 50%: 5%

Early Head Start:
- 90% - 100%: 40%
- 75% - 90%: 24%
- 50% - 75%: 27%
- Less than 50%: 9%
How much time would you estimate each child is interacting with teachers in a typical week?
In what ways have teachers been engaging children?

- Sending online resources to families: 94% - 95%
- Individual calls with children: 78%
- Deliver physical resources to families: 74%
- Group video with children: 62% - 73%
- Home visits (with social distancing): 18% - 17%
Story Time

Lori Keller
Family Support Specialist
UD New Directions Early Head Start
Story Time

Evelyn Cumpian and Brenda Salas
Para Los Ninos
Participation Time

Type in the chat box:

Are you doing anything unique to engage children?
Family Access to Remote Technologies
How many of your families have access to the following technologies?
How many of your families have access to the following technologies?

- **Wifi or Internet**
  - Few: 5%
  - Some: 46%
  - Most: 40%
  - All: 9%

- **Cellular Service**
  - Few: 14%
  - Some: 59%
  - Most: 24%
Rural vs. Urban and Suburban Access

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Few</th>
<th>Some</th>
<th>Most</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural Cellular Service</td>
<td>16%</td>
<td>59%</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>Urban-Suburb. Cellular</td>
<td>9%</td>
<td>56%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Rural Wifi or Internet</td>
<td>8%</td>
<td>48%</td>
<td>39%</td>
<td>5%</td>
</tr>
<tr>
<td>Urban-Suburb. Wifi or Internet</td>
<td>38%</td>
<td>47%</td>
<td>14%</td>
<td></td>
</tr>
</tbody>
</table>
Story Time

Sabrina Willett
Family Service Advocate/Parent Engagement
Graves County Head Start
Participation Time

Type in the chat box:

What have you done to reach families that have been hard to connect with?
During the shutdown, how has your program’s engagement with families changed?
Which resources has your program has been able to provide to families during the shutdown?
Other types of resources that programs have provided to families:

- Rent and/or utility assistance
- Referrals
- Cleaning supplies
- Face coverings
- Gift cards and care packages
Participation Time

Type in the chat box:

*What resources is your program currently providing to children and families?*
How is your program addressing recruitment and enrollment at this time?
Participation Time

Type in the chat box:

What is your program doing currently for recruitment and enrollment for the fall?

If you’re applying for a summer grant, how are you tackling recruitment and enrollment?
Do you plan to conduct a final round of child assessments?

- About half of respondents said Yes
- Of those:
  - Over half are planning a partial assessment with their regular tool
  - Nearly a third are planning to conduct their full assessments with regular tool
  - A few will be using a different tool
Do you have a system for logging teacher contact with children and families?

- 91% said Yes
- Of those, about two-thirds are using their current MIS software
- About one-third are using some form of their own program logs or other platforms (e.g. Learning Genie, Google Docs, etc.)
Is your program applying for a supplemental grant from OHS?

- Quality Improvement Funds: 80%
- Support Related Covid-19 Activities: 76%
- Run a Supplemental Summer Program: 56%
Is your agency applying for federal relief funding apart from OHS?

- 35% said Yes
- 65% said No
The Effect of Covid-19 on Quality Improvement Funds

Of programs applying for Quality Improvement funds, 39% reported that Covid-19 is affecting how they expect to use that funding.

Themes from individual comments:
- Greater mental health consultation
- Cleaning supplies and social distancing
- More technology
- Still figuring it out
Poll #2: If your program is applying for trauma-related funding, what are you planning? (Check all that apply)

A. Expand mental health services
B. Increase classroom quality
C. Strengthen family services
D. Support a trauma-informed workforce
E. Other (write in question box)
Poll #3: If you are planning a summer program, how long are you planning for it to run?

A. 2 weeks or less
B. 3 or 4 weeks
C. 5 or 6 weeks
D. More than 6 weeks
E. Not applicable / I don’t know
What keeps you up most at night?

- Uncertainty of the future: 43%
- Making sure families have their basic needs met: 18%
- Families' health and safety: 14%
- Connecting with and supporting families sufficiently: 11%
- Supporting my staff and colleagues: 10%
- Technology needs/access for families and children: 4%
Summary of Findings: Resilient Services

- Over 90% of programs have been able to serve the significant majority of their children.
- Typical child is interacting with teacher 1-3 hours per week.
- Teachers using a variety of methods to connect with children.
- Family engagement has fluctuated, but in aggregate nationally has continued at the same level.
- Majority of programs supporting families with referrals, food and supplies.
Questions Moving Forward

- Enrollment - Timing and methods
- Child Assessments – How to salv(integrating with remote technology)
- Trauma related funding – How to measure impact of new grants
- Summer Program -
Q&A
What’s Next?

● Join us next week to get the most important tips for navigating this time - curated and presented by Joshua Sparrow of the Brazelton Institute.

● Please be sure to fill out the survey at the end of this call to share thoughts and ideas for future talks.
Stay Connected on Social Media

Use this hashtag on Twitter to connect with other Head Start programs and share how you are supporting your community during this time:

#HeadStartHelps