

# WELCOME

## Partnering with Families: Supporting the Journey from Prenatal Services to Kindergarten



Head Start Regional TTA Network

# INTRODUCTIONS



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# SESSION OBJECTIVES

## Participants Will:

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Explore the family journey from prenatal services through kindergarten transition

Strengthen understanding of HSPPS implementation across the continuum of services

Identify how relationship-based practices support family engagement and school readiness

Apply HSPPS standards to real-world family scenarios

Reflect on the ripple effect quality services have on children and families.



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# ICEBREAKER ACTIVITY



**What is one small interaction, gesture, or moment that could make a big difference in the experience of a Head Start family?**



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## Every Family Journey Begins Somewhere

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### Reflection Questions

- Think about a transition that changed your life.
- What support helped you feel safe and successful?
- Who walked alongside you during that journey?



# THE HEAD START FAMILY JOURNEY



# THE WHY

## HSPPS: 1302-Program Operations

- **Subpart A - E.R.S.E.A.** - How families access services
- **Subpart B – Program Structure** - How programs operate and support staff
- **Subpart C – Education and Child Development** - Supporting school readiness and learning
- **Subpart D – Health and Mental Health** - Supporting overall wellness
- **Subpart E – Family and Community Engagement** - Building strong family partnerships
- **Subpart F – Services to Child with Disabilities** - Ensuring inclusion and support
- **Subpart G – Transition** - Supporting smooth transitions for children and families
- **Subpart H – Pregnant Women** - Supporting expectant families
- **Ongoing monitoring** - Improving services through reflection and data



# THE REFLECTION

How do these standards  
*come to life* through  
our interactions with families?

How do these standards move from words on  
paper to experiences for families?



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## Walking the Standards: Bringing HSPPS to Life

### Station Activity Instructions

- Move to your assigned station with your group
- Read the scenario at the station
- Identify the **HSPPS standard(s)** represented
- Discuss: **What interaction brought the standard to life?**
- Reflect: **What ripple effect could this create for a family?**
- Record key thoughts on chart paper
- Rotate to the next station when time is called



**Remember:** *Families experience HSPPS through relationships, interactions, and support.*



# THE FIRST STEP MATTERS

## ERSEA: Building the Foundation for Family Partnership

- ✓ Verify **age eligibility** based on program requirements and state cutoff dates
  - ✓ Collect required documentation:
    - Birth certificate
    - Proof of insurance
    - Custody paperwork (if applicable)
    - Other required enrollment documents
- ✓ Use the **intake interview** as an opportunity to:
    - Build trust and relationships with families
    - Explain program services and expectations
    - Learn about the child
    - Learn about family strengths and needs
    - Identify possible supports and referrals early



# AGE REQUIREMENTS

| <b>Head Start &amp; Early Head Start Age Eligibility<br/>Program Year 2026–2027<br/>(Based on September 1, 2026, State Cut-Off Date)</b> |                                |                                       |
|--|--------------------------------|---------------------------------------|
| <b>Program</b>   | <b>Child's Age by 9/1/2026</b> | <b>Date of Birth Range</b>            |
| <b>Head Start (3-Year-Old Program)</b>   | 3 years old by 9/1/2026        | September 2, 2022 – September 1, 2023 |
| <b>Head Start (4-Year-Old Program)</b>   | 4 years old by 9/1/2026        | September 2, 2021 – September 1, 2022 |
| <b>Early Head Start</b>  | Birth to 3 years old           | September 2, 2023 – September 1, 2026 |



# RECRUITMENT

**HEAD START SERVICES FOR CHILDREN**

**HEAD START SERVICES FOR CHILDREN**

In Head Start and Early Head Start programs, we serve expectant parents and families with children ages birth to 5 from diverse cultural backgrounds and who speak different languages. Our health and wellness services for children include:

- Promoting physical development, both indoors and outdoors
- Serving breakfast, lunch, and healthy snacks
- Providing medical, dental, hearing, vision, and behavioral screening
- Assisting with mental health services for children, if needed

**CONTACT THIS LOCAL PROGRAM TO SEE IF YOUR FAMILY IS ELIGIBLE FOR SERVICES TODAY!**

#GetAHeadStart

- ✓ Use the information from the community assessment to locate families.
- ✓ Develop and implement a program-wide recruitment plan and approach
- ✓ Partner with other programs and agencies, small businesses, and community organizations
- ✓ Work together as a team of program staff, managers, and community partners.
- ✓ Implement a plan to reach all eligible children and families.



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# SELECTION

Uses established selection criteria to support fair enrollment decisions

Prioritizes children and families based on identified community needs

Uses data from the community assessment to guide decisions

Honors **AIAN community values, culture, language, and traditions** when considering family and community needs

Ensures services reach children and families with the greatest need



# ENROLLMENT

Let's talk about the enrollment packets!

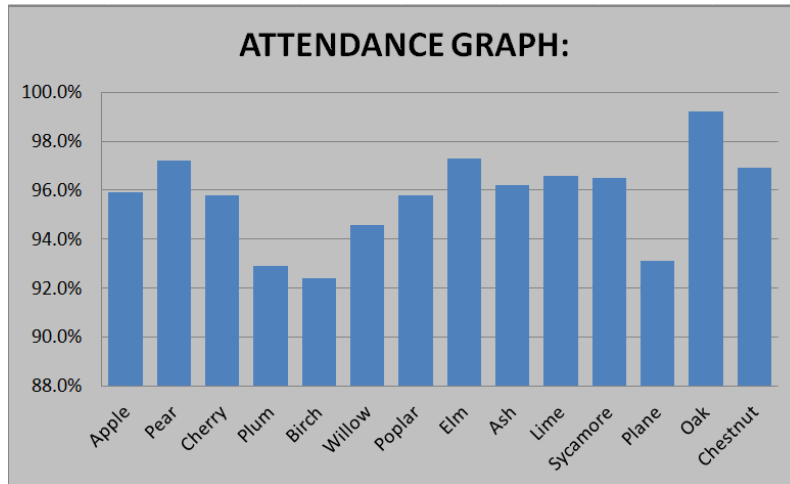


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# ATTENDANCE

## Why do we track attendance?

- ✓ Ensure children are consistently receiving services and learning opportunities
- ✓ Identify attendance patterns and barriers early
- ✓ Partner with families to provide support
- ✓ Meet HSPPS requirements and monitor program quality



## Attendance Monitoring

**Daily:** Track participation and identify concerns early

**Monthly:** Review trends and patterns across children and classrooms

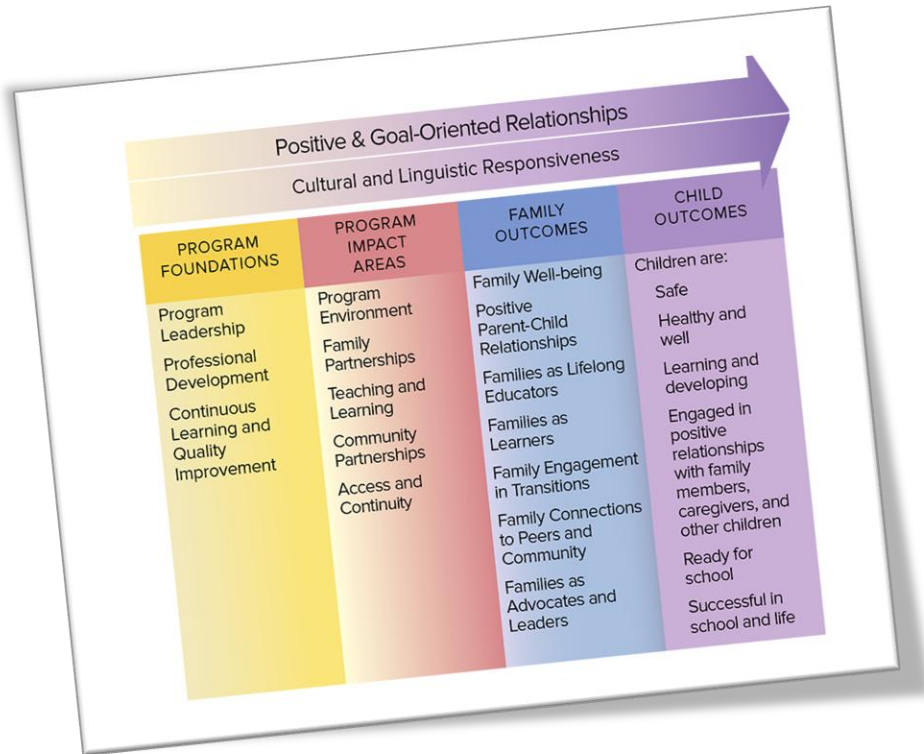
**Attendance Percentage:** Monitor participation levels and identify opportunities for support

**Remember:** Attendance is not just about compliance - it helps us understand family needs and strengthen partnerships.



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# PFCE FRAMEWORK



## PFCE FAMILY OUTCOMES



### Family Well-Being

Families are safe, healthy, and have increased economic security.



### Positive Parent-Child Relationships

Families nurture their children.



### Families as Lifelong Educators

Families support their children's learning and development.



### Families as Learners

Families advance their education, training, and life skills.



### Family Engagement in Transitions

Families support their children as they transition.



### Family Connections to Peers & Community

Families connect with peers and community supports.



### Families as Advocates & Leaders

Families advocate for their children and strengthen their communities.



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# GOAL SETTING

**Goal setting is not about creating goals *for* families — it is about creating goals *with* families.**

## **Partner with families by:**

- ❖ Using the PFCE Framework to identify family strengths, interests, and areas of need
- ❖ Asking open-ended questions to better understand family experiences  
Listening first and remaining curious
- ❖ Identifying family strengths, interests, and priorities
- ❖ Supporting family voice, choice, and priorities
- ❖ Providing families with **referrals and connections to supports and resources** based on identified needs
- ❖ Co-creating meaningful and family-driven goals
- ❖ Walking alongside families through progress, challenges, and successes



# ACTIVITY

## Ripple Match: Family Goals → Child Outcomes

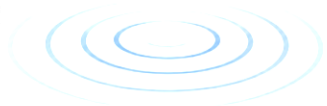
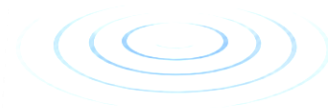
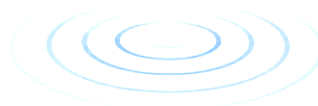
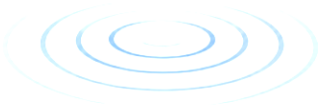
### Directions:

1. Stand up and move around the room
2. Visit each Family Goal station
3. Match the family goal to possible child outcomes

Discuss with your group:

- *How could this family goal create a ripple in a child's life?*
- *What child outcomes might we see?*

**Leave one ripple effect at each station**



# EVERY RIPPLE SHAPES DEVELOPMENT




**INFANTS**  
(0-1 YEAR)

Can I trust  
the world?



**TODDLERS**  
(1-3 YEARS)

Can I do it  
myself?



**PRESCHOOLERS**  
(3-5 YEARS)

Can I explore  
and try?



**SCHOOL AGE**  
(6-12 YEARS)

Can I  
succeed?



**ADOLESCENTS**  
(13+ YEARS)

Who am I?



Understanding development helps us support the **whole child across every stage of growth.**



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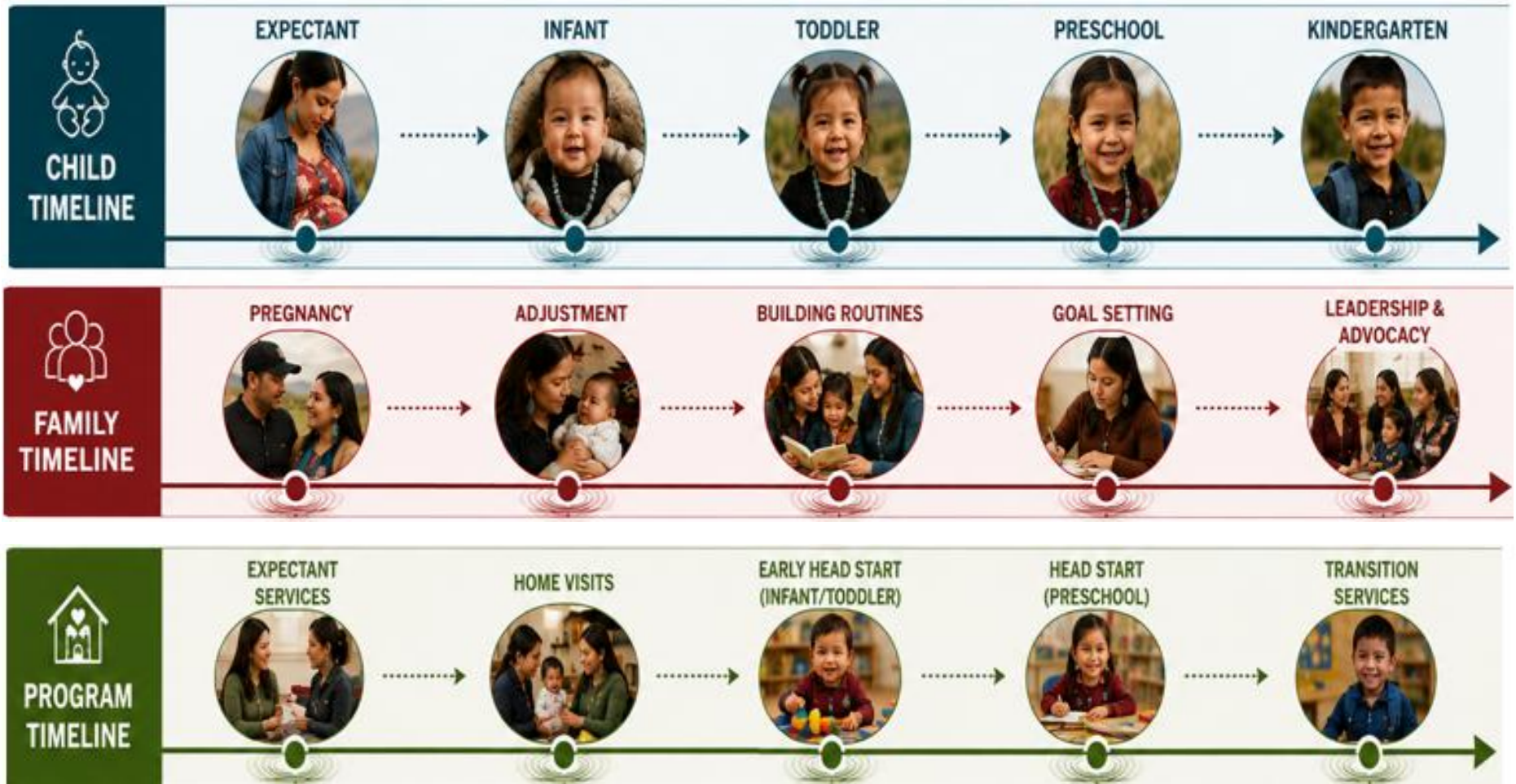
## Head Start Early Learning Outcomes Framework: Ages Birth to Five

|                          | CENTRAL DOMAINS        |                                  |  |   |   |
|--------------------------|------------------------|----------------------------------|--|---|---|
|                          | APPROACHES TO LEARNING | SOCIAL AND EMOTIONAL DEVELOPMENT | LANGUAGE AND LITERACY                  | COGNITION                                       | PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT |
| ▲ INFANT/TODDLER DOMAINS | Approaches to Learning | Social and Emotional Development | Language and Communication             | Cognition                                       | Perceptual, Motor, and Physical Development |
| ● PRESCHOOLER DOMAINS    | Approaches to Learning | Social and Emotional Development | Language and Communication<br>Literacy | Mathematics Development<br>Scientific Reasoning | Perceptual, Motor, and Physical Development |



**ELOF helps us understand and support the whole child from birth through age five.**

# TIMELINE



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# RECRUITMENT: Why Age Matters

| Expectant Families  | Infants & Toddlers<br>(0–3)  | Preschool<br>(3–5)  |
|---|--|---|
| <p><b>Recruitment Ideas:</b></p> <ul style="list-style-type: none"><li>✓ OB/GYN clinics</li><li>✓ WIC offices</li><li>✓ Hospitals</li><li>✓ Community health fairs</li><li>✓ Tribal clinics and healers</li></ul> | <p><b>Recruitment Ideas:</b></p> <ul style="list-style-type: none"><li>✓ Pediatric offices</li><li>✓ Home visiting programs</li><li>✓ Childcare partners</li><li>✓ Community referrals</li></ul> | <p><b>Recruitment Ideas:</b></p> <ul style="list-style-type: none"><li>✓ Libraries</li><li>✓ Community events</li><li>✓ Child Find partnerships</li><li>✓ Flyers and QR codes</li><li>✓ Tribal and community events</li></ul> |



# RECRUITMENT: Strategies for Program Options





## What's in it for me?

Seeing services through the eyes of families



### Expectant Family Services





Families may be looking for:

-  Prenatal support
-  Trusted relationships
-  Cultural connection
-  Resources for healthy beginnings



### Home-Based Services





Families may be looking for:

-  Support in their own environment
-  Flexible services
-  Parenting support
-  Learning through everyday routines



### Center-Based Services

Families may be looking for:

-  Socialization opportunities
-  School readiness experiences
-  Child development support
-  Connections and community

# ATTENDANCE: Why It Matters

| Relationships  | Learning & Development   | Routines & Security   | Family Partnerships  |
|--|--|---|--|
| Children build trust and connection through consistent interactions with teachers and peers. | Daily participation creates opportunities for growth across developmental domains. | Consistent attendance helps children build predictable routines and a sense of belonging. | Attendance conversations help us remain curious, identify barriers, and connect families with support. |



# ACTIVITY

## Walking Alongside Families

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Group 1:

What do families expect from us?



Group 2:

What do we expect from families?



# IMPACT



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These materials were developed for OHS/Region XI Training and Technical Assistance Network under Contract No 140D0425C0027 by ICF.

# WALKING ALONGSIDE



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# EARLY HEAD START



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# EHS- HOME-BASED OPTION

**Weekly Home Visit**



**Relationship-Based Approach**  
Building trust. Strengthening families. Supporting growth.



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# EHS – CENTER-BASED OPTION



Learning  
through play



Social  
Connections



School Readiness  
Experiences



Family  
Partnerships



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# TRANSITION: PREGNANT WOMEN - INFANT



The infographic consists of four circular icons on the left, each followed by a text point. The icons are: a purple circle with a white clipboard icon, a green circle with a white baby silhouette icon, a blue circle with a white heart and hands icon, and a purple circle with a white flame icon. Below these icons is a blue water droplet with ripples. To the right of the infographic is a photograph of a woman with dark hair in a bun, wearing a grey shirt and blue earrings, holding a newborn baby wrapped in a white blanket. The woman is looking down at the baby with a gentle expression.

- Transition planning begins early.
- Newborn visit within 2 weeks after baby is born.
- Postpartum support for the whole family.
- Transitions create opportunities for connection and support.

# PARENTS OF PRESCHOOLERS



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# TRANSITION INTO KINDERGARTEN

| SCHOOL PARTNERSHIPS  | FAMILY SUPPORTS   | TRANSITION ACTIVITIES  |
|--|---|--|
| <ul style="list-style-type: none"><li>✓ School visits</li><li>✓ Connections with teachers</li><li>✓ Community school partnership</li></ul> | <ul style="list-style-type: none"><li>✓ Families meeting</li><li>✓ Sharing hopes and concerns</li><li>✓ Ongoing support</li></ul> | <ul style="list-style-type: none"><li>✓ Transition events</li><li>✓ Sharing strengths and records</li><li>✓ Activities supporting continuity</li></ul> |



# KINDERGARTEN TRANSITION

| FAMILY PREPARATION   | CHILD READINESS   | PREPARING FOR SCHOOL  |
|--|---|---|
| <ul style="list-style-type: none"><li>✓ Help preparing emotionally</li><li>✓ Home routines conversations about concerns</li><li>✓ Confidence and readiness</li></ul> | <ul style="list-style-type: none"><li>✓ Learning through play</li><li>✓ Social-emotional skills</li><li>✓ Self-help and independence skills</li><li>✓ Opportunities to build confidence</li></ul> | <ul style="list-style-type: none"><li>✓ Kindergarten expectations</li><li>✓ Information about next steps</li><li>✓ School readiness activities guidance and support</li></ul> |



# PARENT MEETINGS

## Housing & Crisis Support

Connecting families to housing resources and emergency supports

## Financial Education

Building budgets, savings, and financial confidence for the future.

## Mental Health & Wellness

Supporting stress management, self-care and family well-being.

## Parent Skills

Learning strategies to support positive parent-child interactions and behavior.

## Child Development

Understanding milestones, screenings, and supporting healthy growth.

## Education & Job Training

Exploring opportunities for education, career goals, and workforce development.



## Health & Wellness

Preventive health, oral health, and connecting to care.

## Transitions

Supporting smooth transitions from EHS to HS Kindergarten and beyond,



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# PARENTING CURRICULUM



## **Builds Skills and Confidence**

Families learn practical strategies they can use every day.

## **Strengthen Relationship**

Positive parent-child interactions create stronger bonds.

## **Honors Culture and Strengthens**

We build on family strengths traditions, language, and community wisdom.

## **Creates Lasting Impact**

When families grow, children, families, and community thrive.



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# MEET “SKY”



Sky recently moved back to her Tribal community and is expecting her first child. She is excited and hopeful as she prepares for motherhood, but like many families, she is navigating new experiences, questions, and changing priorities.

Sky is living close to family again, and her grandmother has become an important source of support. Her family values culture, traditions, and community connections and hopes these teachings will be part of their child's journey.



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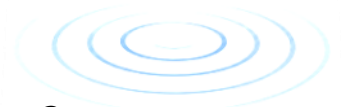
# ACTIVITY REFLECTIONS



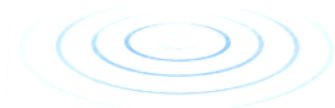
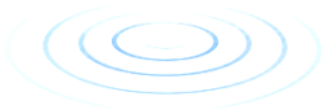
What is one idea or learning you are taking with you today?

What support, strategy, or relationship stood out most throughout Sky's journey?

How might you apply what you learned in your work with children and families?



What ripple do you hope to create for the families you serve?



# PARENT INTERVIEW

**“Every step a family takes - from pregnancy to kindergarten-creates a ripple that shapes a child’s future.”**





**The bad news  
is time flies.**

**The good  
news is that  
you're  
the pilot.**



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