


NATIONAL CENTER ON
Early Childhood Health and Wellness


Health Tracking & Recordkeeping

NIHSDA
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Health and Wellness




School readiness begins with health!



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Overview




- Discuss health manager's roles in health tracking and recordkeeping
- Explore ways to foster health tracking and recordkeeping skills
- Identify available resources to support staff in the area of health tracking and recordkeeping.



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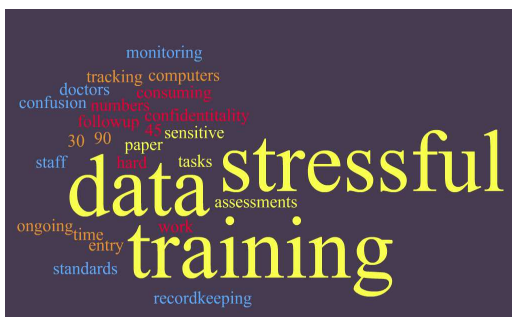
I Already Know This



What comes to mind when you think of health tracking and recordkeeping?



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What are the sources of health & safety data that are tracked and recorded?

- Well child visits (EPSDT)
- Oral health visits
- Follow up visits for identified issues
- Individual child health or service plans
- Nutrition related information
- Developmental screenings
- Ongoing assessments
- Child & family demographics
- Attendance
- Family partnership agreements
- Family referrals to community resources
- Program self-assessment information
- Injury reports
- Safety checks
- Pregnant mother visits

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School Readiness Begins With Health



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What is School Readiness?

- Children possess “the skills, knowledge and attitudes necessary for success in school and for later in life.”
- Parents and families “are engaged in the long-term, lifelong success of their child.”
- Children are ready for school, families are ready to support their children’s learning, and programs and staff are ready for children

Head Start Approach to School Readiness – Overview
<http://eclkc.ohs.acf.hhs.gov/hslc/sr/approach>

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Physical Health Knowledge Café



- Determining child health status
- Ensuring that each child receives age-appropriate and culturally and linguistically responsive screenings
- Conduct & record periodic observations of each child’s health
- Develop procedures to track child health status

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Knowledge Café Physical Health

- What are some strategies and best practices for health tracking and recordkeeping?
- What tools do you use?
- Who do you work with?
- What are some success stories?
- What are some challenges?



Time-Sensitive Tasks

What are the tasks that need to be done

- ... within 45 calendar days?
- ... within 90 calendar days?
- ... within 30 calendar days?
- ... within 2 weeks?



Why are these tasks time sensitive?

- Determining health status
- Determining oral health status
- Ensuring that each child receives age-appropriate and culturally and linguistically responsive screenings
- Visiting each new born (Early Head Start)



Health as a Foundation for School Readiness

Children who receive timely, appropriate health & nutrition support...

- Experience fewer developmental delays and chronic illnesses
- Have higher attendance rates that lead to school success
- Receive appropriate support to engage in learning activities
- Learn skills to build a healthy lifestyle that decrease the chance of future illness



Health Services Support

- Illness prevention
- Quick and effective diagnosis and treatment of illnesses and conditions when they occur
- Focus, energy, and engagement in program activities
- Positive social interactions
- Self-confidence and resiliency
- Willingness to take on new challenges
- Persistence to master new skills
- Self-regulation and executive functioning
- Higher rates of attendance




1304.20(a)
Determining Child
Health Status

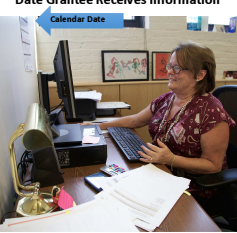


Documenting Child Health Status

Date of the Physical Exam ← **Exam Date**



Date Grantee Receives Information ← **Calendar Date**



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Head Start Program Performance Standard 1304.20 (a) Determining a child's health status

- Obtain from a health care professional a determination as to whether the child is up-to-date on a schedule of age appropriate preventive and primary health care
 - includes medical, dental and mental health
 - must incorporate EPSDT
 - latest immunization recommendations
 - any additional recommendations from the local HSAC

Strategies:

- For children who are not up-to-date
 - assist parents in making the necessary arrangements to bring the child up-to-date
- For children who are up-to-date
 - ensure that they continue to follow the recommended schedule of well child care

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1304(a)(1)(i)

- In *collaboration* with the parents
- No later than 90 *calendar* days from the child's *entry* into the program
- Make a *determination*... (of)... ongoing source of continuous, accessible health care
- If a child does not have a source of ongoing health care... assist the parents in accessing a source of care

- Entry** is defined as the first day the child enters the classroom, or begins to participate in a home based or family child care program
- Once a child has been **enrolled** into the program, the program can provide services to a child
- This could include
 - screenings or immunizations at a Health Fair,
 - an initial home visit by Head Start staff, or
 - other pre-entry services

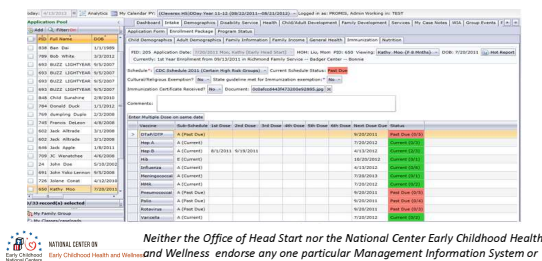
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1304.20(a)(1)(ii)(A) & (B)

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1304.20(a)(1)(ii)(C)

- Establish procedures to track the provision of health care services



Neither the Office of Head Start nor the National Center Early Childhood Health and Wellness endorse any one particular Management Information System or tool.

Questions to Consider About Data & Tracking Procedures



What data do we need to collect?



Is there other data that would be helpful to collect?

Source: Early Head Start National Resource Center. What is Quality Data for Programs Serving Infants and Toddlers?






Is staff aware of the purpose for collecting data and how data will be used?

Source: Early Head Start National Resource Center. What is Quality Data for Programs Serving Infants and Toddlers?





Who collects the data?
Who inputs the data?


Source: Early Head Start National Resource Center. What is Quality Data for Programs Serving Infants and Toddlers?

Do staff who enter data receive adequate training & oversight?
Is data checked for accuracy, completeness and problems corrected?



Source: EarlyHead Start National Resource Center. What is Quality Data for Programs Serving Infants and Toddlers?

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Illustrating How Recordkeeping & Health Tracking Tells a Story

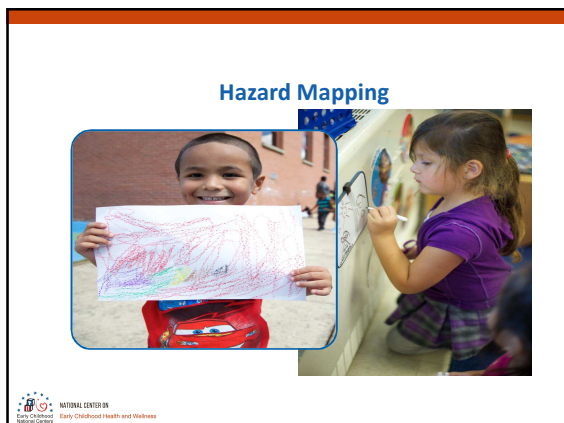


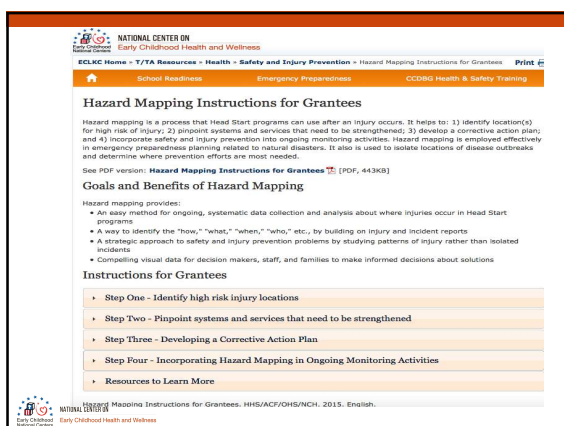
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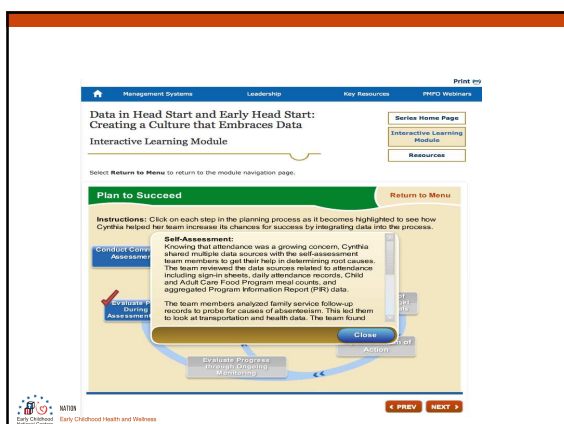
Data & Information

Child ID	Age	Date of Incident	Time of Incident	Location	Equipment/Program/Personnel	Details of Injury
JK	3.1	10/1/15	8:30 AM	classroom carpet area	N/A	child bitten by another child
BC	3.9	10/2/15	10:05 AM	classroom shelves/corner	N/A	child bitten by another child
BC	3.9	10/2/15	11:30 AM	playground	big slide	child pushed by another child
JK	3.1	10/2/15	11:25 AM	playground	N/A	child tripped and fell while running
PT	3.5	10/9/15	2:35 PM	classroom sink	stool	child fell off of stool
JK	3.1	10/7/15	11:25 AM	playground	tricycle	child collided with another child
JK	3.1	10/9/15	3:13 PM	classroom bathroom	N/A	child slipped on wet floor
BC	3.9	10/9/15	8:45 AM	classroom carpet area	N/A	child hit by another child
LM	3	10/9/15	4:10 PM	classroom sink	stool	child tripped while climbing stool
KC	3.5	10/13/15	10:20 AM	classroom shelves area	shelves	child hit elbow on shelves
JS	3.3	10/13/15	11:40 AM	playground	small slide	collided with another child
FB	3.5	10/14/15	10:20 AM	classroom bathroom	stool	stool tipped
TC	3.4	10/14/15	8:35 AM	classroom carpet	N/A	child punched by another child

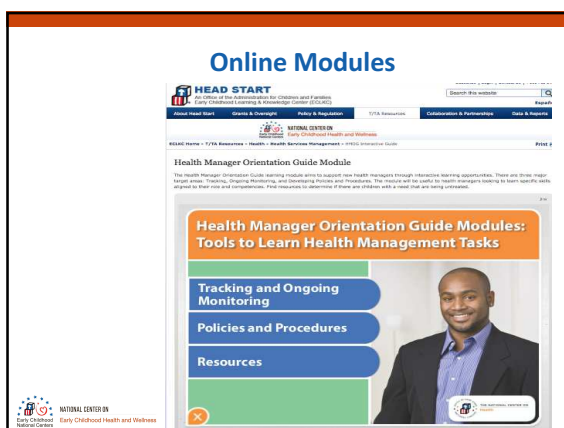
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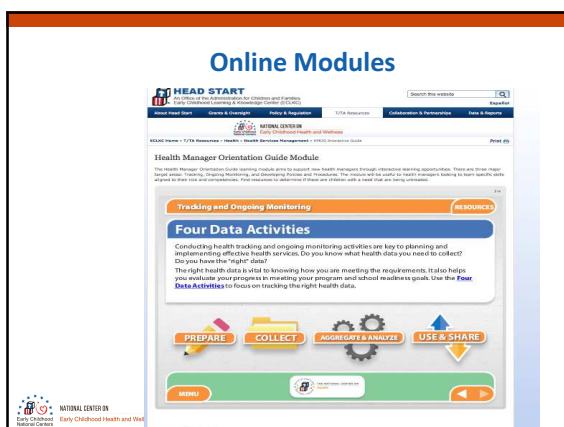












Program Management & Fiscal Operations

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Program Management and Fiscal Operations

Data in Head Start and Early Head Start: Digging Into Data

Return to Series Home Page

Data in Head Start and Early Head Start: Digging Into Data

Welcome to Digging Into Data. Do you sometimes wonder how you can use your program's data to decide on new practices? Are you frequently stopped by questions from governing body or Policy Council members about program activities? Do you get early commitment to the data in reports from your information management system? Do you wonder how you can better use your annual report and presentations in the community to tell your program's story? If you answered yes to any of these questions, this interactive training module is for you.

Select the Right Data **Steer Clear of Data Collection Problems** **Change Your View** **Draw Conclusions** **Take Action** **Share Data**

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/data/data2/index.html>

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Data in Head Start and Early Head Start: Series Home Page

Return to Series Home Page

Data in Head Start and Early Head Start: Series Home Page

The Data in Head Start and Early Head Start series is a series of interactive online learning modules that provide a mixture of practical and theoretical information about the use of data in Head Start and Early Head Start programs. The modules are designed to assist in planning for and improving the use of data in Head Start and Early Head Start programs. In 5, they share their experiences about how they use data to improve the quality of care in their programs.

Download the manual **Download the manual**

The goals of the interactive learning modules are to strengthen leaders' abilities to:

- Understand how the data collected in their Head Start or Early Head Start program is used to make annual planning and reporting to the governing body.
- Identify gaps in the program from the data and make changes to the program to improve the quality of care.
- Use the data to make decisions about the program.
- Share data with other staff and the community to improve the quality of care.
- Understand the role of data in the program and how to use the data to improve the quality of care.

Each of the 5 modules includes a mixture of practical scenarios, real-life examples from the field, and data and statistics. All modules are designed to be used in a variety of ways. They can be used as a self-paced learning tool, or they can be used in a group setting. They can be used as a training tool for staff, or they can be used as a resource for the community.

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/data>

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Foundations for Excellence: Planning in Head Start

Return to Series Home Page

Foundations for Excellence: Planning in Head Start

The series of Head Start training modules have provided a series of topics to support programs in developing and implementing their annual planning process. This is the first in the series of Head Start training modules. It provides information about the importance of planning in Head Start and Early Head Start programs. It also provides information about the role of data in planning. The series is designed to assist in planning for and improving the quality of care in Head Start and Early Head Start programs. It includes information about the role of data in planning, the importance of planning, and the role of the community in planning. The series is designed to be used in a variety of ways. It can be used as a self-paced learning tool, or it can be used in a group setting. It can be used as a training tool for staff, or it can be used as a resource for the community.

Who this page is for:

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<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/foundations>

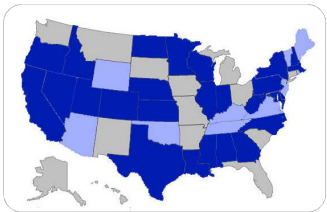
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http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/docs/CA%20Workbook_v1_final%20PDF.pdf



State EPSDT Dental Periodicity Schedules



http://www.aapd.org/advocacy/state_periodicity_schedules


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Resources to Support and Promote Oral Health Dental Hygienist Liaison (DHL) Program

- Serve as a **communication link** between NCECHW and Head Start agencies and state, territorial, and tribal child care agencies on topics related to improving oral health
- **Collaborate** with the state organizations (e.g., oral health programs, Head Start state collaboration offices, child care agencies)
- **Promote evidence-informed information and materials** to Head Start agencies and state, territory, and tribal child care agencies, and offer strategies for accessing oral health care for pregnant women and children enrolled in Head Start and for children enrolled in child care

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Questions?




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**National Center on Early Childhood
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Email: health@ecetta.info

Website: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/center>



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45
