

Health Canada  
First Nations Inuit Health Branch  
British Columbia  
First Nations Head Start On Reserve Program

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**HANDBOOK:  
MODELS OF DELIVERY  
& BEST PRACTICES**

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# ACKNOWLEDGEMENTS

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The B.C. First Nations Head Start On Reserve Program has continually strived for excellence in its development. In funding over 70 Head Start projects across the Region, it is promoting early childhood development programming in a wholistic and community-based manner. To support the Head Start projects, BCFNHS worked closely with us to develop the “Guidelines for Models of Delivery” Handbook in 2002. This Handbook is a revised and updated version that also includes best practices to support the models of delivery being offered in the communities.

We would like to thank (kuk’sem) the Staff and Consultants at BCFNHS for their input, ideas and support. We would like to thank the Head Start projects for providing their ideas and recommendations at the 2003 Conference Sessions, and to the Head Start projects that provided updated salary and job description information.

The information presented in this handbook is designed as a guide for projects to continue to provide excellent programming to children and families.

All my Relations,

STERLING CONSULTING

Rona Sterling-Collins, MSW

# 1

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## INTRODUCTION

### 1.1 OVERVIEW

The intent of this handbook is provide guidance and support to programs to assist them in delivering the best possible Head Start Program in the community and to meet the needs of the 0 to 6 children and their families.

This report outlines four key models that are currently being delivered by First Nations Head Start Programs throughout B.C. We have taken the existing models that have evolved from the communities and defined ideal standards, guidelines and best practices to accompany each model.

We have outlined a new model called “Outreach and Family Programming” and the intention is that communities will incorporate Outreach Services and Family Programming into any of the other four models. Outreach and Family Programming can also be a full-time Model of Delivery. We have incorporated best practice ideas that have been put forth by various Head Start projects for the models and the six components.

The models that are outlined are intended to be guidelines. The most ideal programs are those that can deliver an array of services to children ages 0 to 6, and this may mean selecting several models and combining them.

We recognize the uniqueness of each community and understand that some communities have existing child care services that can be combined with Head Start while other communities may be starting new child care initiatives.

For programs that have been operating, this document may assist you in evaluating your program and determining if there are added services that you could be offering to reach as many children as possible in the 0 to 6 age range.

## **1.2 PROGRAM GOALS AND OBJECTIVES**

The goals and objectives of the Aboriginal Head Start On Reserve Program are as follows:

### **AHSOR GOALS:**

1. Provide early interventions in the lives of children and families living on reserve.
2. Encourage and support the well-being of children and families through the promotion of holistic community interaction and approaches.

### **AHSOR OBJECTIVES:**

- a) Support parents and families in teaching and caring for their children;
- b) Include parents and the community in planning, developing, implementing and evaluating the community-based project;
- c) Ensure linkages and collaboration with other community programs and services to enhance the effectiveness of the project;
- d) Ensure accountability to child, family, community and governance structures;
- e) Ensure projects incorporate the six program components;
- f) Ensure projects plan for the incorporation of special needs programming and outreach programming.

## 1.3 USING THIS HANDBOOK

How this guide might assist your project:

- ❑ to give your project new ideas for enhancing services and programs
- ❑ for program development
- ❑ to utilize as a tool in renewal
- ❑ to ensure your project is incorporating ‘best practices’
- ❑ to self-evaluate if your current model is best meeting the needs of children and families in your community
- ❑ to determine the level of outreach services and family programming for your community

This handbook will assist programs in ensuring best practices are incorporated into their programs and to assist in self-evaluating the effectiveness of their own particular model of delivery. These guidelines will also assist the Regional Office in evaluation and monitoring practices of the Head Start Programs.

### **Salary/Wage Survey and Job Descriptions:**

We have also included information on job descriptions for various standard employment positions for Head Start Projects. These are intended as a guide and reference. We encourage each Project to utilize this information to establish program-specific job descriptions.

Also accompanying this document is an environmental scan of rates of pay of various positions of Head Start Projects. This information was provided as a result of a survey that was sent out to the Head Start projects in the Regions as part of a National project in the winter of 2003. The completed survey information is collated for your information but is not considered an official wage scale.

### **Standards:**

B.C. First Nations Head Start On Reserve Program (BCFNHS) promotes licensing by Head Start projects. We recommend that projects refer to their Licensing Offices for the most accurate and up-to-date information on regulations. The Department of Indian & Northern Affairs can be contacted for K4/K5 regulations. Programs are expected to meet health and safety standards and environmental health requirements (EHO).

# 2

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## THE SIX COMPONENTS OF HEAD START

### 2.1 OVERVIEW

Aboriginal Head Start On Reserve promotes a holistic approach to early childhood development. Therefore, AHSOR supports a holistic approach by Head Start Projects that include six key components:

- Culture and Language
- Education
- Health Promotion
- Nutrition
- Social Support
- Parent and Family Involvement

These six components are to be incorporated into all Head Start projects. The following outlines information on each component, including best practice ideas.

## 2.2 CULTURE AND LANGUAGE

### **Purpose:**

The purpose of the culture and language component is to support the child's development of a positive self-image and sense of self as a First Nation person. Children must have pride and respect for their culture and identity in order for them to feel good about who they are.

The culture and language component supports the children's knowledge of their own First Nation language, culture and traditions. Projects are strongly encouraged to enhance the process of cultural and language revival, retention and reconnection in the community so that children will aspire to learn and respect the language and participate in community cultural and traditional activities and ceremonies. It is expected that the following key aspects of the culture and language component will be incorporated into Head Start Programs by each project:

1. Programs should give thought and reflection to the atmosphere of the Head Start program to be a comfortable and welcoming environment for children, families and community;
2. Work with community cultural and language professionals and specialists in the development of culture and language related program standards that are age and stage appropriate for the children;
3. Demonstration by Head Start projects/staff of understanding, respect for, and responsiveness to First Nations cultures, languages and traditions;
4. Focus on the First Nations language and culture of the children in the program;
5. Ensure the incorporation of First Nations culture and language in all aspects of the curriculum and services (meals, fieldtrips, activities, curriculum, etc.) for Head Start programming;

6. Provide opportunities for children, families, community to enhance their knowledge of culture and language;
7. Support children's learning, awareness and respect for the culture and languages of other people;
8. Respect First Nations cultural values and beliefs in all aspects of Head Start programming, administration and governance;
9. Provide assurance that cultural, language and traditional specialists are recognized for their ability to provide teachings to the children, families and community.

### **Program Ideas and Best Practices:**

Program ideas, resources, services and best practices for culture and language include the following:

- talking circles
- culture and language promotion
- elder involvement
- singing, drumming
- dancing
- storytelling
- nature walks
- community celebrations
- arts and crafts
- learning in First Nations language
- book readings (cultural)
- cultural videos
- prayers/smudging
- cultural displays
- berry picking
- picking and preparing traditional foods
- grandparent days
- culturally appropriate play equipment and environment
- use of language in the program
- graduation ceremonies
- cultural performances
- cultural camps

- ❑ creating own language books, pictures, materials, computer programs, curriculum
- ❑ family cultural week and activities
- ❑ traditional week for the whole community
- ❑ traditional child rearing workshops
- ❑ traditional healing
- ❑ preparing wild meat and fish
- ❑ sewing activities
- ❑ establish cultural committee
- ❑ language immersion
- ❑ ceremonies in long house
- ❑ potlatches
- ❑ tanning hides, teepee making, drum making
- ❑ language tapes
- ❑ Elders teachings
- ❑ mini children's pow wow
- ❑ host cultural events
- ❑ teaching skills and methodology for Language Teachers
- ❑ language nests

## 2.2 EDUCATION

### **Purpose:**

The education component refers to school readiness to support the development, understanding and appreciation of life-long learning by the children. Head Start projects will provide a supportive learning environment that will encourage children to take initiative and should be done in a manner that is appropriate to age and stage development of the children. The long term goal is to support children in recognizing the value of life long learning and prepare the child for school readiness.

It is expected that the following key aspects of the education component will be incorporated into Head Start Programs by each project:

1. Work with community education professionals and specialists to develop an educational based curriculum that supports the appropriate age and stage development of children;

2. Foster a desire for life-long learning in children;
3. Develop the school readiness of children in the following areas:
  - a) physical and motor development;
  - b) learning the basics of reading, writing, alphabet, counting, numbers,
  - c) colours;
  - d) ability to adjust to new situations;
  - e) language and problem-solving skills;
  - f) social skills and respect for others;
4. Provide children with a learning environment and varied experiences that will contribute to the child's physical, spiritual, emotional, intellectual, cultural and social development;
5. Support the utilization of community resources (networking, linkages, collaboration) to help in the education of the children;
6. Provide assurance that all teachers and staff have proper qualifications to instruct children.

### **Program Ideas and Best Practices:**

Program ideas, resources, services and best practices for the education component include the following:

- organized activities around different themes (calendar, weather, seasons, animals, etc.)
- Activity Centres: dress up, water table, sand table, art and crafts, reading and writing
- outdoor play
- motor skills development
- puzzles
- rhyming
- counting

- ❑ signing
- ❑ ages and stages questionnaire
- ❑ community gatherings, feasts, potlatches
- ❑ home visit program
- ❑ parent/staff training and professional development
- ❑ fieldtrips
- ❑ visits to library and museum
- ❑ speech and language services
- ❑ special events
- ❑ book fair
- ❑ traditional activities with elders
- ❑ music
- ❑ readiness activities
- ❑ concept development
- ❑ circle time: singing, readings, counting, themes
- ❑ computers: matching, shapes, problem solving
- ❑ Learning/Activity Centres
- ❑ Explore nature outdoors
- ❑ Follow routines
- ❑ Gross and fine motor skill development
- ❑ gym time
- ❑ library time
- ❑ puppets
- ❑ developmental appropriate themes
- ❑ learning about community, history, elders, parents, traditional teacher visits
- ❑ curriculum planning and development
- ❑ toy/book lending library
- ❑ positive experiences that are fun, humorous, successful
- ❑ literacy / reading development
- ❑ concept development
- ❑ listening activities
- ❑ phonics program
- ❑ exploring a natural environment
- ❑ math
- ❑ letters/sounds, etc.
- ❑ create linkages with resources in the community (ie. local School District)

## 2.3 HEALTH PROMOTION

### **Purpose:**

The purpose of the health promotion component is to empower parents, caregivers, medical professionals, Head Start staff and others involved in the health care and well-being of the children to take control over and to improve the overall health of the child. Specifically, the project will support, through learning opportunities for children, self-care and the wisdom of choosing healthy lifestyles. This will be accomplished through cooperation with others to address health concerns and the creation of formal and informal health support networks. The goal is for the Head Start Program to be proactive in addressing the holistic health of children.

It is expected that the following key aspects of the health promotion component will be incorporated into Head Start Programs by each project:

1. Work with qualified community health care professionals and para-professionals in establishing a holistic health curriculum that is age and stage appropriate for children;
2. Work with community health care professionals in establishing health related program standards that are equal to or higher than provincial standards;
3. Ensure that the Head Start facility meets health standards and that the facilities are appropriate for young children's health and well-being;
4. Ensure that qualified health professionals visit and participate in the program on a regular basis;
5. Ensure that foods, materials and procedures as stated in the program standards assure the health and well-being of children;
6. Ensure that parents understand the need for immunizations;

7. Ensure that the appropriate physical, vision, hearing and dental assessments are done within the first month following registration, or in more remote communities, when arrangements are made for qualified health personnel to complete the assessments;
8. Assist parents to arrange for medical and dental treatment and the need for other specialists for the child, as required;
9. Teach, model and encourage good dental hygiene in the program;
10. Obtain the assistance of Elders (for traditional healing circles and/or ceremonies, use of traditional foods, medicines, etc. ) on a regular basis;
11. Regularly schedule indoor and outdoor activities and games that support gross motor skill development, coordination and promotion/participation in an active lifestyle;
12. Recruit parents to participate in activities that will promote a healthy and active lifestyle;
13. Seek the assistance of specialists (psychiatrists, psychologists, speech therapists, physiotherapists and other specialists) as needed, to meet the needs of the children;
14. Ensure that Head Start Staff have basic training in special needs in order to administer an early intervention tool (i.e. ages and stages questionnaire) that may assist in determining special needs of children who require follow-up assessment and treatment by specialists. Further, that Head Start staff are comfortable in discussing delays, concerns or special needs issues with parents for follow-up.

### **Program Ideas and Best Practices:**

Program ideas, resources, services and best practices for health promotion include the following:

- ❑ linking and collaborating with existing services, ie. Community Health Nurse for regular check-ups, immunizations, health assessments, vision, hearing, dental, nutrition, etc.
  - ❑ dental hygiene / healthy teeth program
  - ❑ audio screening
-

- ❑ visual screening
- ❑ healthy lifestyles choices
- ❑ medicine wheel teachings
- ❑ immunizations
- ❑ health workshops
- ❑ health clubs
- ❑ health fairs
- ❑ visits to medical and dental clinics
- ❑ four food groups
- ❑ child development workshops
- ❑ communicable disease workshops
- ❑ FAS/E prevention and education workshops
- ❑ speech needs workshops and education
- ❑ healthy snacks and lunches
- ❑ parent workshops, awareness, education, pamphlets
- ❑ diabetes education
- ❑ no smoking policy
- ❑ promoting self care and healthy lifestyles
- ❑ water testing
- ❑ parenting classes
- ❑ pre and post natal care
- ❑ traditional wellness workshops
- ❑ addictions workshops: process and substance abuse
- ❑ mental health services linkages
- ❑ promoting self esteem and identity
- ❑ emergency preparedness plan, First Aid / CPR training, Occupational Health and Safety Plan
- ❑ personal hygiene
- ❑ public health prevention
- ❑ autism clinic
- ❑ nutritionist and dietician workshops
- ❑ food safe training
- ❑ physical activities, family activities, sports activities
- ❑ wellness program for families

## 2.4 NUTRITION

### **Purpose:**

The purpose of the nutrition component is to ensure that children are provided with appropriate food and nourishment that meet their physical development and nutritional needs. Further, this component aims to educate staff, parents and the children about the relationship between food, nutrition and the child's ability to learn and their physical development and mental well-being. Meals and snack times can provide instructional opportunities for children to share, learn and socialize about food. The goal is to empower children and their families to develop and enhance their knowledge about the nutritional value of eating healthy foods and instill healthy eating habits that can be maintained for life.

It is expected that the following key aspects of the nutrition component will be incorporated into Head Start Programs by each project:

1. Work with qualified nutrition/food specialists to establish a nutrition strategy for use in daily programming and nutrition related program standards;
2. Assurance that the nutrition strategy is compliant with Health program standards established for the Head Start Programs;
3. Provide children the appropriate and essential nutrients they require to grow and develop physically;
4. Provide children the appropriate and nutritional foods that provide nutrients to support active lifestyles (i.e. breakfast foods for morning meals, or mid-morning and mid-afternoon snacks, hot lunches, etc.).
5. Feed children appropriately for the period of time each day that they are at the project.
6. Meet the children's nutritional needs by using both the Canada Food Guide and the Aboriginal Food Guide (with respect to Aboriginal traditional foods);
7. Provide children and their families with opportunities to learn about and further develop nutritious and healthy eating habits.

8. Provide children and their families with opportunities to learn about traditional foods, including nutritional value, cultural value and usage, how the food is obtained, how the food is properly stored and preserved and how the food is properly prepared for eating;
9. Assurance that staff hired as cooks for the program are properly qualified and educated in food safety and preparation.

### **Program Ideas and Best Practices:**

Program ideas, resources, services and best practices for the nutrition component include the following:

- utilize the Native food guide and Canada food guide
- serve healthy snacks and lunches
- post weekly menus
- encourage parents to participate in preparing snacks and lunches
- cooking classes including traditional foods
- food handler workshops
- food safe workshops
- nutrition fairs
- recipe sharing
- feasts, potlatches
- include elders
- traditional food gathering, berry picking, fish and meat preparation
- dietician and nutritionist workshops
- parent education, awareness, flyers, brochures
- nutrition week
- pretend kitchens with play foods
- diabetes information and awareness
- food budgeting for parents
- no junk food policy or no junk food zone
- daily food box or basket that parents contribute what they can
- family and community dinners
- little Chefs program
- prenatal nutrition and breastfeeding workshops
- workshops on nutrition for young parents
- healthy menu planning
- chew, taste, smell, textures of food
- development of a cookbook

- ❑ healthy food day with exhibits of different cultures, taste testing
- ❑ healthy picnic day
- ❑ fieldtrips to grocery store, food banks, community garden
- ❑ community kitchen
- ❑ donations from local community members for the program
- ❑ Breakfast for Life
- ❑ Canada Prenatal Nutrition Program
- ❑ composting program
- ❑ potluck lunches and dinners
- ❑ planting a garden and harvesting
- ❑ have parents prepare snacks or lunches

## 2.5 SOCIAL SUPPORT

### **Purpose:**

The purpose of the social support component is to ensure that families are knowledgeable about community resources and services available to them to improve their quality of life. The project should establish linkages (networking, collaboration) with other community resources and services to ensure that Head Start program is knowledgeable about services and programs available. The goal of this component is to empower families to access assistance and services that will help them to be active participants in their children's lives and the Head Start Program.

It is expected that the following key aspects of the social support component will be incorporated into Head Start Programs by each project:

1. Work with qualified social support/service providers to establish a referral service for families involved in the Head Start program;
2. Work with qualified social support/service providers to establish program standards that respect confidentiality and security of information about families;
3. Identify the need for and facilitate the provision of social support to children and their families, including:
  - a) referrals;

- b) implementation of family needs assessments;
  - c) utilization of community outreach services;
  - d) provision of community resource information;
  - e) provision of emergency assistance information;
  - g) provision of crisis intervention information;
  - h) develop an appropriate listing of collaborative support and social service providers;
3. Include local service providers in the project, including:
- a) Canada Prenatal Nutrition Program (CPNP);
  - b) Brighter Futures;
  - c) Child and Family Service Agencies;
  - d) Crisis Centres and Women's Shelters;
  - e) Law Enforcement;
  - f) Alcohol and drug treatment centers;
  - g) Traditional healers and Elders;
  - h) Child Care Programs;
  - i) Health Centre;
  - j) Hospital;
  - k) Housing Programs;
  - l) Parent Resource Centres and Parent Support Services;
  - m) Toy lending libraries;
  - n) other relevant service providers in the community;

4. Ensure that families feel safe, secure and comfortable in seeking assistance from Head Start staff to acquire appropriate interventions and help.

### **Program Ideas and Best Practices:**

Program ideas, resources, services and best practices for the social support component include the following:

- working with existing services to create linkages and partnerships for families
- referrals
- community resource information, pamphlets, brochures, telephone listings
- case management meetings where required
- crisis intervention where required
- teaching about respect, sharing, manners, fair play, learning to listen and act independently, development of a positive attitude
- community events and gatherings
- parent information, awareness, education to build capacity, skills and knowledge
- social teams
- individualized calendars for families
- group socialization for families
- book and toy lending library for children and families
- parenting books
- parenting programs (ie. Nobody's Perfect)
- prenatal and postnatal care information
- resource centre
- training on bullying, racism, good touching/bad touching
- family picnic, social nite, other family activities
- games in First Nations language
- home visiting program (outreach)
- women's, men's healing/wellness programs
- couples activities
- guest speakers
- utilize Child Care Resource and Referral Centres
- workshops and training for parents

## 2.6 PARENT AND FAMILY INVOLVEMENT

### **Purpose:**

The purpose of the parent and family involvement component is to support parents and the extended family as primary teachers of children. The parents and extended family need to be supported as important contributors to the program through involvement with a parent advisory body and/or participation in program activities and events. Families need to be seen as positive role models for their children. The goal is to strengthen family bonds and support the role of parents in the teaching of children.

It is expected that the following key aspects of the parent and family involvement component will be incorporated into Head Start Programs by each project:

1. Work with parents and family counseling professionals to establish program standards directed at supporting stronger family relations and encourage parent and extended family participation in the program;
2. Programs will be managed so that parents have a meaningful experience in the planning, development, operation and evaluation of the project;
3. Support the role of the extended family, including grandparents, aunts, uncles and other identified key family members in the teaching of and caring for children;
4. Encourage and empower parents and the extended family to participate in Head Start activities and programs by communicating opportunities on a regular basis;
5. Encourage parents and extended family members to participate in the Head Start program while not making it a mandatory requirement for children to participate or be enrolled in the program.

## **Program Ideas and Best Practices:**

Program ideas, resources, services and best practices for parent and family involvement include the following:

- ❑ fieldtrips
- ❑ special events/celebrations
- ❑ fund-raising activities
- ❑ policy development
- ❑ take home activities
- ❑ dad's program
- ❑ parenting workshops
- ❑ education and awareness workshops for parents: ie. FAS/E, computer literacy, cooking classes, addictions awareness, craft workshop
- ❑ involving parents in the program (ie. reading club, preparing snacks, lunches, curriculum development, program development, special events, etc.)
- ❑ establishing parent advisory committees
- ❑ cultural and language activities
- ❑ development of Parent Handbook
- ❑ open door policy
- ❑ Board Meetings
- ❑ Outreach services
- ❑ Mom and Tots
- ❑ Mother Goose
- ❑ Play Groups
- ❑ Group socializations
- ❑ Resource Library for Parents
- ❑ Involvement of extended family, grandparents, elders
- ❑ Nobody's Perfect Parenting Program
- ❑ Wellness Fair
- ❑ Swimming, sports events
- ❑ Recognition Events
- ❑ Parent Bulletins
- ❑ Drumming, Singing, Dancing
- ❑ Clothes Swap
- ❑ Community Clean up
- ❑ Summer Camps
- ❑ Graduation Committee
- ❑ Mother Goose
- ❑ Special Events Committee
- ❑ Back and Forth Book between Home and the Program
- ❑ Notes in homework bags

# 3

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## SPECIAL NEEDS

### 3.1 SPECIAL NEEDS PROGRAMMING

Each child is a gift to the community and is present in a community to teach that community something. The child, is therefore, to be viewed as someone to learn from rather than as a person presenting a problem to be managed. Thus, gifted children are also Children with Special Needs.

A primary source of information regarding a child's needs comes from the child's parents and family. Assessment is a formal or informal means of examining what children require to ensure that activities can be planned or modified, facilities can be accommodating and additional human, financial and professional resources or other expertise can be put into place. This ensures that the child's educational, physical, spiritual, emotional, mental and overall developmental needs are met.

It is recommended that the following key aspects of special needs will be incorporated into Head Start Programs by each project:

1. An assessment of each child will be conducted at the time of starting the program (i.e. Ages and Stages Questionnaire or an appropriate early childhood development assessment tool);
2. A protocol will be developed for addressing the needs of children and parent participants/volunteers with infectious diseases or conditions;
3. Each project will develop policies and procedures for addressing the needs of children with special needs. All policies and procedures will address the following:

- a) developmental screenings on all children to help parents determine if their child requires support in addition to the sources currently available;
  - b) additional needs in specific areas of the child's development, if developmental screening indicates these needs. The project will research, recommend and support the family in accessing appropriate resources and where possible, make provision of resources to the family;
  - c) possible resource options for the child and family to receive ongoing support i.e. speech and language therapy, occupational therapy, other supports, therapies, specialized services.
  - d) the option for engaging the expertise of Elders, cultural people and traditional healers;
  - e) the child's ongoing needs, if these are determined through the assessment process. Permission from the parents will be sought to incorporate the expertise of specialized resources and where possible, make provision to access these specialized resources;
  - f) the partnering with the education of the family and the project regarding the child's needs, the development of an action plan to meet those needs;
4. If the project finds that current facility and human resources are unable to effectively provide a child with a safe environment and experiences for development and growth, the project may request that the child attend an alternate program until the child's needs may be met by the project. For example: an additional staff person with specialized training may need to be hired or changes to the facility may need to be made in order to accommodate the child in the program.

# 4

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## MODELS OF DELIVERY

### 4.1 OVERVIEW

Based on the current programs being delivered by Head Start Projects across the Province of British Columbia, we have outlined five key models of delivery as follows:

1. Outreach and Family Programming: part-time or full-time model
2. Stand-Alone Model
3. Daycare Model
4. Preschool Model
5. Combination Model

We recognize the many important diversities that exist across the Regions and present these models as guidelines to ensure that each project can utilize this information in a way that is most suitable to the needs of your children, families and communities.

The Outreach and Family Programming Model is recommended to any Head Start Project, where projects are recommended to provide a minimum level of outreach services and family programming. Projects may opt to offer Outreach and Family Programming as a full-time model.

Each model has sections which outline questions, ideas and recommended guidelines to encourage projects to continually review the effectiveness of your programs and services, draw on the strengths and continue to develop and find new ideas for the benefit of children and families.

Each model outlines the description of service, community profile, best practices for program structure and program administration and strengths and challenges of each model.

The intent of this guide is to encourage outreach services and family programming as a recommended component to accompany any one of these models. As new communities consider establishing a Head Start Program, these models can be examined to determine which model may be the most suitable to offer in the community, along with outreach services and family programming.

As programs consider the renewal process, the models can be examined to determine if the model that is currently being offered by the community is the most relevant and suitable. Communities may take the guidelines to assist them in continuing to develop their existing program, or to consider making adjustments.

Programs should also be considering how outreach services, family programming and special needs programming can be incorporated into the existing head start program.

## 4.2 IDENTIFYING YOUR MODEL

There are four key models of delivery. Services and programs are not limited to these four models, however these are the most common forms of service delivery by head start projects at this time. See the following chapters for more detail on each model. The following is a summary of the models:

### **Outreach Model:**

- ❑ More than 60% of your head start budget goes into funding Outreach Services;
- ❑ Head Start is not centre-based but offers primarily outreach services and family programs (ie. Mother Goose, Parent & Tot, Toy Lending Library, Swimming Programs, Language Nests, Parent Workshops and Training, Parent Support Groups, Community Kitchens, Family Activities, Cultural and Language Activities, etc) and is full parent participation;
- ❑ May be offered in collaboration with other existing services (ie. Infant Development Program, Health Program, etc.);
- ❑ Licensing is not required because it is not centre-based and is full parent participation.

**Stand-Alone Model:**

- ❑ More than 60% of your head start budget goes into funding a “Head Start’ Centre Based Program to multiple age groups in the 0 to 6 age range (your community may be large enough to have separate daycare and Preschool services apart from Head Start);
- ❑ Also offer part-time outreach services and family programs (ie. Mother Goose, Parent & Tot, Toy Lending Library, Swimming Programs, Language Nests, Parent Workshops and Training, Parent Support Groups, Community Kitchens, Family Activities, Cultural and Language Activities, etc);
- ❑ Licensing: follow Provincial standards; may not be required if it is a full parent participation program; Also follow Health and Safety Standards and Environmental Health (EHO) requirements.

**Daycare Model:**

- ❑ More than 60% of your head start budget goes into funding or enhancing daycare Services (Centre-Based);
- ❑ Also offer part-time outreach services and family programs (ie. Mother Goose, Parent & Tot, Toy Lending Library, Swimming Programs, Language Nests, Parent Workshops and Training, Parent Support Groups, Community Kitchens, Family Activities, Cultural and Language Activities, etc);
- ❑ Licensing: follow Provincial standards for Daycares; Also follow Environmental Health (EHO) requirements and Health and Safety Standards;
- ❑ May be offered in collaboration with other sources of funding for daycare services (HRDC Funding, Ministry Subsidies, etc);

**Preschool Enhancement Model:**

- ❑ More than 60% of your head start budget goes into enhancing Preschool services (3 to 5 year old program), including K4-K5 (Centre-Based);
- ❑ Also offer part-time outreach services and family programs (ie. Mother Goose, Parent & Tot, Toy Lending Library, Swimming Programs, Language Nests, Parent Workshops and Training, Parent Support Groups, Community Kitchens, Family Activities, Cultural and Language Activities, etc);
- ❑ Licensing: follow Provincial standards if Preschool is offered in a Daycare Setting; follow Education standards if it is located in a Band School; Also follow Environmental Health (EHO) requirements and Health and Safety Standards;

- ❑ May be offered in collaboration with other sources of funding for Preschool (DIAND Funding, FNESK, grants, subsidies, etc);

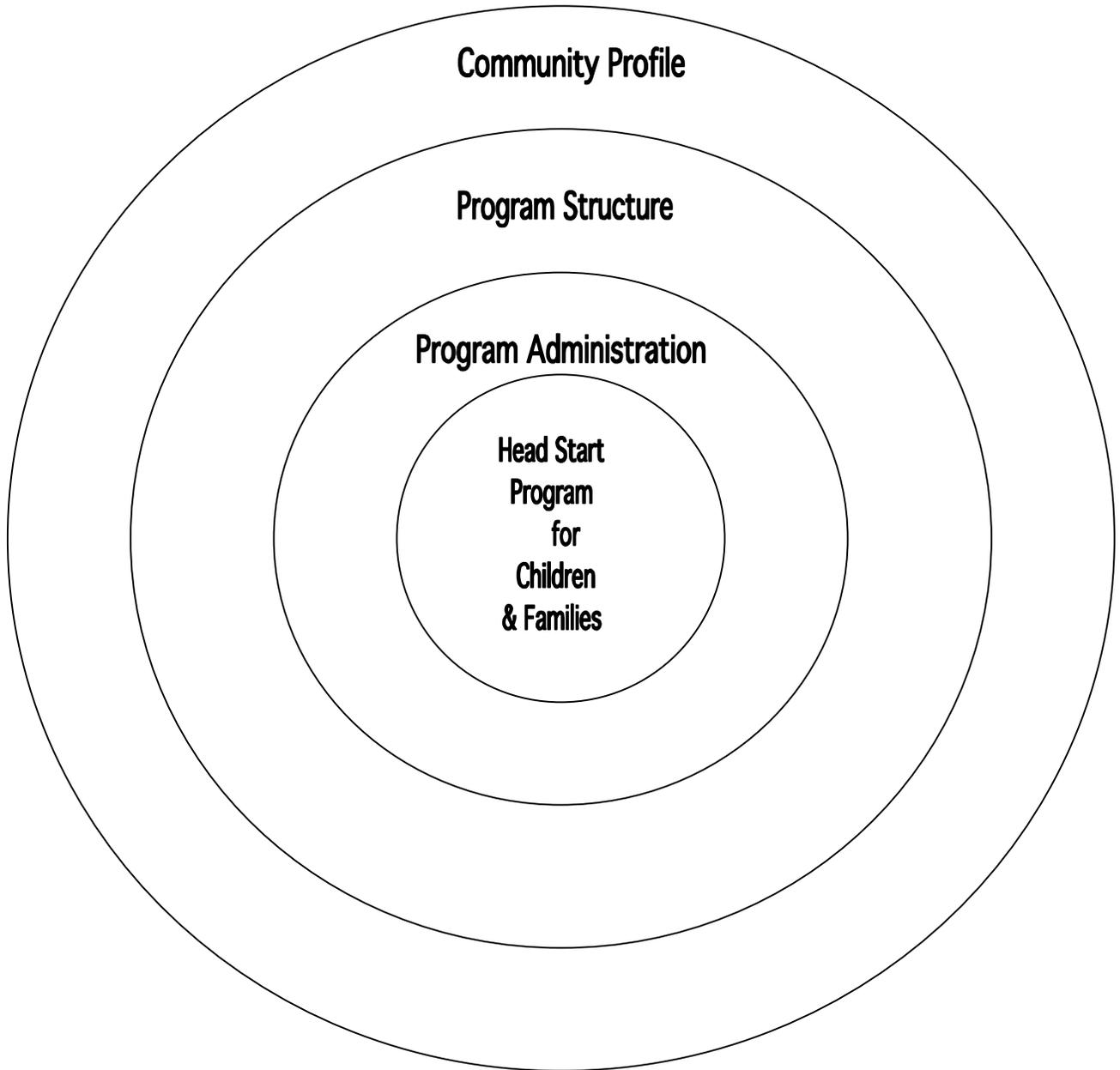
### **Combination Model:**

- ❑ Funding is distributed to enhance and/or offer multiple early childcare programs including outreach and family programs;
- ❑ May or may not have any centre-based services;
- ❑ No more than 1/3 of head start funding goes into enhancing ONE program area (ie. enhancing a portion of daycare services, Preschool services);
- ❑ Licensing: may not be required if it is a full parent participation program; Programs being enhanced may require licensing and Health and Safety Standards and Environmental Health (EHO) standards (ie. daycare services, Preschool services).

If you are not certain which model identifies your program, please contact the B.C. Head Start On Reserve Program Office.

## **KEY COMPONENTS TO MODEL OF DELIVERY**

See the next page for more detail



**COMPONENTS TO MODEL OF DELIVERY:**

COMMUNITY PROFILE	PROGRAM STRUCTURE	PROGRAM ADMINISTRATION
<p>THE NEED FOR HEAD START SERVICES:                      Consider –                      What are the existing child care programs?                      Will these services overlap?                      How can Head Start complement existing services?                      What are the minimum # of children needed?</p>	<p>REGULATIONS:                      Consider –                      Licensing Requirements;                      Health and Safety Standards;                      Environmental Health; Requirements (EHO);                      School Regulations;</p>	<p>ADMINISTRATION AND PROGRAM MANAGEMENT:                      Consider –                      Part-time or full-time Head Start Coordinator for administration and management of the program;</p>
<p>DEMOGRAPHICS:                      Consider –                      Community size                      Population                      Existing services                      Level of support available</p>	<p>CERTIFICATION:                      Consider –                      Preferable to have someone with a minimum of ECE Training;                      Some PreSchools may require the Teacher to have a B.Ed.</p>	<p>BEST PRACTICES:                      public relations work;                      community input;                      Committee work;                      Strategic planning;                      Accountability processes;                      Reporting to a Governance Body;                      Clear management structures and lines of authority;                      Ensuring quality services are being delivered.</p>
<p>NEEDS AND CAPACITY:                      Consider –                      What do the children and families require?                      What does the community need?                      Are there qualified workers?                      Can the Band provide supports?</p>	<p>CLASSROOM HOURS OF INSTRUCTION:                      Consider –                      Depending on age group, sessions may range from _ day to full days (3 to 5 times per week);                      PreSchool: should receive a minimum of 2.5 hrs. x 3 times/wk.                      What is the need for Outreach?                      Include family programming in hours of service delivery.</p>	<p>BAND SUPPORT AND IN-KIND CONTRIBUTIONS:                      Consider:                      Support from sponsoring organization including in-kind contributions;                      Collaboration and linkages to the Head Start Program;</p>

<p><b>FACILITIES:</b>                  Consider –                  What is available or accessible?                  What will it cost?                  Can the facilities meet licensing, health and safety standards and Environmental Health (EHO) requirements?</p>	<p><b>HOURS OF OPERATION:</b>                  Consider –                  At least 4 days per week of operation;                  Consider some summer programming if your program does not operate during Christmas, Spring Break and Summer;                  Programs should offer 44 weeks of service per year.</p>	<p><b>IN-KIND CONTRIBUTIONS:</b>                  Consider –                  funding contributions;                  rent, office space, child care space;                  utilities;                  maintenance,                  janitorial repairs;                  building;                  transportation assistance;                  staffing supports;                  culture and language contributions;                  resource people;                  honorariums;                  materials, supplies, food;                  office administration;                  materials and supplies;                  child care materials;                  facility use: gym, library, halls, fields;                  other in-kind contributions.</p>
<p><b>TRANSPORTATION:</b>                  Consider –                  Is this a barrier?                  How can transportation be addressed?</p>	<p><b>PROGRAM PLANNING AND PREPARATION TIME:</b>                  Consider –                  Time for program development, planning and preparation;                  A recommended amount of time is _ day per week for staff to do this;                  Professional development days should be planned and scheduled;</p>	<p><b>COLLABORATION:</b>                  Consider –                  How the program can collaborate and link with existing programs;                  Linking, integrating, collaborating with funding sources;                  Collaborating with other Head Start Programs in the sharing of resources, curriculum, teaching materials, training and professional development;                  Linking and networking with services and programs in the broader community: resource people, specialists, education and training organizations, early childhood development organizations, provincial and federal organizations.</p>

<p><b>PARENTS AND FAMILIES:</b> Consider – Are parents and families available and willing to be involved? What are the needs of families? Will Outreach Services be beneficial?</p>	<p><b>CULTURE AND LANGUAGE:</b> Consider – Utilizing Elders and Language/Cultural Teachers (ie. minimum # of minutes per week such as _ hr. per day); Immersion – someone who speaks the language who works in the program; Incorporate culture and language in other activities; Development of an Elders Advisory Committee;</p>	<p><b>JOB DESCRIPTIONS:</b> see Chapter 10 for samples for the following positions: Centre Administrator, Coordinator Manager; Early Childhood Educator; Cultural Coordinator; Family Outreach Worker, Family Support Worker, Family and Community Development Worker, Family Program Worker; Food Service Worker, Nutritionist/Cook;</p>
<p><b>FAMILY PROGRAMMING:</b> Consider – How can family programming complement your model? What are the needs? How will it build capacity? What types of activities? Scheduling; Transportation; What linkages can be made? What resources are available?</p>	<p><b>NUTRITION COMPONENT:</b> Consider – Nutritious snacks where possible; Incorporating traditional foods; A hot lunch or breakfast program, depending on the needs of the community; Community kitchen initiatives; Planting a garden; Healthy food basket; Linking with other programs;</p>	
<p><b>OUTREACH SERVICES:</b> Consider – How will Outreach Services complement your model? What are the needs? Are there families who have children at home in the 0 to 6 age range who do not send their child to the centre-based program? How many children and families are not accessing services? Are there children with special needs who would benefit from outreach? Does your centre-based program have a waiting list or licensing restrictions on number of children? What type of schedule would be most suitable for families? How can Outreach Services complement Family Programming? How does your program currently involve parents and families?</p>	<p><b>EDUCATION COMPONENT:</b> Consider – Curriculum and materials that are age appropriate; Theme boxes; Educational resources: toys, books, videos; Lending library for families; Educational Assessments such as Ages and Stages Assessment Tool;</p>	

	<p><b>SOCIAL SUPPORT COMPONENT:</b>          Consider –          Set up in collaboration with other service providers for the benefit of families;          Family programs, ongoing workshops, development of a resource library, integrated case management can be activities to increase social supports.</p>	
	<p><b>HEALTH COMPONENT:</b>          Consider –          Set up in collaboration with health service providers;          Regular health activities should include dental, eye, ear screening, health visits, wellness activities, scheduling of development assessments for special needs children.</p>	
	<p><b>PARENT AND FAMILY INVOLVEMENT:</b>          Consider –          How parents and families can be involved in a meaningful way;          How parents can volunteer in the program;          Family programming activities in the evening and on weekends;          Development of a Parent Advisory Committee;          Ongoing communication with parents: activity updates, books/lending library, notices, parent progress meetings, potlucks, etc.</p>	

# 5

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## OUTREACH SERVICES & FAMILY PROGRAMMING MODEL

### Part-Time or Full-Time Model

#### 5.1 OVERVIEW

Outreach services are an excellent way to provide comprehensive and quality programming to children and families in the 0 to 6 age range in First Nations communities. The intent of outreach services is to support and encourage programs to include an outreach component to their head start program on a part-time basis. There is also the option for projects to offer outreach as a full time head start program, which would make it an Outreach Model.

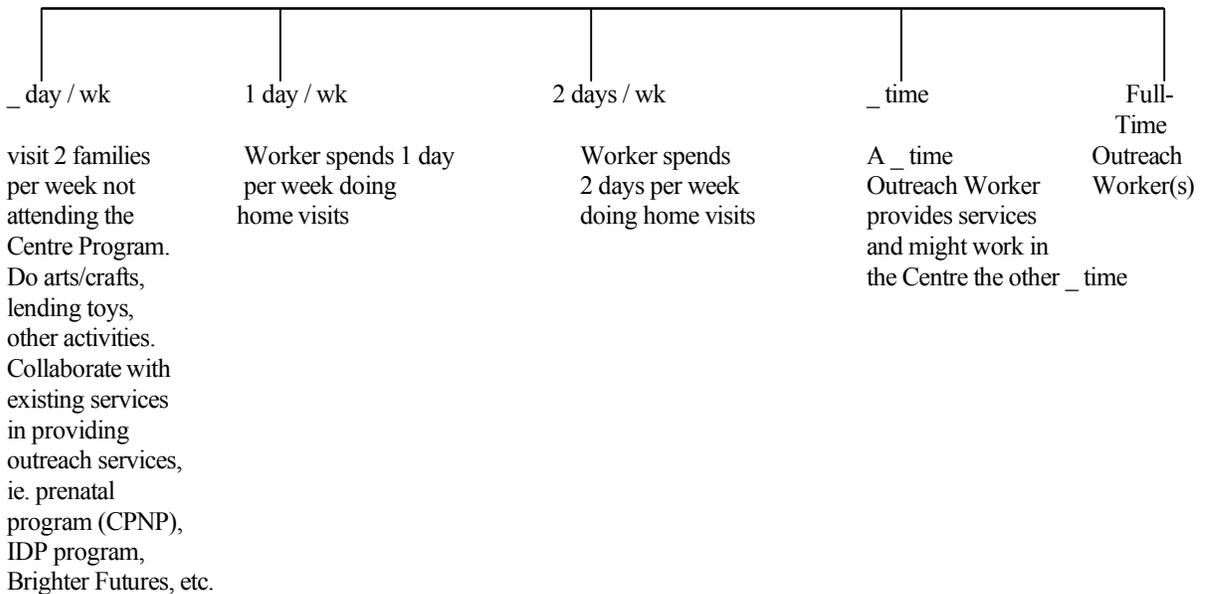
Centre-based programs can be a good way to provide an early childhood program that incorporates the six components of Head Start. However, it is more difficult to get parent participation with centre-based programs. Further, there will always be a number of children and families in the community for various reasons who do not access center-based services. Outreach programs are the best source of service to reach these children and families – by bringing the services to them in a supportive and culturally-sensitive manner, which ‘reaches out’ to families through home visiting.

**0 to 6 Age Range:** We are encouraging programs to incorporate an outreach component to whatever head start model you are delivering. An outreach component can be part-time or full-time, depending on the factors of your community and your program. Outreach is encouraged because it assists programs in meeting the full 0 to 6 age range. It also supports children and families to receive head start services in the home, especially in the early years (0 to 3 yrs) and for children and families who are not attending a centre-based program. It is also an excellent way to

bridge the parent and family involvement component, which is one of the six key components of head start.

Outlined is a Continuum of Outreach Services reflecting a range of services that go from very part-time outreach to full-time outreach. The community profile and factors specific to your program and community should assist in determining the level of outreach that your program can provide.

### CONTINUUM OF OUTREACH SERVICES:



This continuum is a guide. Based on your community profile, your program can determine which level of outreach services will be most beneficial to your children and families.

\*\*BCFNHS Program will be providing curriculum kits and training manuals to each site in the spring of 2005.

## 5.2 DESCRIPTION OF SERVICES

### **OUTREACH SERVICES:**

This model provides home visiting services or reaching out services where the worker brings the childcare services to the homes of the children and families (home visiting program). Assessments, programs and activities are implemented in the family home. Curriculum and materials are designed and developed specifically for the target age group. Educational resources are made available for the families on a lending program to utilize on a continual basis throughout the year.

Outreach services also works well for communities who do not have facility space for a centre-based program, for communities who have transportation barriers and it works well for most families, whether they are well-balanced or considered high-risk. An important component of this program is to have qualified culturally-sensitive Workers who offer the program and are able to build trust and good relationships with the families.

**Curriculum & Training:** Because BCFNHS sees the value and importance of offering outreach services, there is a commitment by BCFNHS to provide Outreach curriculum kits and training manuals to Head Start Projects to support projects in the development of Outreach Services. Contact BCFNHS for more information.

### **FAMILY PROGRAMS:**

Regular family activities are organized to incorporate the six head start components that are not as easily incorporated into the home visits. Family activities can provide an avenue for a variety of learning activities for the children and parents that fosters healthy family development.

Family program activities might include:

- cooking classes
- community kitchen
- family sports events
- culture and language activities

- ❑ parenting information and resources
- ❑ parent workshops and training
- ❑ mother / father goose program
- ❑ traditional crafts
- ❑ dancing/singing
- ❑ storytelling evenings
- ❑ family activity nites
- ❑ playgroup
- ❑ parent/tot program
- ❑ toy lending library
- ❑ parent support group
- ❑ summer programs
- ❑ family activities in the six program components: culture & language, education, nutrition, health promotion, social support, parent and family involvement

It is recommended that all head start projects incorporate a certain level of family programming into their services. Depending on the needs of your community, some programs may offer a greater degree of family programming with flexible scheduling (ie. evenings, weekends, etc.). Other programs may offer one or two family programs per week in conjunction with centre-based programming.

The overall goal of family programming is to involve families in early childcare education to support and encourage the well-being of children and families.

## 5.3 COMMUNITY PROFILE

Factors to consider in starting an Outreach Head Start Program as a complement to one of the models (part-time) or as its own model (full-time):

### **1. Part-Time Outreach:**

There are existing early childcare services in the community to collaborate with head start. Outreach services could be offered part-time to children and families who are unable to access services of the centers or choose not to access centre-based services. Outreach can emphasize service to 0 to 3 year olds where children are still at home with parents, but excluding the full 0 to 6 age range.

To assist in determining the level of outreach services needed in your community consider the following questions:

- How will Outreach Services complement your model of delivery?
- What are the programming needs of children and families in the community?
- Are there families who have children at home in the 0 to 6 age range and for various reasons do not send their child to the centre-based program? (ie. prefer to have the child at home, especially if they are younger, transportation issues, high risk families, etc.)
- How many children and families are not accessing existing head start services?
- Are there children with special needs who would benefit from an outreach (home visiting) program?
- Does your existing centre-based program have a waiting list or licensing restrictions on number of children?
- What type of schedule would be most suitable for home visiting for families?
- How can Outreach Services complement with Family Programming?
- How does your program currently involve parents and families in the head start program?

## **2. Full-Time Outreach:**

The number of children in the targeted age range is too low to offer a centre-based program (The recommended minimum number of children for a centre-based program is 10). There may not be facilities to offer centre-based programs and Outreach is an excellent alternative.

## **3. Demographics of the Community:**

Consider community size, population, existing services, transportation and distance barriers for a centre-based program. If the community is widely scattered over large geographical distances, Outreach may be needed as a full-time program.

## **4. Needs and Capacity of the Community:**

Consider: What do the children and families require for early childhood programming? What does the community need? Are there people in the community who have the capacity to get training (or are trained) and can provide the Outreach Program? What type of in-kind contributions can the Band provide to the program? Is the Band administration willing and able to provide supports and services to your program?

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## **5. Facilities:**

If there is a lack of suitable facilities or funding for facilities, an Outreach Program is an excellent alternative to provide quality early childhood programming.

## **6. Parents & Families:**

Are parents and families available and willing to be involved in the program? What are the needs of the families? Are children staying at home with parent and do not require centre-based services? Seasonal employment and migration of families can impact the participation level of a centre-based program. If there are families who not interested or able to participate in a centre-based program, Outreach is an excellent alternative.

## **7. Population:**

If there is a large population of young parents, or parents with large families or elderly caregivers who would like childcare services but find it difficult to leave the home, Outreach should be offered minimally on a part-time basis.

## **8. Family Programming**

To determine the level of family programming needed in your community consider the following questions:

- ❑ Will your program be centre-based, stand-alone or a full-time outreach model? How can family programming complement your model?
- ❑ What are the programming needs of children and families in the community?
- ❑ How will family programming build and strengthen the capacity of parents and families?
- ❑ What type of family activities would families be interested in?
- ❑ What type of schedule would be most suitable for family activities (ie. weekdays, evenings, weekends)?
- ❑ Is transportation a barrier? Is transportation available?
- ❑ What linkages can be made with existing programs in the community for family programming (ie. Recreation & Sports Programs, Health Programs for Workshops, etc.)?
- ❑ Are there resource people in the community who can assist in teaching family activities (ie. drumming, singing, language, culture, crafts, etc.)?

## 5.4 PROGRAM STRUCTURE: BEST PRACTICES

The following program structures are recommended as best practices for Outreach Services:

### **1. Regulations:**

Because it is not a centre-based program and it is a full parent-participation program, outreach services do not have to be licensed. For any utilization of buildings for programs (ie. weekly mother goose, parent/tot drop-in, etc.), Building, Safety and Environmental Health standards must be met.

### **2. Certification:**

The ECE/Outreach Worker should have a minimum of an ECE Certificate although it may vary depending on the program needs and the capacity within the community.

### **3. Scheduling:**

The schedule of the program will depend on a number of factors including the following:

- ❑ number of children and families needing service
- ❑ whether or not there are any other services being offered in conjunction with Outreach or if it is a full-time Outreach Model
- ❑ number of workers
- ❑ licensing limits

**Example of structure -****visit each home once per week:**

0 - 3 year olds	1 hr. visit
3 - 5 year olds	1.5 hr. visit

**Also offer family programs, for example:**

Play Group or Mother Goose:  
once per week

include a luncheon

2 - 3 hours

Family Activities on a weekly basis:

1 - 2 hours per week

Depending on the number of children and families and workers, the services could be offered weekly or bi-weekly.

#### **4. Hours of Operation:**

A Program should be providing a minimum of four days of service per week to children/families with any model of delivery. If the program does not operate during Christmas, Spring Break and Summer, then the program should be providing summer recreation activities to families. A program should be operating a minimum of 44 weeks per year. The program can build in time for program administration, management, professional development for staff, program development and planning.

#### **5. Program Planning and Preparation Time:**

Each project needs to take into consideration some time allotment for program development, planning and preparation. A recommended amount of time is \_ day per week for staff to do program planning and preparation. Fridays are a good day for this activity. A number of professional development days for staff should be planned and scheduled.

Outlined are some best practice ideas for the six components of head start that have been put forth by the Head Start Coordinators. See Chapter 2 for more detail on the six components.

## **6. Culture & Language Component:**

Utilize Elders and Language/Cultural Teachers for the Play Group/Mother Goose Sessions. Ideally, the Worker would be local and would know the language and culture and can assist in integrating into the outreach services. Consider sharing a Language Teacher with other Programs in the community. The development of an Elders Advisory Committee will assist programs in fully developing the culture and language component.

## **7. Nutrition Component:**

Nutritious lunches are provided at Play Group. Traditional foods should be incorporated into the program. Nutrition can also be incorporated into the outreach sessions as a fun learning activity (through language development, colours, counting, matching, etc). Nutrition can also be incorporated into the family programming activities. Community kitchen initiatives are a good way to get family involvement in the nutrition component.

## **8. Educational Component:**

Curriculum and materials, theme boxes, educational resources (toys, books, videos) and a lending library will be developed for outreach services based on the target age of the children. Educational assessments can be conducted by the Worker and an educational plan developed for each child (ie. Ages and Stages Assessment Tool). Ongoing parental training and workshops will assist parents to work with their children.

## **9. Social Support Component:**

Need to set up in conjunction with social service providers. Social supports might also be considered for families in collaboration with existing services. Monthly potluck dinners, ongoing workshops, the development of a resource library, integrated case management with other service providers are activities that can be promoted by Head Start programs to provide social supports to families.

## **10. Health Component:**

Need to be set up in conjunction with local health service providers. Regular health activities should include dental, eye, ear screening, health visits, wellness activities and scheduling of development assessments for special needs children with specialists as required.

## **11. Parent & Family Involvement:**

This is a parent participation program and parents will be required to participate in the weekly sessions and the play groups as much as possible. Family activities can incorporate the six components of head start and families will be encouraged to participate. It is recommended as a best practice that at least 50% of parents are involved in this model.

Parent Advisory Committees should be developed. Communication between parents and staff is a key component to the success of outreach services. Activity updates, books/lending library could be developed, attending play groups, participating in fund-raising and family activities would be encouraged.

# **5.5 PROGRAM ADMINISTRATION: BEST PRACTICES**

## **1. Administration & Program Management:**

The time required to administer a program of this nature will require a minimum of one to two days per week, depending on the size of the program. For smaller programs, it is also possible to have an ECE serve as the Head Start Coordinator/ECE and have an Outreach Worker. This ensures that the administration duties of the program are fulfilled and the children and families receive adequate service and support. For larger programs, it is important that there is a full-time Head Start Coordinator in place to fulfill the administrative and management functions of the program.

Best practice expectations for administration include:

- Public relations work, open houses, newsletters;
- Community input into program evaluation, parent survey;

- Committee work (ie. Elders Advisory Council, Parent Advisory Committee, Finance Committee, Personnel Committee, Curriculum Committee, Planning and Governance Committee, etc.);
- Strategic planning – community needs assessment for programming;
- Accountability: having good reporting processes, records management, personnel/human resource policies, program policies, confidentiality policy, code of conduct/ethics in place;
- Reporting to a Board or governance body;
- Having clear management structures and lines of authority in place;
- Ensuring quality services are being delivered.

## **2. Band Support and In-Kind Contributions**

Head Start Projects are expected to be supported by their Band or sponsoring organization with some in-kind contributions to the program on an annual basis.

In-kind contributions can come as a result of collaboration and linkages with existing programs. In-kind contributions can also be provided in any of the following measures but are not limited to:

- funding contributions
- rent, office space, child care space
- utilities: hydro, telephone, fax, heat
- maintenance: janitorial, repairs, building
- transportation assistance
- staffing supports: time provided by staff who are paid by another program
- culture and language contributions: resource people, resources
- honorariums for resource people, elders
- materials, supplies, food: office administration and materials, childcare materials, supplies, etc.
- facility use: gyms, libraries, halls, fields, etc.
- other in-kind contributions

## **3. Collaboration:**

Head Start promotes enhancement and collaboration to complement existing programs. This results in comprehensive and integrated programming for First Nations children and families.

Projects can promote linkages, integration and collaboration with other services in the community and funding sources in a variety of ways, including:

- Linking or integrating with other funding sources, ie. Band Programs, K4/K5 funding (DIAND), Human Resources Development Canada (HRDC), First Nations and Inuit Child Care Initiative (FNICCI), Brighter Futures, Canada Prenatal Nutrition Program (Health Canada), Provincial Early Childhood Funding sources, DIAND funding for programs, grants and subsidies, etc.
- Linking and collaborating with other services and programs in the community, ie. health programs, social service programs, nutrition programs, family programs, education programs, other childcare/child development programs, schools, community services, etc.
- Collaborating with other Head Start projects in the sharing of resources, curriculum, teaching materials, training and professional development.
- Linking and networking with services and programs in the broader community, ie. Resource People, Specialists, Education & Training Organizations for Professional Development, Early Childhood Development Organizations, and Provincial and Federal Organizations.

#### **4. Sample Job Descriptions:**

See sample job descriptions for Coordinators and ECE Workers in Chapter 10. Also included in that Chapter is a sample salary/wage grid reflective of actual rates of pay of various head start workers.

#### **5. Number of Home Visits:**

Each full-time Outreach Worker should conduct a minimum of 10 home visits per week (1-2 hours per visit), depending on the demographics of the community, the needs of each family and the program structure. It would be expected that part-time outreach services accompany any of the models of service. Supplemental family programs will also be offered weekly: parent group/mother goose, family activities. There will need to be ongoing planning and development to ensure the resources and materials are well-developed into theme boxes and ready to go for the next week.

## 5.6 STRENGTHS OF THIS MODEL

The strengths of offering outreach services include the following:

1. It is an opportunity to build strong parental leadership and involvement in the program.
2. It might be easier to develop the program based on identified needs and not on existing program structures and powers. It will allow the program to be community-driven by parents and families.
3. It will be easier to get parent and family involvement for this program as it will be a new program which will create enthusiasm.
4. There is good opportunity for parents to develop and enhance their skills and capacity to work with their children, particularly in follow-up work until the next home visit.
5. Parents and children can choose their favourite educational resources and materials to promote continued learning in the home.
6. There is more opportunity to work with the higher risk families in the community.
7. Social support for parents is incorporated into the program.
8. Family programming is easily incorporated into the program.
9. The service is brought to the home which facilitates parent involvement in early childcare education, particularly in the 0 to 3 age range when there is not a need for centre-based services by the family.
10. Assessments, programs and activities are implemented in the family home. Curriculum and materials are designed and developed specifically for the target age group.
11. Educational resources are made available for the families on a lending program to utilize on a continual basis throughout the year.
12. Outreach services also works well for communities who do not have facility space for a centre-based program and for communities who have transportation barriers.

13. Outreach services and family programming can be offered collaboratively with existing services in the community.
14. Outreach is an excellent alternative for communities that have a transportation issue and it is difficult for parents to get children to a centre-based program each day.
15. Special needs can be identified sooner and early interventions for developmental issues can be incorporated.
16. Builds capacity of parents and families: parenting, child development, education, networking, resource supports, behavioural strategies, safety practices, stress reduction, family empowerment.
17. Outreach will assist in building community awareness and creating more visibility of Head Start and will assist with networking, communication and relationship building.

## **5.7 CHALLENGES OF THIS MODEL**

1. Parent participation in the beginning may be a challenge as parents haven't been accustomed to assisting in their child's development. This is where it is critical that parents are informed at the beginning of the program that their participation is expected and the program policies should reflect that mandate.
2. It can be difficult to find qualified First Nations Teachers or ECE's, especially isolated communities. It is more expensive to attract qualified Workers to an isolated community.
3. It may be more difficult to incorporate the six components of Head Start in a comprehensive way as each visit is limited to 1 or 2 hours.
4. There is less opportunity for children to learn the socialization skills and the routine of a structured environment. There is also less opportunity for parents to become accustomed to a more structured learning environment.
5. The opportunities for gross motor skill development is more limited (playground equipment and climbing toys).
6. If the Outreach Worker(s) are not ECE qualified, their knowledge and skills around early childhood education and practices may be more limited.

7. If Outreach is offered collaboratively with other service providers (ie. Health Nurses, other service providers), there may be less qualification in specific early childhood education practices.
8. There be fears or unwillingness by families to allow the Outreach Workers into their homes (based on fears of child apprehensions, personality conflicts in the community, political factions in the community). The success of this model depends largely on how well the community 'accepts' the Workers who are hired to fill these positions and the Workers' ability to build trust and relationship with families. Further, Outreach Training for Staff is important.
9. There may be challenges for the Workers in monitoring the resources/caring of/returns of the lending library and theme box materials.
10. Centre-based programs may need to modify their worker schedules and budgets to consider some part-time outreach services and family programming.
11. Pre-planned activities and scheduling on the part of the Workers and relying on families to be available for their weekly scheduled sessions.
12. Workers may encounter boundary issues, family conflicts, communication barriers, scheduling difficulties, safety issues. Training for Workers will assist in providing tools to assist in addressing these concerns.

# 6

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## STAND-ALONE MODEL

### 6.1 DESCRIPTION OF SERVICES

The stand-alone model is a Head Start program that is implemented separately from other services in the community where there is no daycare or Preschool services or in communities where there are enough children and families that require additional early childhood programming services. For example: there might be an existing daycare or Preschool, but there are children in the 0 - 6 age range who are not receiving those services and require early childhood programming. The community would then need to determine if it is best to work with those existing services or to initiate a stand-alone program that does not OVERLAP with the existing services. It is preferable when existing services are in place that the head start funding supplements or enhances those programs.

In the stand-alone model, parents are required to assist the teacher/ECE in program delivery, which is a centre-based program but can be supplemented with outreach services and family programming.

Healthy snacks are provided by the program. Lunches are normally not provided as the program operates morning and afternoon sessions with different groups but depends on the needs of the community.

Language and culture are an integral part of the program.

Transportation could be provided in communities where this is a barrier.

## 6.2 COMMUNITY PROFILE

Factors to consider in starting a Stand-Alone Head Start Program:

### **1. The Need for Head Start Services:**

Consider if there are no existing daycare or Preschool programs OR there is a population of children in the 0 - 6 age range who are not receiving early childhood services but require it and a stand-alone program will not OVERLAP with any existing services.

Minimum # of children enrolled in the program: minimum is 10 children.

### **2. Demographics of the Community:**

Consider community size, population, existing services, level of support that can be provided to a new program.

### **3. Needs and Capacity of the Community:**

Consider: What do the children and families require for early childhood programming? What does the community need? Are there qualified ECE workers or is there access to qualified ECE workers? Can the Band provide in-kind contributions to the program? Is the Band Administration willing and able to provide supports and services to your program?

### **4. Facilities:**

What is available or accessible for head start facilities? what will it cost?  
Can the new program meet licensing requirements, Health and Safety Standards and Environmental Health (EHO) requirements?

## **5. Transportation:**

Is transportation a barrier for children and families? If so, how will it be addressed?

## **6. Parents & Families:**

Are parents and families available and willing to be involved in the program? What are the needs of the families? How can outreach services be included in the program?

## **7. Family Programming**

To determine the level of family programming needed in your community consider the following questions:

- How can family programming complement your model?
- What are the programming needs of children and families in the community?
- How will family programming build and strengthen the capacity of parents and families?
- What type of family activities would families be interested in?
- What type of schedule would be most suitable for family activities (ie. weekdays, evenings, weekends)?
- Is transportation a barrier? Is transportation available?
- What linkages can be made with existing programs in the community for family programming (ie. Recreation & Sports Programs, Health Programs for Workshops, etc.)?
- Are there resource people in the community who can assist in teaching family activities (ie. drumming, singing, language, culture, crafts, etc.)?

## **8. Outreach Services**

To assist in determining the level of outreach services needed in your community consider the following questions:

- How will Outreach Services complement your model of delivery?
- What are the programming needs of children and families in the community?
- Are there families who have children at home in the 0 to 6 age range and for various reasons do not send their child to the centre-based program? (ie. prefer to have the

child at home, especially if they are younger, transportation issues, high risk families, etc.)

- ❑ How many children and families are not accessing existing head start services?
- ❑ Are there children with special needs who would benefit from an outreach (home visiting) program?
- ❑ Does your existing centre-based program have a waiting list or licensing restrictions on number of children?
- ❑ What type of schedule would be most suitable for home visiting for families?
- ❑ How can Outreach Services complement Family Programming?
- ❑ How does your program currently involve parents and families in the head start program?

## 6.3 PROGRAM STRUCTURE: BEST PRACTICES

The following program structures are recommended as best practices for Stand-Alone Programs:

### **1. Regulations:**

Unless it is a full parent-participation program, the program is encouraged to be licensed. Health and safety standards must be met (provincially and federally).

Staff:Child Ratios should be met based on licensing standards.

### **2. Certification:**

The ECE/Teacher should have a minimum of an ECE Certificate. Some programs may expect a B.Ed.

### **3. Classroom Hours of Instruction:**

Depending on age groups. It might be a daily program that offers half day sessions per group. Preschool age children should be receiving a minimum of 2.5 hours for 3 times per week.

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<b>Examples of structure:</b>	Mornings:	4/5 year olds
	MWF Afternoons:	3 year olds
	T&Th. Afternoons:	parent/tot 0 - 3 yrs.
A second option:	9 - 11 a.m.	0 - 2 year olds
	11 - 1:00	2 - 3 year olds
	1:00 - 3:00	3 - 5 year olds

Part-time outreach services and family programming should be scheduled as well.

#### **4. Hours of Operation:**

At least four days per week of service should be offered to children/families. There may be time built in for program development and planning, professional development for staff, administration and recordkeeping. If the program is not operating during Christmas, Spring Break, Summer Holidays, then the program should be providing some summer activities to children and families. A program should be running for a minimum of 44 weeks per year.

#### **5. Program Planning and Preparation Time:**

Each project needs to take into consideration some time allotment for program development, planning and preparation. A recommended amount of time is \_ day per week for staff to do program planning and preparation. Fridays are a good day for this activity. A number of professional development days for staff should be planned and scheduled.

Outlined are some best practice ideas on the six components of head start that have been put forth by Head Start Coordinators. See Chapter 2 for more detail on the six components.

#### **6. Culture & Language Component:**

Utilize Elders and Language/Cultural Teachers on a regularly scheduled basis (minimum # of minutes per week, ie. \_ hr per day up to five days per week) or ideally, there is someone present throughout the entire day to integrate language throughout the program (ie. Language Nest Program).

Culture and language can also be incorporated into other activities such as meals, activities, circle time, etc.

The development of an Elders Advisory Committee will assist programs in fully developing the culture and language component.

## **7. Nutrition Component:**

Nutritious snacks are provided. Traditional foods should be incorporated into the program. A hot lunch program or breakfast program might be considered, depending on the needs of the community. Consider: Community kitchen initiatives, planting a garden, healthy food basket, linking with other programs and funding to meet the nutrition component.

## **8. Educational Component:**

Curriculum and materials, theme boxes, educational resources (toys, books, videos) and a lending library could be developed. Educational assessments should be conducted by the program (ie. Ages and Stages Assessment Tool).

## **9. Social Support Component:**

Need to set up in conjunction with social service providers. Social supports might also be considered for families in collaboration with existing services. Family programs, ongoing workshops, the development of a resource library, integrated case management with other service providers are activities that can be promoted by Head Start programs to provide social supports to families.

## **10. Health Component:**

Need to be set up in conjunction with local health service providers. Regular health activities should include dental, eye, ear screening, health visits, wellness activities and scheduling of development assessments for special needs children with specialists as required.

## **11. Parent & Family Involvement:**

Although centre-based programs tend to be more structured, parents and families can be involved in meaningful ways. Parents should be expected to volunteer in the program at least once per month ie. tutorial, reading, teacher assisting, making snacks, lunches, etc. For working parents, other ways of participating can be expected: preparing materials, fund-raising activities, assisting and participating in week-end or evening activities.

Parent Advisory Committees should be developed. Communication between parents and staff is a key component to the success of the program. Activity updates, books/lending library could be developed, invitation to discuss child's progress would be expected.

## **6.4 PROGRAM ADMINISTRATION**

### **1. Administration & Program Management:**

Most Head Start Programs receive program administration support from their existing Band Administration. This might involve having one Department Manager take on the role of Head Start Coordinator to ensure the administration and paperwork is up to date and to provide program support to the ECE/Teacher & Staff (smaller head start programs).

It is also possible to have the Teacher/ECE serve as the Head Start Coordinator/Teacher and have an Assistant. This ensures that the administration duties of the program are fulfilled and the children are receiving adequate classroom instruction and support, including part-time outreach services and family programming. If it is a \_ day program, the Staff then have time to do preparation and planning AND to deliver other part-time programs (Outreach, family programs).

For larger programs, it is important that there is a full-time Head Start Coordinator in place to fulfill the administrative and management functions of the program.

Best practice expectations for administration include:

- Public relations work, open houses, newsletters;
- Community input into program evaluation, parent survey;

- Committee work (ie. Elders Advisory Council, Parent Advisory Committee, Finance Committee, Personnel Committee, Curriculum Committee, Planning and Governance Committee, etc.);
- Strategic planning – community needs assessment for programming;
- Accountability: having good reporting processes, records management, personnel/human resource policies, program policies, confidentiality policy, code of conduct/ethics in place;
- Reporting to a Board or governance body;
- Having clear management structures and lines of authority in place;
- Ensuring quality services are being delivered.

## **2. Band Support and In-Kind Contributions:**

Head Start Projects are expected to be supported by their sponsoring organization with some in-kind contributions to the program on an annual basis.

In-kind contributions can come as a result of collaboration and linkages with existing programs. In-kind contributions can also be provided in any of the following measures but are not limited to:

- funding contributions
- rent, office space, child care space
- utilities: hydro, telephone, fax, heat
- maintenance: janitorial, repairs, building
- transportation assistance
- staffing supports: time provided by staff who are paid by another program
- culture and language contributions: resource people, resources
- honorariums for resource people, elders
- materials, supplies, food: office administration and materials, childcare materials, supplies, etc.
- facility use: gyms, libraries, halls, fields, etc.
- other in-kind contributions

## **3. Collaboration:**

Head Start promotes enhancement and collaboration to complement existing programs. This results in comprehensive and integrated programming for First Nations children and families.

Projects can promote linkages, integration and collaboration with other services in the community and funding sources in a variety of ways, including:

- Linking or integrating with other funding sources, ie. Band Programs, K4/K5 funding (DIAND), Human Resources Development Canada (HRDC), First Nations and Inuit Child Care Initiative (FNICCI), Brighter Futures, Canada Prenatal Nutrition Program (Health Canada), Provincial Early Childhood Funding sources, DIAND funding for programs, grants and subsidies, etc.
- Linking and collaborating with other services and programs in the community, ie. health programs, social service programs, nutrition programs, family programs, education programs, other childcare/child development programs, schools, community services, etc.
- Collaborating with other Head Start projects in the sharing of resources, curriculum, teaching materials, training and professional development.
- Linking and networking with services and programs in the broader community, ie. Resource People, Specialists, Education & Training Organizations for Professional Development, Early Childhood Development Organizations, and Provincial and Federal Organizations.

#### **4. Sample Job Descriptions:**

See sample job descriptions for Coordinators and ECE Workers in Chapter 10. Also included in that Chapter is a sample salary/wage grid reflective of actual rates of pay of various head start workers.

Qualifications of the Staff will vary and depend on the program needs and capacity within the community. Ideally, all Workers will have a minimum of ECE training.

### **6.5 STRENGTHS OF THIS MODEL**

The strengths of delivering a Stand-Alone Head Start program include the following:

1. It is easier to assess the success of the students and mark the beginning and the end of their progress with celebrations, graduations, parent-teacher interviews and other scheduled activities.
2. It is an opportunity to build strong parental leadership and involvement (PAC) in the program and to assist in setting goals and direction.

3. Because it is a stand-alone program, it might be easier to develop the program based on identified needs and not on existing program structures and powers. It will allow the program to be community-driven by parents and families.
4. This model can provide a well-balanced program covering the six components of Head Start.
5. It will be easier to get volunteers for this program as it will be a new program which will create enthusiasm.
6. Outreach services can be offered on a part-time basis for families not participating in the centre program.
7. Family programs can be made available for all families of the program.
8. Social supports for families can be incorporated into the program.

## **6.6 CHALLENGES OF THIS MODEL**

1. Parent participation in the beginning may be a challenge as parents haven't been accustomed to assisting in early childhood programs that are centre-based. This is where it is critical that parents are informed at the beginning of the program that their participation is expected and the program policies should reflect that mandate.
2. It can be difficult to find qualified First Nations Teachers or ECE's, especially isolated communities. It is more expensive to attract qualified Workers to an isolated community.
3. Centre-based programs often require transportation or bussing for the students which requires a van/bus and a qualified Driver. Transportation barriers may need to be assessed.
4. Smaller communities may not have the numbers to run a stand-alone program.
5. A community might initially be interested in this type of model but if facilities and staffing is an issue, the community can look the Outreach Model or Combination Model where the service is primarily brought to the homes of the children and families. A centre-based program could always be a second-phase to the program development.
6. Centre-based programs may need to modify their worker schedules and budgets to consider some part-time outreach services and family programming.

# 7

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## **DAYCARE ENHANCEMENT MODEL**

### **7.1 DESCRIPTION OF SERVICES**

The intent of the daycare model is to supplement existing daycare programs that receive funding from other sources (HRDC, Ministry, private user fees, etc.).

This model promotes the enhancement of existing services (in whatever way your daycare or preschool programs are structured) with head start funding.

The daycare model incorporates the six components of head start into an existing daycare program to supplement the program. School readiness is emphasized as well as learning through play activities. Nutritional snacks and/or lunches are incorporated into the program. Fieldtrips, transportation, language classes, cultural/traditional activities are also incorporated into the program on a regularly scheduled basis. Health promotion is increased by bringing in more health professionals and resource people on a regularly scheduled basis.

Family programs and part-time outreach services are organized to provide service to the 0 to 6 population who do not utilize the daycare services.

Family programs could include: mother goose, parent/tot program, swimming and recreation activities for families, language nests, parent workshops and training, parent support groups, community kitchens, family craft nites, summer programs, toy lending library and other determined family programs for the community.

It is recommended that some level of outreach services will also be provided in conjunction with this model. This will ensure that all children eligible for head start are receiving some service.

## **Daycare Model Options:**

Programs might consider the following options in offering daycare services:

1. Daycare program plus outreach services and family programs. This option might work best in average-sized communities where the daycare is filled to capacity and there are enough children in the community requiring head start service to offer outreach services. This program also works well where communities are spread out geographically and transportation is an issue. A portion of head start funding would enhance daycare services with the six components and the remaining funds would provide part-time outreach services and family programs.
2. In larger communities, increase the capacity of daycare to service more children and offer part-time outreach services and family programs. This option might work best with large communities where the capacity to increase the daycare service and offer other programs is possible. This option may also work well with isolated communities who are not able to hire another ECE but can train someone to do part-time outreach. Existing personnel can also be utilized for family programs by providing flex-time to allow them to offer some evening sessions.
3. Combination programs: daycare is one program of a combination receiving head start funding. This model will often only supplement one portion of daycare (ie. culture, language or nutrition). See the Combination Model Chapter.

In most cases, head start funding is utilized to supplement services to daycare and to incorporate the six components of head start. The funding is not intended for core operational funding. The children and families who do not utilize daycare services will have the opportunity to participate in the other head start activities through the part-time programs that are offered, including outreach services and family programs.

An outreach component could be implemented for children/families who do not utilize the daycare services. An outreach program is an excellent opportunity to involve children/families who do not access daycare services and this component is encouraged. Each targeted family should receive home visits at least twice per month. Collaboration with other existing services for outreach and family programming can also be considered (ie. Infant Development Program, Health Services, Prenatal Program, etc).

For larger communities, head start funding can also be utilized to increase the capacity of the daycare services to include more children and not be expected to pay a user-fee.

Family programs could be offered once or twice a week for the specific target groups and have specified timeframes and duration (ie. 4 hours/week for 10 weeks).

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## 7.2 COMMUNITY PROFILE

Factors to consider in enhancing a daycare program with head start funding:

### **1. Existing Child Care Services:**

Consider if there are existing daycare services in the community. Can head start enhance these existing services to expand seats to reach more children?

### **2. Demographics of the Community:**

Consider community size, geography of community (how spread apart is the community in distance?) population, existing services, level of support that can be provided to the program.

Number of children: does your community have enough children to sustain a Daycare centre-based program?

### **3. Needs and Capacity of the Community:**

What do the children and families require for early childhood programming? What does the community need? Are there qualified ECE workers or is there access to qualified ECE workers? Can the Band provide in-kind contributions to the program? Is the Band Administration willing and able to provide supports and services to your program?

### **4. Facilities:**

What is available or accessible? what will it cost to build or renovate existing facilities? Is it feasible to access that amount of money? If not, another model may need to be considered. Can the program meet licensing requirements, Health and Safety standards and Environmental Health (EHO) requirements?

## **5. Transportation:**

Will transportation be a barrier to children/families to attend a Daycare Program? If so, is transportation available for the families?

## **6. Parents & Families:**

Are parents and families available and willing to be involved in the program? What are the needs of the families? How can outreach services be included in the program?

## **7. Family Programming**

To determine the level of family programming needed in your community consider the following questions:

- How can family programming complement your model?
- What are the programming needs of children and families in the community?
- How will family programming build and strengthen the capacity of parents and families?
- What type of family activities would families be interested in?
- What type of schedule would be most suitable for family activities (ie. weekdays, evenings, weekends)?
- Is transportation a barrier? Is transportation available?
- What linkages can be made with existing programs in the community for family programming (ie. Recreation & Sports Programs, Health Programs for Workshops, etc.)?
- Are there resource people in the community who can assist in teaching family activities (ie. drumming, singing, language, culture, crafts, etc.)?

## **8. Outreach Services**

To assist in determining the level of outreach services needed in your community consider the following questions:

- How will Outreach Services complement your model of delivery?
- What are the programming needs of children and families in the community?
- Are there families who have children at home in the 0 to 6 age range and for various reasons do not send their child to the centre-based program? (ie. prefer to have the

child at home, especially if they are younger, transportation issues, high risk families, etc.)

- ❑ How many children and families are not accessing existing head start services?
- ❑ Are there children with special needs who would benefit from an outreach (home visiting) program?
- ❑ Does your existing centre-based program have a waiting list or licensing restrictions on number of children?
- ❑ What type of schedule would be most suitable for home visiting for families?
- ❑ How can Outreach Services complement Family Programming?
- ❑ How does your program currently involve parents and families in the head start program?

## 7.3 PROGRAM STRUCTURE: BEST PRACTICES

### **1. Regulations:**

For daycares, provincial licensing is recommended. Health and safety standards must be met, including Environmental Health (EHO) requirements.

Staff:Child Ratios should be met based on licensing standards. Depending on number of children and type of program licensing requirements will vary. Note: provincial licensing has standards for space, facility, staffing and other health and safety areas.

Daycare Hours: Licensing has maximum limits per day.

A fenced play area and equipment is required by licensing for daycares.

### **2. Certification:**

The ECE's should have a minimum of ECE certification. Staff working with infants and tots should have infant/tot training.

### **3. Minimum Hours of Operation:**

A program should be providing a minimum of 4 days per week of service to children/families. If the program is not operating during Christmas, Spring Break and Summer, then the program should provide some summer recreation activities to children and families. A program should be operating a minimum of 44 weeks per year. There may be time built into the program for program administration, management, program planning and development and professional development for staff.

Licensing has maximum hours per day per child in a Preschool licensed program (provincial).

### **4. Program Planning and Preparation Time:**

Each project needs to take into consideration some time allotment for program development, planning and preparation. A recommended amount of time is \_ day per week for staff to do program planning and preparation. Fridays are a good day for this activity.

Outlined are some best practice ideas that have been put forth by the Head Start Coordinators. See Chapter 2 for more detail on the six components.

### **5. Culture & Language Component:**

Utilize Elders and Language/Cultural Teachers, curriculum and activities on a regularly scheduled basis (with minimum # of minutes per week). The development of an Elders Advisory Committee will assist programs in fully developing the culture and language component.

### **6. Nutrition Component:**

Nutritious snacks, lunch programs and traditional foods should be incorporated into the program. A hot lunch and/or breakfast program might be developed, depending on the needs of the community. The outreach program can also include a nutrition component.

## **7. Educational Component:**

Resources and materials will be available to the children and parents. Theme boxes, educational resources (toys, books, videos) and a lending library could be developed. Educational assessments should be conducted by the program (ie. Ages and Stages Questionnaire) and an educational plan developed for each child. Ongoing parental training and workshops will assist parents to work with their children.

## **8. Social Support Component:**

Need to set up in conjunction with social service providers. Social supports might also be considered for families in collaboration with existing services. Monthly potluck dinners, ongoing workshops, the development of a resource library, integrated case management with other service providers are activities that can be promoted by Head Start programs to provide social supports to families.

## **9. Health Component:**

Need to be set up in conjunction with local service providers. Regular health activities should include dental, vision, eye, ear screening, health visits, wellness activities and development assessments for special needs children.

## **10. Parent & Family Involvement:**

Although centre-based programs tend to be a more structured, parents and families can continue to be involved in meaningful ways. Parent Advisory Committees are encouraged and parents can volunteer to participate in the program ie. assisting, making snacks, lunches, developing materials, resources, newsletters, fund-raising, special events, etc.

Parent Advisory Committees should be developed. Communication between parents and staff is a key component to the success of the program. Activity updates, books/lending library could be developed, invitation to discuss child's progress would be expected.

## 7.4 PROGRAM ADMINISTRATION: BEST PRACTICES

### **1. Administration and Program Management**

If the program is enhancing a daycare program, the program should have its own administration office in place that could administer the program.

It is also possible to have a Supervisor serve as the Head Start Coordinator and have ECE's and Assistants. This ensures that the administration duties of the program are fulfilled and the children are receiving adequate service and support.

Staffing of daycares will vary, depending on the size of the daycare and number of children. Positions can include: Head Start Coordinator, Floor Supervisors, ECE's, Assistants, Infant/Tot Supervisor, Infant/Tot Educator, Language /Cultural Worker, Elder, Bus Driver, Infant Development Worker, Family Support Worker, Outreach Worker, Cook/Nutritionist.

Some of these positions can be part-time or combined positions. Some are paid by honorarium.

Best practice expectations for administration include:

- Public relations work, open houses, newsletters;
- Community input into program evaluation, parent survey;
- Committee work (ie. Elders Advisory Council, Parent Advisory Committee, Finance Committee, Personnel Committee, Curriculum Committee, Planning and Governance Committee, etc.);
- Strategic planning – community needs assessment for programming;
- Accountability: having good reporting processes, records management, personnel/human resource policies, program policies, confidentiality policy, code of conduct/ethics in place;
- Reporting to a Board or governance body;
- Having clear management structures and lines of authority in place;
- Ensuring quality services are being delivered.

## **2. Band Support and In-Kind Contributions**

Head Start Projects are expected to be supported by their sponsoring organization with some in-kind contributions to the program on an annual basis.

In-kind contributions can come as a result of collaboration and linkages with existing programs. In-kind contributions can also be provided in any of the following measures but are not limited to:

- funding contributions
- rent, office space, child care space
- utilities: hydro, telephone, fax, heat
- maintenance: janitorial, repairs, building
- transportation assistance
- staffing supports: time provided by staff who are paid by another program
- culture and language contributions: resource people, resources
- honorariums for resource people, elders
- materials, supplies, food: office administration and materials, childcare materials, supplies, etc.
- facility use: gyms, libraries, halls, fields, etc.
- other in-kind contributions

## **3. Collaboration:**

Head Start promotes enhancement and collaboration to complement existing programs. This results in comprehensive and integrated programming for First Nations children and families.

Projects can promote linkages, integration and collaboration with other services in the community and funding sources in a variety of ways, including:

- Linking or integrating with other funding sources, ie. K4/K5 funding (DIAND), Human Resources Development Canada (HRDC), First Nations and Inuit Child Care Initiative (FNICCI), Brighter Futures, Canada Prenatal Nutrition Program (Health Canada), Provincial Early Childhood Funding sources, DIAND funding for programs, grants and subsidies, etc.
- Linking and collaborating with other services and programs in the community, ie. health programs, social service programs, nutrition programs, family programs, education programs, other childcare/child development programs, schools, community services, etc.

- Collaborating with other Head Start projects in the sharing of resources, curriculum, teaching materials, training and professional development.
- Linking and networking with services and programs in the broader community, ie. Resource People, Specialists, Education & Training Organizations for Professional Development, Early Childhood Development Organizations, and Provincial and Federal Organizations.

#### **4. Sample Job Descriptions:**

See sample job descriptions for Coordinators and ECE Workers in Chapter 10. Also included in that Chapter is a sample salary/wage grid reflective of actual rates of pay of various head start workers.

Qualifications of the Staff will vary and depend on the program needs and capacity within the community. Ideally, all Workers will have a minimum of ECE training.

### **7.5 STRENGTHS OF THIS MODEL**

The strengths of enhancing daycare services include the following:

1. By enhancing an existing daycare, the community already has adequate resources and capacity, staffing and licensing in place and less developmental work is required.
2. A relationship with licensing should already be established and in place which means health and safety standards are being met.
3. Curriculum, policies and procedures, parent manuals and parent advisory committees should have been developed and in place already.
4. By enhancing an existing service (providing the 'extras') instead of providing core funding, communities can access other sources of funding (HRDC, Ministry subsidies, etc.).
5. By integrating services (enhancing what is already in place), quality programming can be offered to children/families.

## 7.6 CHALLENGES OF THIS MODEL

The challenges of this model include:

1. Parent participation in the centre or classroom is often very minimal because parents are often working or going to school full-time and have minimal time to participate in the program.
2. It can be difficult to get staff and parents to change their thinking process from daycare service to a head start program (six components, which requires parent & family involvement). Parents might be reluctant to contribute or participate in activities, particularly if they are paying a user-fee for a portion of the service.
3. It can be difficult to find qualified ECE's, especially isolated communities. It is more expensive to attract qualified Workers to an isolated community.
4. Smaller communities may not have the numbers to maintain a daycare program.
5. It is more difficult to evaluate and identify the successes or challenges of this model as it is integrated into other services. The emphasis of head start may not be forefront of the program because of the daycare routine/structure. It may be more challenging to incorporate the six components of head start on a regular and ongoing basis.
6. It will take time to educate parents and the community about head start and how the mandate and principles are different from a daycare service only.
7. Daycare Programs may find it more difficult to offer part-time Outreach Services and Family Programming, when staff time and costs tend to be focused on the centre-based program.

# 8

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## **PRESCHOOL ENHANCEMENT MODEL**

### **8.1 DESCRIPTION OF SERVICES**

The intent of the preschool model is to enhance an existing preschool program that receives funding from other sources (DIAND Kindergarten Funding, etc.).

Preschool programs normally target service for 3 to 5 year olds and offer supplemental programs such as outreach services and family programming for the other children in the 0 to 6 age range.

The preschool model incorporates the six components of head start and literacy and school readiness are emphasized as well as learning through play activities. Nutritional snacks and/or lunches are incorporated into the program. Fieldtrips, transportation, language classes, cultural/traditional activities are also incorporated into the program on a regularly scheduled basis. Health promotion is increased by bringing in more health professionals and resource people on a regularly scheduled basis.

Family programs and part-time outreach services are organized to provide service to the 0 to 6 population who do not or cannot utilize preschool services.

Family programs could include: mother goose, parent/tot program, swimming and recreation activities for families, language nests, parent workshops and training, parent support groups, community kitchens, family craft nites, summer programs, toy lending library and other determined family programs for the community.

It is expected that some level of outreach services will also be provided in conjunction with this model. This will ensure that all children eligible for head start are receiving some service.

### **Preschool Model Options:**

Programs might consider the following options in offering Preschool services:

1. The Head Start funds are used to enhance/supplement existing Preschool Programs that have existing funding in place. In addition, part-time outreach services and family programs could be offered to ensure children in the 0 to 6 age range are receiving head start services.
2. If the community does not have existing Preschool programs, Head Start and DIAND funding (available for K4 and up) could be combined to initiate a Preschool Program. Again, outreach services and family programs could also be offered in conjunction with Preschool.
3. A third option is to provide age-specific Preschool Programs. For example: mornings: 3 and 4 year olds; Afternoons: 5 year olds (K5) as well as outreach services and family programs.
4. For larger communities, the program might be expanded to include afternoon K4/K5 classes in order to service more children OR where language immersion is a priority, there could be a Language & Cultural Immersion Program initiated for \_ days. Outreach services and family programs can also enhance existing preschool programs.
5. Parent-Participation Preschool. This option calls for parents to participate in their child's Preschool program. It is structured as a co-op type program where parents serve as 'duty parents' on a regular basis (once or twice per month) and assist the ECE/Teacher in the program. Many co-op programs require two parents to be on duty each day. Outreach services and family programs can also be offered.

Again, an outreach component could be implemented for children/families who do not utilize the daycare or preschool services. An outreach program is an excellent opportunity to involve children/families who do not access preschool services and this component is encouraged. Each targeted family should receive home visits at least twice per month. Collaboration with other existing services for outreach and family programming can also be considered (ie. Infant Development Program, Health Services, Recreation & Sports Programs, etc.).

Family programs could be offered once or twice a week for the specific target groups and have specified timeframes and duration (ie. 4 hours/week for 10 weeks).

## 8.2 COMMUNITY PROFILE

Factors to consider in enhancing or establishing a preschool program with head start funding:

### **1. Existing Child Care Services:**

Consider if there are existing preschool services in the community. Can head start enhance these existing services to expand seats to reach more children? If there is not a preschool program in the community, are there enough children to establish preschool services in conjunction with other sources of funding (i.e. DIAND K4-K5 Funding)?

### **2. Demographics of the Community:**

Consider community size, geography of community (how spread apart is the community in distance?) population, existing services, level of support that can be provided to the program.

Number of children: does your community have enough children to sustain a Preschool centre-based program?

### **3. Needs and Capacity of the Community:**

What do the children and families require for early childhood programming? What does the community need? Are there qualified ECE workers or Preschool Teachers or is there access to qualified workers? Can the Band provide in-kind contributions to the program? Is the Band Administration willing and able to provide supports and services to your program?

#### **4. Facilities:**

What is available or accessible? what will it cost to build or renovate existing facilities? Is it feasible to access that amount of money? If not, another model may need to be considered. Can the program meet licensing requirements, school regulations, health and safety standards and Environmental Health (EHO) requirements?

#### **5. Transportation:**

Will transportation be a barrier to children/families to attend a Preschool? If so, is transportation available for the families?

#### **6. Parents & Families:**

Are parents and families available and willing to be involved in the program What are the needs of the families? How can outreach services be included in the program?

#### **7. Family Programming**

To determine the level of family programming needed in your community consider the following questions:

- ❑ How can family programming complement your model?
- ❑ What are the programming needs of children and families in the community?
- ❑ How will family programming build and strengthen the capacity of parents and families?
- ❑ What type of family activities would families be interested in?
- ❑ What type of schedule would be most suitable for family activities (ie. weekdays, evenings, weekends)?
- ❑ Is transportation a barrier? Is transportation available?
- ❑ What linkages can be made with existing programs in the community for family programming (ie. Recreation & Sports Programs, Health Programs for Workshops, etc.)?
- ❑ Are there resource people in the community who can assist in teaching family activities (ie. drumming, singing, language, culture, crafts, etc.)?

## **8. Outreach Services**

To assist in determining the level of outreach services needed in your community consider the following questions:

- ❑ How will Outreach Services complement your model of delivery?
- ❑ What are the programming needs of children and families in the community?
- ❑ Are there families who have children at home in the 0 to 6 age range and for various reasons do not send their child to the centre-based program? (ie. prefer to have the child at home, especially if they are younger, transportation issues, high risk families, etc.)
- ❑ How many children and families are not accessing existing head start services?
- ❑ Are there children with special needs who would benefit from an outreach (home visiting) program?
- ❑ Does your existing centre-based program have a waiting list or licensing restrictions on number of children?
- ❑ What type of schedule would be most suitable for home visiting for families?
- ❑ How can Outreach Services complement Family Programming?
- ❑ How does your program currently involve parents and families in the head start program?

### **8.3 PROGRAM STRUCTURE: BEST PRACTICES**

#### **1. Regulations:**

If the preschool is combined with a daycare program, provincial licensing is recommended. Health and safety standards must be met, including Environmental Health (EHO) requirements. If the preschool is combined with a band school, school regulations must be met, including Health and Safety standards and Environmental Health (EHO) requirements. For stand-alone preschools, licensing is recommended.

Staff:Child Ratios should be met based on licensing or school standards. Depending on number of children and type of program, licensing requirements will vary. Note: provincial licensing has standards for space, facility, staffing and other health and safety areas.

A fenced play area and equipment is required by licensing.

## **2. Certification:**

The ECE's and Preschool Teachers should have a minimum of ECE certification. Staff working with infants and tots should have infant/tot training. Some programs may expect the Preschool Teacher to have a B.Ed., particularly if the Preschool program is run in collaboration with a Band School.

## **3. Minimum Hours of Operation:**

A program should be providing a minimum of 4 days per week of service to children/families. If the program is not operating during Christmas, Spring Break and Summer, then the program should provide some summer recreation activities to children and families. A program should be operating a minimum of 44 weeks per year. There may be time built into the program for program administration, management, program planning and development and professional development for staff.

Classroom Hours of Instruction: Preschool should be offered a minimum of three times per week. K4-K5 are usually offered \_ day every day (DIAND will have required instruction hours for K5). Licensing has maximum hours per day per child in a Preschool licensed program (provincial).

## **4. Program Planning and Preparation Time:**

Each project needs to take into consideration some time allotment for program development, planning and preparation. A recommended amount of time is \_ day per week for staff to do program planning and preparation. Fridays are a good day for this activity. A number of professional development days for staff should be planned and scheduled.

Outlined are some best practice ideas for the six components of head start that have been put forth by the Head Start Coordinators. See Chapter 2 for more detail on the six components.

## **5. Culture & Language Component:**

Utilize Elders and Language/Cultural Teachers, curriculum and activities on a regularly scheduled basis (with minimum # of minutes per week). The development of an Elders Advisory Committee will assist programs in fully developing the culture and language component.

## **6. Nutrition Component:**

Nutritious snacks, lunch programs and traditional foods should be incorporated into the program. A hot lunch and/or breakfast program might be developed, depending on the needs of the community. The outreach program can also include a nutrition component.

## **7. Educational Component:**

Resources and materials will be available to the children and parents. Theme boxes, educational resources (toys, books, videos) and a lending library could be developed. Educational assessments should be conducted by the program (ie. Ages and Stages Questionnaire) and an educational plan developed for each child. Ongoing parental training and workshops will assist parents to work with their children.

## **8. Social Support Component:**

Need to set up in conjunction with social service providers. Social supports might also be considered for families in collaboration with existing services. Monthly potluck dinners, ongoing workshops, the development of a resource library, integrated case management with other service providers are activities that can be promoted by Head Start programs to provide social supports to families.

## **9. Health Component:**

Need to be set up in conjunction with local service providers. Regular health activities should include dental, vision, eye, ear screening, health visits, wellness activities and development assessments for special needs children.

## **10. Parent & Family Involvement:**

Although centre-based programs tend to be a more structured, parents and families can continue to be involved in meaningful ways. Parent Advisory Committees are encouraged and parents can volunteer to participate in the program ie. assisting, making snacks, lunches, developing materials, resources, newsletters, fund-raising, special events, etc.

Parent Advisory Committees should be developed. Communication between parents and staff is a key component to the success of the program. Activity updates, books/lending library could be developed, invitation to discuss child's progress would be expected.

## **8.4 PROGRAM ADMINISTRATION: BEST PRACTICES**

### **1. Administration and Program Management**

If the program is enhancing an existing preschool program, the program should have its own administration office in place that could administer the program.

It is also possible to have a Principal of a Band School serve as the Head Start Coordinator and have Preschool Teacher. This ensures that the administration duties of the program are fulfilled and the children are receiving adequate service and support.

Staffing of the preschool program will vary, depending on the size of the preschool and number of children. Positions might include: Head Start Coordinator, Preschool Teacher and/or ECE, Assistants, Language /Cultural Worker, Elder, Bus Driver, Family Support Worker, Outreach Worker, Outreach Worker, Cook/Nutritionist.

Some of these positions can be part-time or combined positions. Some are paid by honorarium.

Best practice expectations for administration include:

- Public relations work, open houses, newsletters;
- Community input into program evaluation, parent survey;

- Committee work (ie. Elders Advisory Council, Parent Advisory Committee, Finance Committee, Personnel Committee, Curriculum Committee, Planning and Governance Committee, etc.);
- Strategic planning – community needs assessment for programming;
- Accountability: having good reporting processes, records management, personnel/human resource policies, program policies, confidentiality policy, code of conduct/ethics in place;
- Reporting to a Board or governance body;
- Having clear management structures and lines of authority in place;
- Ensuring quality services are being delivered.

## **2. Band Support and In-Kind Contributions**

Head Start Projects are expected to be supported by their sponsoring organization with some in-kind contributions to the program on an annual basis.

In-kind contributions can come as a result of collaboration and linkages with existing programs. In-kind contributions can also be provided in any of the following measures but are not limited to:

- funding contributions
- rent, office space, child care space
- utilities: hydro, telephone, fax, heat
- maintenance: janitorial, repairs, building
- transportation assistance
- staffing supports: time provided by staff who are paid by another program
- culture and language contributions: resource people, resources
- honorariums for resource people, elders
- materials, supplies, food: office administration and materials, childcare materials, supplies, etc.
- facility use: gyms, libraries, halls, fields, etc.
- other in-kind contributions

## **3. Collaboration:**

Head Start promotes enhancement and collaboration to complement existing programs. This results in comprehensive and integrated programming for First Nations children and families.

Projects can promote linkages, integration and collaboration with other services in the community and funding sources in a variety of ways, including:

- Linking or integrating with other funding sources, ie. K4/K5 funding (DIAND), Human Resources Development Canada (HRDC), First Nations and Inuit Child Care Initiative (FNICCI), Brighter Futures, Canada Prenatal Nutrition Program (Health Canada), Provincial Early Childhood Funding sources, DIAND funding for programs, grants and subsidies, etc.
- Linking and collaborating with other services and programs in the community, ie. health programs, social service programs, nutrition programs, family programs, education programs, other childcare/child development programs, schools, community services, etc.
- Collaborating with other Head Start projects in the sharing of resources, curriculum, teaching materials, training and professional development.
- Linking and networking with services and programs in the broader community, ie. Resource People, Specialists, Education & Training Organizations for Professional Development, Early Childhood Development Organizations, and Provincial and Federal Organizations.

#### **4. Sample Job Descriptions:**

See sample job descriptions in Chapter 10. Also included in that Chapter is a sample salary/wage grid reflective of actual rates of pay of various head start workers.

Qualifications of the Staff will vary and depend on the program needs and capacity within the community. Ideally, all Workers will have a minimum of ECE training.

### **8.5 STRENGTHS OF THIS MODEL**

Strengths of the Preschool Model include:

1. The education and school readiness component is well-developed and children are prepared for School.
2. Curriculum and resources are well-developed. Often a Band School will have a gymnasium, library, computer lab, kitchen as additional resources.

3. It is easier to assess the success of the students and mark the beginning and the end of their progress with celebrations, graduations, report cards, parent-teacher interviews.
4. It is easier to get parents to attend special events at School, for example, plays, special occasions, concerts, ceremonies, assemblies, fund-raising activities, sports days.
5. It is a more-structured program, which prepares children to be school ready.

## **8.6 CHALLENGES OF THIS MODEL**

Challenges of the Preschool Model include:

1. Parent participation in the preschool setting is often very minimal because they haven't been accustomed to assisting in 'school type programs'.
2. It can be difficult to find qualified First Nations Teachers or ECE's, especially isolated communities. It is more expensive to attract qualified Workers to an isolated community.
3. Preschools often require transportation or bussing for the students which requires a van/bus and a qualified Driver.
4. If the program does not offer any other part-time programs to accompany Preschool, there are only a limited number of children who will receive head start services from Preschool.
5. Smaller communities may not have the numbers to run a Preschool program.
6. There will be higher salary expectations for a certified Teacher versus a Certified ECE Worker.
7. It will take time to educate parents and the community about head start and how the mandate and principles are different from a school service only.

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# 9

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## COMBINATION MODEL

### 9.1 DESCRIPTION OF SERVICES

The combination model is designed to offer multiple programs in the community to target different groups. Programs of the combination model might include:

1. Providing outreach services (home visits)
2. Supplementing a portion of the daycare program (six components)
3. Supplementing a portion of the Preschool program (six components)
4. Providing family programs: (may include any of the following)
  - mother / father goose program
  - parenting classes
  - language/culture classes
  - traditional crafts
  - dancing, singing, drumming
  - parent workshops and training
  - storytelling evenings
  - family activity nite
  - family sports activities and events
  - playgroup
  - parent/tot program
  - community kitchen
  - toy lending library
  - parent support group
  - summer programs
  - family activities in the six program components: culture & language, education, nutrition, health promotion, social support, parent and family involvement.

The programs can be short-term with a specific number of sessions being offered or they can be ongoing programs, or a combination of both.

A combination of part-time programs will incorporate the six components of Head Start as much as possible. For example: providing opportunities for children and families to learn culture/language, offering nutritional snacks/lunches, providing information (health and social) on nutrition, health promotion, social support on a regular basis to families. Parents are expected to attend with their children and to be involved in the organizing and implementing of the program.

The combination program is similar to the full-time Outreach Model, but the difference is that the Combination Model may provide part-time Outreach but enhance a portion of daycare and preschool services. No more than 1/3 of the budget goes into any one program area.

The combination model promotes full parent and family participation with limited funding going toward a centre-based program (no more than 1/3 of the head start budget to a Centre-based program).

## 9.2 COMMUNITY PROFILE

Factors to consider in starting a combination program:

### **1. The Need for Head Start Services:**

Consider:

- What early childcare programs exist in the community?
- How can head start enhance these existing programs, ie. promoting the six components, or increasing seats, without having to carry the financial responsibility of the existing centre?
- How can head start increase early childcare programming to target the full 0 to 6 age range, while promoting parent and family participation?

This program is able to provide an array of services to the 0 to 6 population and their families.

This program would work well for isolated communities who are not able to sustain a centre-based program or for those that would like to supplement centre-based programs with various part-time programs.

This program is excellent for building parent capacity and involvement.

Availability of personnel: an ECE for the program would be ideal. For those communities who are not able to access an ECE, qualified personnel in the community could be accessed to offer these part-time programs.

## **2. Demographics of the Community:**

Consider community size, population, existing services, level of support that can be provided to a new program.

## **3. Needs And Capacity of the Community:**

What do the children and families require for early childhood programming? What does the community need? Are there people in the community who have the training/skills to provide these different types of programs? Can the Band provide in-kind contributions to the program? Is the Band Administration willing and able to provide supports and services to your program?

## **4. Facilities:**

What is available or accessible for the group programs? The combination program is a good developmental program to start with if a community does not have facilities for a centre-based program.

Must have the ability to meet licensing requirements: if it is a centre-based program (ie. Daycare or Preschool). For the combination model, licensing may not be required if the programs are all parent-participation.

## **5. Transportation:**

Is this a barrier for children and families? If so, how will it be addressed?

## **6. Parents & Families:**

Are parents and families available and willing to be involved in the program? What are the needs of the families? How can outreach services be included in the program?

## **7. Family Programming**

To determine the level of family programming needed in your community consider the following questions:

- How can family programming complement your model?
- What are the programming needs of children and families in the community?
- How will family programming build and strengthen the capacity of parents and families?
- What type of family activities would families be interested in?
- What type of schedule would be most suitable for family activities (ie. weekdays, evenings, weekends)?
- Is transportation a barrier? Is transportation available?
- What linkages can be made with existing programs in the community for family programming (ie. Recreation & Sports Programs, Health Programs for Workshops, etc.)?
- Are there resource people in the community who can assist in teaching family activities (ie. drumming, singing, language, culture, crafts, etc.)?

## **8. Outreach Services**

To assist in determining the level of outreach services needed in your community consider the following questions:

- How will Outreach Services complement your model of delivery?
- What are the programming needs of children and families in the community?
- Are there families who have children at home in the 0 to 6 age range and for various reasons do not send their child to the centre-based program? (ie. prefer to have the

child at home, especially if they are younger, transportation issues, high risk families, etc.)

- ❑ How many children and families are not accessing existing head start services?
- ❑ Are there children with special needs who would benefit from an outreach (home visiting) program?
- ❑ Does your existing centre-based program have a waiting list or licensing restrictions on number of children?
- ❑ What type of schedule would be most suitable for home visiting for families?
- ❑ How can Outreach Services complement Family Programming?
- ❑ How does your program currently involve parents and families in the head start program?

## 9.3 PROGRAM STRUCTURE: BEST PRACTICES

### **1. Regulations:**

Because it is not a centre-based program and it is a full parent-participation program, the program does not have to be licensed. If the program does supplement daycare or Preschool as one of the part-time programs, those programs are expected to be licensed. Health and safety standards must be met, including Environmental Health (EHO).

### **2. Certification:**

The ECE/Outreach Worker should have a minimum of an ECE Certificate although it may vary depending on the program needs and the capacity within the community. Existing personnel in the community could be utilized to offer these part-time programs. A part-time Coordinator would be required to organize the programs.

### **3. Scheduling:**

The schedule of the program will depend on a number of factors including the following:

- ❑ number of children and families needing service
- ❑ types of part-time programs being offered

- ❑ it would be expected that some evening sessions and week-end sessions would be scheduled
- ❑ number of workers
- ❑ child-minding could be provided for some of the parenting sessions

#### **4. Hours of Operation:**

A Program should be providing a minimum of four days of service per week to children/families. If the program does not operate during Christmas, Spring Break and Summer, then the program should be providing summer recreation activities to families. A program should be operating a minimum of 44 weeks per year. The program can build in time for program administration, management, professional development for staff, program development and planning.

#### **4. Program Planning and Preparation Time:**

Each project needs to take into consideration some time allotment for program development, planning and preparation. A recommended amount of time is \_ day per week for staff to do program planning and preparation. Fridays are a good day for this activity. A number of professional development days for staff should be planned and scheduled.

Outlined are some best practice ideas for the six components of head start that have been put forth by the Head Start Coordinators. See Chapter 2 for more detail on the six components.

#### **5. Culture & Language Component:**

Utilize Elders and Language/Cultural Teachers, curriculum and activities on a regularly scheduled basis (with minimum # of minutes per week). The development of an Elders Advisory Committee will assist programs in fully developing the culture and language component.

#### **6. Nutrition Component:**

Nutritious snacks, lunch programs and traditional foods should be incorporated into the program. A hot lunch and/or breakfast program might be offered, depending on the needs of the community. The outreach program can also include a nutrition component.

## **7. Educational Component:**

Resources and materials will be available to the children and parents. Theme boxes, educational resources (toys, books, videos) and a lending library could be developed. Educational assessments should be conducted by the program (ie. Ages and Stages Questionnaire) and an educational plan developed for each child. Ongoing parental training and workshops will assist parents to work with their children.

## **8. Social Support Component:**

Need to set up in conjunction with social service providers. Social supports might also be considered for families in collaboration with existing services. Monthly potluck dinners, ongoing workshops, the development of a resource library, integrated case management with other service providers are activities that can be promoted by Head Start programs to provide social supports to families.

## **9. Health Component:**

Need to be set up in conjunction with local service providers. Regular health activities should include dental, vision, eye, ear screening, health visits, wellness activities and development assessments for special needs children.

## **10. Parent & Family Involvement:**

This model encourages parent participation and parents will be required to participate as much as possible. Family activities can incorporate the six components of head start and families will be encouraged to participate. It is recommended as a best practice that at least 50% of parents are involved in this model.

Parent Advisory Committees should be developed. Communication between parents and staff is a key component to the success of the program. Activity updates, books/lending library could be developed, attending play groups, participating in fund-raising activities and family activities would be encouraged.

## 8.4 PROGRAM ADMINISTRATION: BEST PRACTICES

### **1. Administration and Program Management**

The time required to administer a program of this nature will require a minimum of one to two days per week, depending on the size of the program. For smaller programs, it is also possible to have an ECE serve as the Head Start Coordinator/ECE and have an Outreach Worker. This ensures that the administration duties of the program are fulfilled and the children and families receive adequate service and support. For larger programs, it is important that there is a full-time Head Start Coordinator in place to fulfill the administrative and management functions of the program.

Best practice expectations for administration include:

- Public relations work, open houses, newsletters;
- Community input into program evaluation, parent survey;
- Committee work (ie. Elders Advisory Council, Parent Advisory Committee, Finance Committee, Personnel Committee, Curriculum Committee, Planning and Governance Committee, etc.);
- Strategic planning – community needs assessment for programming;
- Accountability: having good reporting processes, records management, personnel/human resource policies, program policies, confidentiality policy, code of conduct/ethics in place;
- Reporting to a Board or governance body;
- Having clear management structures and lines of authority in place;
- Ensuring quality services are being delivered.

### **2. Band Support and In-Kind Contributions**

Head Start Projects are expected to be supported by their sponsoring organization with some in-kind contributions to the program on an annual basis.

In-kind contributions can come as a result of collaboration and linkages with existing programs. In-kind contributions can also be provided in any of the following measures but are not limited to:

- funding contributions

- rent, office space, child care space
- utilities: hydro, telephone, fax, heat
- maintenance: janitorial, repairs, building
- transportation assistance
- staffing supports: time provided by staff who are paid by another program
- culture and language contributions: resource people, resources
- honorariums for resource people, elders
- materials, supplies, food: office administration and materials, childcare materials, supplies, etc.
- facility use: gyms, libraries, halls, fields, etc.
- other in-kind contributions

### **3. Collaboration:**

Head Start promotes enhancement and collaboration to complement existing programs. This results in comprehensive and integrated programming for First Nations children and families.

Because the Combination Model provides an array of services, it is crucial that the program collaborate and link with existing services and programs in the community. There should be shared planning, funding, integrated service meetings and good communication established.

Projects can promote linkages, integration and collaboration with other services in the community and funding sources in a variety of ways, including:

- Linking or integrating with other funding sources, ie. K4/K5 funding (DIAND), Human Resources Development Canada (HRDC), First Nations and Inuit Child Care Initiative (FNICCI), Brighter Futures, Canada Prenatal Nutrition Program (Health Canada), Provincial Early Childhood Funding sources, DIAND funding for programs, grants and subsidies, etc.
- Linking and collaborating with other services and programs in the community, ie. health programs, social service programs, nutrition programs, family programs, education programs, other childcare/child development programs, schools, community services, etc.
- Collaborating with other Head Start projects in the sharing of resources, curriculum, teaching materials, training and professional development.
- Linking and networking with services and programs in the broader community, ie. Resource People, Specialists, Education & Training Organizations for Professional Development, Early Childhood Development Organizations, and Provincial and Federal Organizations.

#### **4. Sample Job Descriptions:**

See sample job descriptions in Chapter 10. Also included in that Chapter is a sample salary/wage grid reflective of actual rates of pay of various head start workers.

Qualifications of the Staff will vary and depend on the program needs and capacity within the community. Ideally, all Workers will have a minimum of ECE training.

### **9.5 STRENGTHS OF THIS MODEL**

1. It is an opportunity to build strong parental leadership and involvement in the program because parent participation is mandatory.
2. It might be easier to develop the program based on identified needs and not on existing program structures and powers. It will allow the program to be community-driven by parents and families.
3. It will be easier to get parent and family involvement for this program as it will be a new program which will create enthusiasm.
4. It is an excellent opportunity for communities to develop the programs based on the needs and priorities of the community at the time. Because many of these programs can be short and delivered within a specific timeframe, it gives the community the opportunity to try out different programs.
5. There is good opportunity for parents to develop and enhance their skills and capacity to work with their own children.
6. Parents and children can choose their favourite educational resources and materials to promote continued learning in the home.
7. There is more opportunity to work with the higher risk families in the community.
8. Social support for parents is incorporated into the program.
9. If a community member needs to take ECE training, the schedule can be adapted for this.

10. Parents can choose which programs they want to sign up for and it doesn't require such a long-term commitment.
11. This program is an excellent way to build community capacity and skill development as programs are continually offered and different people can sign up for the programs. More people are able to access the programs.
12. There are not high operating costs for centers as this model only enhances existing programs.
13. Outreach services will be made available for children in the 0 to 6 age range who are not accessing centre-based services.
14. This model facilitates collaboration with existing services and programs. Therefore it will allow for good accountability and visibility of Head Start in the community.
15. This model takes a wholistic (whole) approach to service delivery for children and families and integrated case management.

## **9.6 CHALLENGES OF THIS MODEL**

1. Parent participation in the beginning may be a challenge as parents haven't been accustomed to assisting in their child's development. This is where it is critical that parents are informed at the beginning of the program that their participation is mandatory and the program policies should reflect that mandate.
2. It can be difficult to find qualified First Nations Teachers or ECE's, especially isolated communities. It is more expensive to attract qualified Workers to an isolated community. It may also be difficult to find Workers who are willing to work in the evenings.
3. It may be more difficult to incorporate the six components of Head Start in a comprehensive way as each program is specific.
4. There is less opportunity for children to learn the socialization skills and the routine of a structured environment. There is also less opportunity for parents to become accustomed to a more structured learning environment.

5. The opportunities for gross motor skill development may be more limited (playground equipment and climbing toys).
6. If the Worker(s) are not ECE qualified, their knowledge and skills around early childhood education may be more limited.
7. It is more difficult to give a 'Head Start flavour' as it is not a Head Start specific program, but rather a combination of programs that make up Head Start. It will be more difficult to assess/evaluate the success or the challenges of the program as a whole and the overall success of the children and families.

# 10

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## **SAMPLE JOB DESCRIPTIONS & SALARY/WAGE SURVEY**

### 10.1 OVERVIEW

The following *Sample Job Descriptions* provided are a reflection of head start requirements and expectations put forth in the ‘Aboriginal Head Start On Reserve Principles and Guidelines’ booklet. In addition, a survey was sent out to the Head Start Projects across the Region requesting information on salaries/wages and job descriptions. The information presented in this Chapter are considered guidelines only and to be followed at the discretion of each community.

The communities will determine their own job titles and descriptions according to their own unique needs. Some jobs may be combined or others created depending on the size and needs of the Head Start Programs and communities.

This chapter provides sample job descriptions and compiled information from a salary/wage survey conducted in conjunction with Headquarters, AHSOR in 2003.

The *Sample Job Descriptions* have been provided:

- ❑ Center Administrator, Coordinator, Manager or Director
- ❑ Early Childhood Educator
- ❑ Family Outreach Worker, Family Support Worker, Family and Community Development Worker, Family Program Worker, ECE Outreach Worker
- ❑ Food Service Worker, or Cook
- ❑ Cultural Coordinator, Language Worker

The job titles are based on the completed surveys from the various Head Start projects in the Region.

***Other positions*** of Head Start staff could be:

- ❑ Assistant Administrator, Coordinator, Manager or Director
- ❑ Assistant Early Childhood Educator
- ❑ Early Childhood Educator Trainee (500 hours)
- ❑ Early Childhood Educator Infant Toddler
- ❑ Infant Toddler Assistant
- ❑ Early Childhood Educator Outreach Worker Assistant
- ❑ Elders
- ❑ Curriculum Developers

***Support Positions*** for each program could be:

- ❑ Bus Driver, Van Driver
- ❑ Janitor, Custodian
- ❑ Receptionist, Secretary Bookkeeper
- ❑ Bookkeeper

The Pay Scale Grids provided are ***actual*** pay rates of various Head Start Staff of Projects across B.C. and are provided for reference only. The Pay Scale Grids are not reflective of Health Canada requirements. The ***Pay Scale Grids*** are results of an environmental scan conducted where Head Start Staff voluntarily completed a survey on salaries/wages.

### **Sources of Information:**

Other sources of information and research on early childcare salaries/wages included the following sources:

- ❑ **Aboriginal Head Start On Reserve – Principles and Guidelines**. 1998. Health Canada. Minister of Health: Ottawa, ON.
- ❑ **Annual Roll-Up from Regional Coordinators**, Health Canada. Unpublished document.
- ❑ **BC Aboriginal Child Care Society ‘Caring for our Children’**, #209 1999 Marine Drive, North Vancouver, BC, V7P 3J3. Telephone: 604-990-9939, Fax: 604-990-9457

- ❑ **Child and Family Canada** – A document from Child Care Connection Nova Scotia – Posted by the Child Care Connection Nova Scotia – <http://www.cfc-efc.ca/docs/00000321.htm>
- ❑ **Children and Youth Programs Population and Public Health Branch**, Health Canada, BC/Yukon Region – Project Management Guidelines – J:\HPPB\Central Filing\Program Files\CAPC\Policy CAPC-0-1\Guidelines\BC Guidelines
- ❑ **STERLING CONSULTING & BCFNHS**: “*Guidelines to Models of Delivery*” *Handbook*. 2001. Prepared for BCFNHS.
- ❑ **Westcoast Child Care INFORM** and West Coast Child Care Resource Center, 3<sup>rd</sup> Floor, 210 West Broadway, Vancouver, BC, V5Y 3W2. Telephone: 604-709-5661, Fax: 604-709-5662
- ❑ ‘**you bet I CARE**’, A Canada-Wide Study on: *Wages, Working Conditions, and Practices in Child Care Centers*. 2000. Doherty, Golman, LaGrang, Lero. University of Guelph, Ontario. Center for Families, Work and Well Being. <http://uoguelph.ca/cfww>

## 10.2 SAMPLE JOB DESCRIPTIONS

### **CENTER ADMINISTRATOR, COORDINATOR, MANAGER OR DIRECTOR**

#### **Qualifications:**

- ❑ University Degree in Education, Child Development, Health or related fields
- ❑ Diplomas in Early Childhood Education, Special Needs and Infant/Toddler education
- ❑ Minimum of 3-5 years administrative experience in Child Care, Health or education setting
- ❑ Excellent, organizational, communication and interpersonal skills
- ❑ Well developed, leadership, management and supervisory skills
- ❑ High level of sensitivity and experience working with First Nations children and communities
- ❑ Knowledge and understanding of local First Nations heritage, traditions and culture
- ❑ Collaborative work ethic
- ❑ Relevant office, computer, and program planning knowledge and experience
- ❑ Valid First Aid and CPR certification
- ❑ Criminal Record and Child Abuse Registry Check
- ❑ Compliance with the Immunization Program of the Ministry of Health
- ❑ Adhere to Code of Ethics and Oath of Confidentiality

#### **Job Summary:**

The Head Start Program should be managed in such a way that the children, families, parents/guardians and staff are treated fairly and that decisions will not be influenced by private or personal considerations, and the project will be delivered efficiently and economically. The manager operates the program so that it is designed, operated and evaluated according to the Head Start principles and guidelines. It should be evident to the Community that the best interests of the children, families and community are most important.

#### **Responsibilities:**

- ❑ Establish management structures with community and project representation

- Ensure the management structures oversee the project management, including the reporting of expenditures. Examples of management structures include:

- Board of Directors (required)
- Parent body, e.g. Parent Advisory Council
- Elders Advisory Council
- Finance Committee
- Employee-selection/hiring Committee
- Personnel Committee
- Project Review Committee
- Curriculum Development Committee
- Long-term Planning Committee

Note: Some Committees may be combined, e.g. personnel/hiring/finance.

- Develop mechanisms or ways of ensuring that the project is accountable, including:
  - developing a formalized Code of Conduct and a Code of Ethics for employees, Board of Directors and committees;
  - developing and establishing Conflict of Interest Guidelines and Policies;
  - developing and implementing a Policy Procedures and manual; and
  - reporting and communicating with Sponsor, Head Start Regional Staff and Parent Body, when analyzing budgets, planning from budgets and analyzing financial reports;
- Report on project activities to the community by:
  - holding regular Head Start On Reserve meetings and consultation processes on project matters;
  - communicating through newsletters;
  - having Sponsors/project-hosted informal question/answer periods with parents; and
  - holding strategic planning sessions to meet children's individual needs and project need;
- Report on project activities to government by:

- maintaining current financial records in accordance with generally accepted accounting principles, standards, practices and methods;
  - submitting complete financial reports to Health Canada; and
  - completing and submitting narrative activity reports as required;
- report on project activities to other funding sources in accordance with criteria negotiated;
- Ensure that the project is independently evaluated, by:
- developing locally specific evaluation criteria;
  - incorporating appropriate reviews of all aspects of programming; and
  - participating in the National Program Evaluation.
- Follow applicable child care or Preschool legislation, or day-care licensing regulations in their respective province or territory, until First Nations develop their own standards. (Refer to provincial/territorial child care, Preschool or day-care-licensing regulations.)
- Provide a safe, healthy and nurturing environment for children and families.
- Follow Program safety standards, comparable to existing provincial standards and regulations for child-care facilities, until First Nations develop their own standards, e.g. those applying to:
- public buildings
  - construction and maintenance
  - fire inspection and regularly scheduled fire drills
  - handicap accessibility
  - equipment and materials
  - transportation
  - day care licensing, where appropriate
- Employ staff and volunteers trained in First Aid and CPR.
- Model healthy lifestyles by:
- encouraging staff to live or take steps to live by Head Start On Reserve values

- encouraging staff to explore further what it means to live “holistically” and to take appropriate actions. E.g. quitting smoking, exercising regularly and improving eating habits
  - encouraging staff to enthusiastically participate in project activities
  - requiring that staff neither drink alcohol, nor take drugs, while at the project site or at a project-sponsored or related activity
  - Forbid smoking on project sites or during activities that are sponsored by or related to Head Start On Reserve Program, when children are in attendance.
- Implement the six program components of head start:
- Culture and Language
  - Education
  - Health Promotion
  - Nutrition
  - Social Support
  - Parent and Family Involvement

## EARLY CHILDHOOD EDUCATOR

### **Qualifications:**

- ❑ Early Childhood Educator Certificate or Diploma
- ❑ Have experience and/or a keen desire to work with children
- ❑ Excellent organizational, communication and interpersonal skills
- ❑ Knowledge of the local First Nations heritage, language and culture
- ❑ High level of sensitivity and experience working with First Nations children, families and community
- ❑ Be a positive role model for children, parents and families
- ❑ Commitment, flexibility and good problem solving skills
- ❑ Relevant computer experience preferred
- ❑ A collaborative work ethic
- ❑ Food Safe, Valid First Aid and CPR certification
- ❑ Criminal Record and Child Abuse Registry Check
- ❑ Compliance with the Immunization Program of the Ministry of Health
- ❑ Adhere to Code of Ethics and Oath to Confidentiality
- ❑ Drivers License

### **Job Summary:**

The purpose of the Head Start component is to support and encourage each First Nations child to enjoy life-long learning. More specifically, the projects will encourage each child to take initiative in learning and will provide each child with enjoyable opportunities to learn. This will be done in a manner that is appropriate to both the age and stage of development of the child. The ultimate goal is to engage children in the possibility of learning, so that they carry forth the enthusiasm, self-esteem and initiative to learn in the future.

### **Responsibilities:**

- ❑ Work with and under the direction of the Head Start Coordinator, Administrator, Manager or Director
- ❑ Assist the Head Start Management in the development of opportunities for quality education for young children in preparations for entrance into the school system
- ❑ Provide guidance and direction to other Head Start personnel in the delivery of the Program

- ❑ Serve as an advocate in explaining and ensuring the rights of both child and parent/caregivers in the ongoing education process
- ❑ Establish and maintain a file management system where there is a record of children and families involved in the project
- ❑ Assist with preparation of yearly budget and monthly forecast of cash flow in collaboration with financial administration (depending on staffing positions of the program)
- ❑ Implement monthly practice procedures for fire, natural disasters and other emergencies
- ❑ Plan, prepare and present the Head Start On Reserve Program in accordance to the six components as outlined in the Aboriginal Head Start Principles and Guidelines Handbook, including the following:
  1. **Parent and Family Involvement:**
    - ❑ Manage the program so that parents have a meaningful experience in the planning, developing, operation and evaluation of the Program
    - ❑ Support the role of extended family, particularly the Elders, cultural teachers and traditional people, in the teaching of and caring for children
    - ❑ Provide and communicate about opportunities to participate
    - ❑ Encourage and empower parents to participate
    - ❑ Do not make a child's registration and participation dependent on one or both parent's participation
  2. **Education:**
    - ❑ Provide the children with appropriate curriculum and resource materials and activities
    - ❑ Foster a desire for life-long learning in the child
    - ❑ Develop the school readiness of the child in the following areas:
      - ◆ physical well-being and appropriate motor development;
      - ◆ emotional health and a positive approach to new experiences;
      - ◆ social knowledge and competence;

- ◆ language skills;
- ◆ general knowledge and cognitive skills; and
- ◆ spiritual well-being; and
- ◆ provide the child with a learning environment and varied experience that will contribute to his/her physical, spiritual, emotional, intellectual and social development.

### 3. **Culture and Language:**

- Encourage thoughtfulness and reflection about how to ensure that this is a comfortable place for First Nations people to be who they are
- Demonstrate an understanding of, respect for and responsiveness to First Nations cultures and languages
- Focus on the First Nations cultures and languages of the children in the program
- Create an environment in which children, families, employees and volunteers participate in relevant and significant activities on a daily basis
- Provide opportunities for Elders, traditional people and cultural people to participate
- Provide opportunities for children, families and communities to enhance their knowledge of their language and culture
- Apply first Nations cultural values and beliefs to all aspects of daily programming, Program governance and administration
- Provide an environment that reflects the First Nations values, cultures and practices of the project's community
- Integrate Elders, cultural teachers, traditional and knowledgeable people in the design, development and delivery of the project

### 4. **Health Promotion:**

- Ensure that all children are immunized according to provincial standards. This will be done in co-operation with parents/guardians through local health-service providers
- Ensure that the appropriate physical, vision, and hearing assessments are done either within the first month following registration, or, in more remote

communities, when arrangements are made for qualified personnel to do the assessments

- ❑ Assist parents in ensuring that these assessments are done, if required
- ❑ Assists parent to arrange for medical treatment if required
- ❑ Teach, model and encourage good dental hygiene in the Program
- ❑ Perhaps assist parents to arrange for dental examinations for the children
- ❑ Seek the assistance of Elders (for traditional healing circles and/or ceremonies), if needed, to meet the needs of each child
- ❑ Seek the assistance of psychiatrist, psychologists, speech therapists, physiotherapists and other specialists, if needed, to meet the needs of the child
- ❑ Develop and undertake indoor and outdoor activities and games, including both children and staff, to promote development of gross motor skills and participation in an active lifestyle
- ❑ Encourage parents to participate in activities that will promote a healthy and active lifestyle

5. **Nutrition:**

- ❑ Provide the children with the essential nutrients that they require to grow, develop and be active
- ❑ Feed children appropriately for the period of time each day that they are at the project
- ❑ Meet the children's nutritional needs by using the Aboriginal Food Guide, which is comparable to Canada's Food Guide, but also respect local traditions and customs
- ❑ Provide children and parents with opportunities to learn about and further develop nutritious and healthy eating habits

6. **Social Support:**

Identify the need for and facilitate the provision of social support to First Nations children and families. Methods of social support could include:

- ◆ Provide referrals
  - ◆ Implement family-needs assessments;
  - ◆ Utilize community-outreach programs;
  - ◆ Provide community resource information;
  - ◆ Provide emergency-assistance information; and
  - ◆ Provide crisis-information;
- Develop a list of collaborative service providers, i.e. local, regional, provincial, and national organizations, groups and individuals; and involve local service-providers in the program.

## **CULTURAL COORDINATOR**

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**Qualifications:**

- ❑ Exceptional Knowledge and understanding of the First Nations heritage, language and culture of the Community
- ❑ High level of sensitivity to First Nations issues
- ❑ Excellent communication and interpersonal skills
- ❑ Experience in curriculum development and implementation
- ❑ Have experience and/or a keen desire to work with children
- ❑ Possess a collaborative work ethic
- ❑ Adhere to Code of Ethics and Oath of Confidentiality
- ❑ Criminal Record and Child Abuse Registry Checks
- ❑ Compliance with the Immunization Program of the Ministry of Health

**Job Summary:**

The Purpose of the Culture and Language component is to provide children with a positive sense of themselves as First Nations children and to build on the children's knowledge of their First Nations languages and experiences of culture in their communities. More specifically, projects will enhance the process of cultural and language revival and retention, with the ultimate goal that, where possible, children will aspire to learn their respective languages and will participate in their communities cultures.

**Responsibilities:**

- ❑ Encourage thoughtfulness and reflection about how to ensure that the program is a comfortable place for First Nations people to be who they are.
- ❑ Demonstrate an understanding of, respect for and responsiveness to First Nations cultures and languages.
- ❑ Focus on the First Nations cultures and languages of the children in the program.
- ❑ Create an environment in which children, families, employees and volunteers participate in relevant and significant activities on a daily basis.
- ❑ Provide opportunities for children, families and communities to enhance their knowledge of their culture and language.
- ❑ Apply First Nations cultural values and beliefs to all aspects of daily programming, Program governance and administration.

- ❑ Support the role of the extended family, particularly the Elders, cultural teachers and traditional people, in the teaching of and caring for children.
- ❑ Develop culturally appropriate and sensitive curriculum materials for programs ongoing use.
- ❑ Speak and model the First Nations language in the centre and the community.
- ❑ Be a holistic role model for children, parents/caregivers and community.

**FAMILY OUTREACH WORKER, FAMILY SUPPORT WORKER  
FAMILY & COMMUNITY DEVELOPMENT WORKER, OR  
FAMILY PROGRAM WORKER**

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**Qualifications:**

- ❑ Early Childhood Educator Certificate, Diploma or Social Services Worker, or
- ❑ Several years experience in relevant field or program
- ❑ Excellent organizational, communication and interpersonal skills
- ❑ Knowledge of the local First Nations heritage, language and culture
- ❑ High level of sensitivity and experience working with First Nations children, families and community
- ❑ Knowledge of Child Abuse and Neglect Indicators
- ❑ Knowledge of Substance Abuse, Addiction, and Family Violence
- ❑ Knowledge of Resources, Programs and Services that deal with Family Support
- ❑ Be a positive role model for children, parents/guardians
- ❑ Commitment, flexibility and good problem solving skills
- ❑ Relevant computer experience preferred
- ❑ A collaborative work ethic
- ❑ Food Safe, Valid First Aid and CPR certification
- ❑ Criminal Record and Child Abuse Registry Check
- ❑ Compliance with the Immunization Program of the Ministry of Health
- ❑ Adhere to Employee Code of Ethics and Oath to Confidentiality
- ❑ Drivers License and a reliable means of transportation

**Job Summary:**

The purpose of the outreach program is to ensure families who are not involved in the Head Start Centers are aware of resources and community services to improve their quality of life. Outreach workers will advocate for families and work in co-operation with service providers to ensure families receive adequate support. The ultimate goal is to empower parents/caregivers to access assistance and services that will help them to be active participants in both their children's lives and the Head Start On Reserve Program.

**Responsibilities:**

1. Work with and under the direction of the Head Start Coordinator, Administrator, Manager, or Director:
  - ❑ Assist the Head Start Management in the development of opportunities for quality education and services for young children in preparation for entrance into the school system;

- ❑ Serve as an advocate in explaining and ensuring the rights of both child and parent/caregivers in the ongoing education process;
- ❑ Establish and maintain a file management system where there is a record of children and families involved in the project;
- ❑ Plan, prepare and present the Head Start On Reserve Program in accordance to the six components as outlined in the Aboriginal Head Start Principles and Guidelines Handbook where appropriate:

## 2. Parent and Family Involvement:

- ❑ Manage the program so that parents have a meaningful experience in the planning, developing, operation and evaluation of the Program;
- ❑ Support the role of extended family, particularly the Elders, cultural teachers and traditional people, in the teaching of and caring for children;
- ❑ Provide and communicate about opportunities to participate;
- ❑ Encourage and empower parents to participate;
- ❑ Do not make a child's registration and participation dependent on one or both parent's participation.

## 3. Education:

- ❑ Provide families and children with opportunities to access appropriate curriculum and resource materials and activities;
- ❑ Assist parents/caregivers to foster a desire for life-long learning in the child;
- ❑ Assist parents/caregivers to develop the school readiness of the child in the following areas:
  - ◆ physical well-being and appropriate motor development;
  - ◆ emotional health and a positive approach to new experiences;
  - ◆ social knowledge and competence;
  - ◆ language skills;
  - ◆ general knowledge and cognitive skills;
  - ◆ spiritual well-being;

- ◆ provide the child with a learning environment and varied experience that will contribute to his/her physical, spiritual, emotional, intellectual and social development.

#### 4. Culture and Language:

- Encourage thoughtfulness and reflection about how to ensure that this is a comfortable place for First Nations people to be who they are;
- Demonstrate an understanding of, respect for and responsiveness to First Nations heritage, culture and language;
- Focus on the First Nations, heritage, culture and language of the children in the program;
- Create an environment in which children, families, employees and volunteers participate in relevant and significant activities on a daily basis;
- Provide opportunities for Elders, traditional people and cultural people to participate;
- Provide opportunities for children, families and communities to enhance their knowledge of their language and culture;
- Apply First Nations cultural values and beliefs to all aspects of daily programming, program governance and administration;
- Provide an environment that reflects the First Nations values, cultures and practices of the project's community;
- Integrate Elders, cultural teachers, and traditional and knowledgeable people in the design, development and delivery of the project.

#### 5. Health Promotion:

- Ensure that all children are immunized according to provincial standards. This will be done in co-operation with parents/guardians through local health-service providers;
- Ensure that the appropriate physical, vision, and hearing assessments are done either within the first month following registration, or, in more remote communities, when arrangements are made for qualified personnel to do the assessments;

- Assist parents in ensuring that these assessments are done, if required;
- Assists parent to arrange for medical treatment if required;
- Teach, model and encourage good dental hygiene in the Program;
- Perhaps assist parents to arrange for dental examinations for the children;
- Seek the assistance of Elders (for traditional healing circles and/or ceremonies), if needed, to meet the needs of each child;
- Seek the assistance of psychiatrist, psychologists, speech therapists, physiotherapists and other specialists, if needed, to meet the needs of the child;
- Develop and undertake indoor and outdoor activities and games, including both children and staff, to promote development of gross motor skills and participation in an active lifestyle;
- Encourage parents to participate in activities that will promote a healthy and active lifestyle;

#### 6. Nutrition:

- Provide families/caregivers with information about essential nutrients that children require to grow, develop and be active;
- Provide families/caregivers with information to learn about children's nutritional needs by distributing brochures on the Aboriginal Food Guide and Canada's Food Guide, but also respect local traditions and customs;
- Provide children and parents with opportunities to learn about and further develop nutritious and healthy eating habits.

#### 7. Social Support:

Identify the need for and facilitate the provision of social support to First Nations children and families. Methods of social support could include:

Provide referrals:

- ◆ Implement family-needs assessments;
- ◆ Utilize community-outreach programs;

- ◆ Provide community resource information;
  - ◆ Provide emergency-assistance information; and
  - ◆ Provide crisis-information;
8. Develop a list of collaborative service provider, i.e. local, regional, provincial, and national organizations, groups and individuals; and
  9. Involve local service-providers in the program.

### **FOOD SERVICE WORKER, COOK, NUTRITIONIST**

#### **Qualifications:**

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- ❑ Child Safe and Food Safe Certificates
- ❑ Familiar with basic nutritional requirements
- ❑ Have experience and/or a keen desire to work with children
- ❑ Collaborative work ethic
- ❑ Compliance with Immunization Program of the Ministry of Health
- ❑ First Aid and CPR
- ❑ Criminal Record Check and Child Abuse Registry Check
- ❑ Abide by local Code of Ethics and Code of Confidentiality
- ❑ Abide by Health and Safety procedures and licensing requirements

**Job Summary:**

The purpose of the Nutrition component is to ensure that children are provided with food that will help them meet their nutritional needs, and to educate staff and parents about the relationship between nutrition and a child's ability to learn, and to develop both physically and mentally. Mealtimes provide opportunities for sharing, teaching, and socializing. The ultimate goal is to empower students and parents to develop or enhance nutritional eating habits that will be maintained after the children's Head Start On Reserve experience.

**Duties will include but are not limited to:**

Under the supervision and direction of the Head Start Director, Coordinator, Supervisor or Manager – plan, prepare and deliver all snacks and meals ensuring the nutritional component of Head Start and the Aboriginal Food Guide are being met on a consistent and regular basis.

- ❑ Prepare and follow weekly menu, post for display;
- ❑ Prepare weekly shopping list;
- ❑ Provide children the essential nutrients that they require to grow, develop and be active;
- ❑ Feed children appropriately for the period of time each day that they are in the program;
- ❑ Meet the children's nutritional needs by using the Aboriginal Food Guide, which is comparable to Canada's Food Guide, but also respects local traditions and customs;
- ❑ Provide children and parents with opportunities to learn about and further develop nutritious and healthy eating habits;
- ❑ Be aware of children's allergies and medical history and prepare and adapt meals accordingly;

- Be willing to attend workshops on Professional development days.

### 10.3 SALARY/WAGE SURVEY

The following grids are based on actual pay scales of various on-reserve Head Start Program staff. These are not cumulative and are listed randomly. This information is for reference only and has been summarized to protect the confidentiality of the respondents. This information was submitted to us in December 2003 by Head Start Sites.

#### **Key Points About the Survey Summaries:**

- ❑ Many Head Start staff indicated that they would like to see an actual Wage Scale developed by AHSOR (minimum/maximum rates of pay, increments, qualifications, years of experience).
- ❑ Most Head Start programs do not have a wage scale in place or the scale is not followed.
- ❑ Most Head Start staff are underpaid according to the research we conducted, particularly front-line Staff.
- ❑ Many Head Start staff do not receive regular or consistent increments.
- ❑ Many Head Start staff do not have extended medical or benefit packages nor do they have pension plans.
- ❑ The salaries for similar positions have wide variances, indicating a need for the development and implementation of a wage scale.