OHS Wednesday: Head Start Program Performance Standards
December 14, 2016

Sharon Yandian:...December. OHS Head Start Program Performance Standards Wednesday. We're looking forward to a great webinar with staff from the Office of Head Start, and staff from the Program Management and Fiscal Operations Center. [Inaudible] of implementation of the Performance Standards, particular as it relates to 1302.103. Today, we have almost 1000 people, which is really exciting. Why don't we go ahead, before we get started, and before I introduce Dr. Enriquez, to just locate where the resources are for this presentation so that people can get set. So you can go here under OHS Wednesday talk, and you should be able to find three resources. This PowerPoint, the Management Wheel, and Implementation Guiding Questions. So take some time while we are introducing ourselves to find those resources so that you can follow along. So, I'm really excited. This particular topic is of -- all topics are, of course, exciting to Dr. Enriquez. But she has had her hand quite a bit in this topic and this presentation.

So we're looking forward to having a little introduction from her before we hear from David Jones and John Williams.

Thank you.

Dr. Blanca Enriquez: Thank you, Sharon. And good afternoon, everyone. It's wonderful to spend another afternoon with you today as we take a look at a very exciting topic. You know, for the past four months between September -- August, September, October, November, and now December, our trainings, our webinars, even our OHS Wednesdays have really focused on different sections of the Head Start Program Performance Standards. We have helped you to think about analyzing concepts, and how the Performance Standards are organized. We also have discussed interpretations of the regulation. We've clarified many misunderstandings, and we've answered a lot of burning questions and concerns. Today will be a little bit different.

I'm excited about today because today we will bring it all together for you. What we're going to do is we're going to talk about how you the grantees can organize your thinking in planning the implementation and building your teams. We're also going to focus on what we call systems management, systems thinking, and systems building. In this process, we're going to bring to life, quote, "a Standards planning process," unquote, which will be the Standards planning process will really be inclusive of your staff and your governing body. It will incorporate and integrate your program's design, and it will center on something that we call implementation approach, or you will hear it as implementation journey. Of course critical for us in doing this is to continuing to embrace what we have called the paradigm shift. And paradigm shift is simply you the grantees, all of us, thinking about how to structure our programs. The programs that we offer our children and our families, and that our staff implement. How do we structure that? We will be posing questions that you should be pondering and answering within the context of your community assessments, the context of your outcomes, and the context of your systems.

So this is where I mentioned we're putting it all together. We're bringing it all together. And so, we're going to expound on this exciting concepts. We have some exceptional people here to talk to you about that. And so, Sharon, you want to talk to us about that?

Sharon: Sure. I just want to -- Thank you so much. I want quickly chat about what we hope to accomplish today, in the next hour for a bit. People should have their resources. We're going to hear from David Jones and John Williams. And then, we're also in the hot topics, we're going to hear from Colleen Rathgeb around background checks so people might want to also pull up later the Program Instruction that came out on December 8 that will help us in that conversation. And then, we'll have a nice wrap up. So, with that, I'd like to turn it over to David.

David Jones: Thank you, Sharon, and Dr. Enriquez for those opening remarks. And for setting the tone. I'd like to extend a warm welcome to members of our T/TA workforce and participating grantees. I'm here today with John Williams, IFC lead and member of the Program Management and Fiscal Operations management center, who will be co-facilitating. PMFO has developed the following presentation to provide suggestions to grantees that might have questions as to how to implement the Standards.

John Williams: This quote summarizes the way both OHS and PFMO feel about how important it is to ensure that Head Start grantees are supported through the role-out process.

David: That's right, John. This is such a great quote because on the one hand it acknowledges the anxiety some grantees and members of our workforce may have with implementation of the regulations. And on the other hand, it suggests that we are aware that we're thinking about this as well, and we're all managing this together.

John: As we outline the possibilities for the Standards Implementation Process, it's first important to review the Implementation Stages Framework, as it can serve as a helpful guide. As we take a look at each of the stages, we can examine some of the key characteristics of each stage. First of all in Exploration, we're involved in assessing the need, and examining the fit and feasibility. As we move forward to Installation, we're looking at attaining and adjusting resources based on fact-finding. On the Initial implementation area, we're looking at initiating practice, and using data to improve infrastructure support. And finally, with Full Implementation, we're looking at a stabilized methodology that we have consistent practice and positive outcomes. So, we're actually going to give you a chance now given that quick review of the implementation stages to get a sense of where all of you are in terms of your experience so far with implementation science.

So, our new question here is, "How much time have you spent either as a grantee or as TA provider with implementation science?" And we're going to give you a few minutes, a few seconds now to send us your results. And again, the choices are a small amount of time, a moderate amount of time, and a great deal of time. Why don't we go ahead send those results to the audience so everybody can see. And as you see, the majority of you looks like have said a small amount of time. So that initial review I just went through of the stages should be helpful. And again, David and I will both expound upon those stages as we go on, so you'll have a chance to get a further understanding.

David: Thanks, John. So as John just mentioned, the Implementation Stages Framework is an important ongoing reference for the Standards Implementation Process. We will reference it as we discuss the suggestions for your standards implementation process. But also, keep in mind that it is typical for a grantee to go back and forth between the first three stages of Exploration, Installation, and Initial Implementation depending upon the activity. Also remember that each of effective dates of Standards implementation starting with November 7, 2016 represents the Initial Implementation stage. As we see on this particular slide, looking at the arrows, nothing prevents programs from then going back to

exploration and installation to, to determine additional work needed to support the new Standards. It's also important to remember that this is an incremental process.

John: So with that, let us begin the Standards Implementation Process together.

David: I think we are all aware that November 7, 2016 was the date the new Head Start Program Performance Standards became effective. This is the first major revision of the Standards since 1975.

John: That's a very important piece to point out, David. And this section is designed to make this rollout a very constructive process for Head Start grantees. How you approach it's implementation is up to your program. We would suggest developing some written trail that can inform your program staff and stakeholders. Regardless of the date, as we just discussed, it's important to remember that implementation of these new Standards is an ongoing process. It's also important to remember you will be supported in this process, and you are free to customize your implementation activities in a way that's consistent with your particular operation.

David: That's right. And these are a few reminders as you begin this process. Now I know that this is going to sound really familiar. However, reading the Preamble, which is up on the ECLKC, can be helpful as it provides insight into the rationale behind changes in the Standards. For example, there's extended discussion around the role of parent engagement in the governance section outlining why grantees have the option of extending the Policy Council terms of office for a maximum of five one-year terms. This kind of insight is seen throughout this document. Having both the Preamble and the Head Start Act handy as ongoing references is a good thing.

John: Also don't forget that you can utilize your program specialists as an ongoing resource.

David: So to get started, one suggestion is to organize your staff so that they are all engaged and understand their role to standards implementation. The ensuing slides contains several suggestions.

John: So starting with this slide, we're suggesting several task-functional teams that can be representative of the Exploration stage of the Active Implementation Framework. The first suggested team is senior management, which can serve as the lead body for the other suggested task teams. This team can track the overall process of agency standard implementation process with an emphasis on key timelines for the compliance table on ECLKC.

David: Additionally, you can also think about forming staff content teams based on relevant areas of the new Standards, and you can see an example of what I'm referring to on this slide. Each of these teams can focus on how current activities, as well as existing policies and procedures line up with the new Standards. There initial formation efforts could be included in the Exploration stage.

John: Another possible task activity for senior management is to engage the governing body and Policy Council in this Standards Implementation Process. This can be an opportunity to review and explore how your program leadership lines up with the new standards. This activity could also be included in the exploration.

David: So why don't we talk a little more about Exploration, John.

John: Okay. So as this slide expounds upon, David, we're looking at Exploration containing several key areas. And again, that's assessing the needs, examine fit and feasibility, forming teams, developing

communication protocols, and identifying infrastructure elements. Now how those really translate to the standards implementation process reads as follows. Programs can consider the standards implementation teams and the task teams -- we've already talked about that -- leadership reviews communications practices to ensure that staff, decision-makers, and stakeholders have the supporting documents and resources necessary to move the program forward with the implementation process. Then senior management continues to engage in governing body and policy council to explore, review and explore how the program leadership aligns up with the new Standards. Senior management also works with these new bodies to explore and determine the agency's alignment with the new Standards. Program leadership reviews program goals and objectives to ensure that they are in alignment with the Head Start Program Performance Standards.

David: Thanks, John. Now, in regards to the Active Implementation Framework, each of the aforementioned teams will be involved in the Installation state in terms of discovering how the agency is positioned to address the new Standards. This is the time when task teams can outline recommendations around procedural and/or budget adjustments needed to support the implementation stages. Now we will move to a key tool that can support the further organization of your standards implementation efforts. The Head Start Management Systems Wheel. Before we progress with the discussion, we would like to launch our second or ask our second poll question. And the question is how much time have you spent using the Management Systems Wheel as a tool to support your program or TA activities. And again, we're going to give you about 40 seconds or so to respond to the poll.

[Silence]

John: And since we have over 1000 people, we're looking forward to getting a lot of great responses here.

Sharon: Exactly.

[Silence]

David: Wait. A little bit.

John: Okay. Take a - take a little more time. And we'll wrap up shortly. We just want to make sure everybody had a chance to weigh in. We realize that some of you might be participating in groups, and different configurations, so be sure to make yourself heard. Okay. So, why don't we share the results. And as you can see, by an overwhelming margin, a lot of you are still getting your arms around the Management Systems Wheel. So I want to make a commercial announcement at this point, and just remind people that is now on ECLKC as of last week, along with our Guiding Questions. So you'll have that as an ongoing resource, as well.

And so, we'll just talk about that. So, why don't we now take a look at the slides and explain what the wheel is all about. And again, you'll be able to look at this further when you go on ECLKC. The outer blue circle is entitled Leadership and Governance, and that's the over arcing -- overarching theme of the management systems, and the core ingredient for any successful Head Start program. This section reflects the Head Start program leadership. Again, that's the governing body/Tribal Council, the Policy Council, and key management staff working together to provide leadership and strategic direction. As we move to that next yellow layer, the yellow circle outlines the scope of these systems, consistent with

the five-year project period. The systems outline here support program management, planning, and more developed oversight systems which enables programs to comply, increase quality, and ultimately strive for excellence. The third area, the light blue area outlines the individual management systems themselves. And there are 12 in number. I'm just going to cover about six for today, and again, you can take a further look as you download the resource yourself. Let's start with Program Planning & Service System Design. This system at the 12 o'clock hour supports the program planning function, which guides all programs on their 5-year journey. Expanding the name of this system to include service system design reinforces the fact that program planning should include coordinated approaches that directly impact children and families. Next to Program Planning & Services design is Data & Evaluation. And we realize that this is a vital area that recognizes the importance of data in the program-planning process. Data informs all of the major components of the program planning cycle, including evaluation. Effective programs have a strong data management systems, which contributes to qualitative and quantitative program evaluation. Next to Data & Evaluation is Fiscal Management.

This system ensures accountability for federal assets comply with regulations, and includes internal controls. Appropriate reporting systems are in place, and program leadership work in partnership to develop and execute a budget, otherwise known as your financial plan, that reflects and supports program goals and priorities. Moving forward a little bit, we're going to look at Facilities & Learning Environments this time around. And this area reinforces the importance of dividing and maintaining all facilities so that they actively support children and families in both indoor and outdoor environments while providing spaces that are not only safe, but inspire learning. One other area, two other areas we want to touch on, as well, include Technology & Information Systems. This area underscores the importance of maintaining a physical infrastructure that supports the increased reliance on data collection and analysis. This means the selection in management of appropriate hardware -- think of computers -- as well as software.

And think of programs such as Child Plus, Promise, Teaching Strategies Gold, just as a few examples, which enables programs to monitor their progress. Last but not least, we're going to touch on Human Resources. This area reminds us that any Head Start program is only as good as its people. A strong human resources system ensures that staff members and volunteers have both the credentials and/or competencies that they need to fulfill their respective responsibilities. As we move further into, inside the Management Systems Wheel, all of these systems work together to inform and influence a program's service-delivery systems, which is that blue circle. This includes ERSEA, education, health, mental health, and family and community engagement. This is where we get the feel the pulse of an agency when families are viewed as equal partners, are respected, and are engaged in answering their children's educational goals. When innovative leadership, strong management systems, and well-designed service systems are working together, quality child and family outcomes, that is the white target area, are the ultimate results.

David: To accompany the wheel, TMS folks needed the Head Start Management Systems Guiding Questions, which is another` one of your handouts. The core version of which is a document designed to support grantees in their management systems-building activities. The Guiding Questions are geared to help grantees explore how they determine the help of each management system that will inform them on their future actions.

John: The Head tart Management System Guiding Questions for Implementing the Head Start Program Performance Standards is a variation designed to support grantees in their standards implementation activities. This document focuses on guiding questions that help programs strengthen their management systems. Let's take a look at three examples as they pertain to the standards implementation process.

David: Task teams can use the Head Start Management System Guiding Questions for Implementing the Head Start Performance Standards resource as a guide to access program's systems. For example, when looking at the management system's [Inaudible] each slice has a number of related guiding questions to help you understand and organizing your thinking around the particular management system and important areas of consideration. John?

John: Task teams, as we're looking at in the installation phase, can outline recommendations around procedural and/or budget adjustments needed to further support implementation. So now we're going to start touring again the Management Systems Wheel with these guiding question in mind. We're going to start with leadership and governance. The outer ring, as we already discussed on the Management Wheel, is the leadership and governance area. As we suggested earlier, senior management could work with the governing body and Policy Council to explore and determine the agency's alignment with the new Standards. Keep in mind that this is an area where it's very helpful to work with both the new Standards and the Head Start Act. And as a quick reminder, for the new Standards, this is part 1301, known as Program Governance. And that includes 1301.1, the Purpose. 1301.2, the governing body. 1301.3, The Policy Council -- Policy Committee. 1301.4, the Parent Committee, and 1301.5, Training. David?

David: And also 1301.6 --

John: 1301.6 Impasse Procedures.

David: [Laughter] Right. Okay. So, in viewing this slide, these questions can be used to access whether a grantee's leadership and governance systems are in good shape as they review the new Standards. Think of these questions as start or set that could possibly lead to additional questions dependent upon what you discover.

John: And again, we're talking about how these questions can take place in the Installation state. These questions include: How do you know that the governing body/Tribal Council and Policy Council are knowledgeable about what is new in the Head Start Program Performance Standards, specifically regarding their roles and responsibilities as Head Start program leaders? The second question could be: How does the communication between governing body/Tribal Council, Policy Council, and key management staff take place in support of program decision-making regarding implementation of the new Head Start Program Performance Standards? Finally, how are the governing body/Tribal Council members involved in strategic planning activities? We've asked that this last question, in case you're Head Start program takes place, in say, a large, a larger agency. So it's always good to link those together. David?

David: Thanks, John. Now, if the preceding question has been answered sufficiently, the answer to the summary questions should be a resounding yes. Helping your grantee or program move from installation to initial implementation stage. And if anyone asks you how do you know, you can site the answers to the Guiding Questions. So, do our leadership an communications practices enable us to make

the strategic decisions that will move our programs forward during and beyond the Head Start Program Performance Standards implementation practice?

John: We're now going to continue our Guiding Questions journey by looking at two pieces of the 12-piece system pie that represents the Head Start management system. And again, that's the light blue area I profiled earlier. The first stop on the systems portion of the wheel is program planning and systems design, which focuses on the planning process.

David: And you know, John, it makes so much sense to start here as this area is included in 1302.2, 1302 Subpart J, Program Management and Quality Improvement. This area includes management systems, achieving program goals, and of course, the implementation of the Standards. Programs can use the questions associated with this section of the wheel to inform and guide their implementation process in regards to program planning.

John: These Guiding Questions can be helpful to the task team designed to examining 1302 Subpart J, and to inform their installation efforts. So let's just take a quick look at those particular questions. And they include -- If we can go back to that slide. How does our planning process support implementation of the Head Start Program Performance Standards? Considerations here should include the community assessment review and/or update, the goal and objective development or review, outcomes for children and families, coordinate approaches, action planning and timelines, ongoing monitoring results, and self-assessment results. The other question that's pertinent here is how are the following stakeholders engaged in program planning. That includes not only your staff, obviously, but the governing body/Tribal Council, the Policy Council, and other key community members, and in some cases, Child Care partners for those of you that are Early Head Start-Child Care grantees. So here is a summary question for the program planning and service system delivery system. And that is: Will our thoughtful planning efforts around implementation support us in achieving our outcomes for children, families, and, communities?

David: Again, how a grantee enters this question will gauge their movement from installation to initial implementation. So, we decided to highlight communication because this area reinforces the importance of Head Start programs being able to respectably communicate with internal and external stakeholders. A good communications system, which permeates throughout all of the Standards, will help Head Start programs tell their stories as they address their programs and school readiness goals.

John: And so as we review these questions, we can see there are a number of standards in the Head Start Program Performance document that reference communication with various stakeholders that can be used with these questions So let's review them very quickly. The first one. How does our communication system address both internal and external communication regarding implementation of the Head Start Program Performance Standards? Next question is: How do our communication policies and procedure, procedures address key issues and ensure confidentiality? Finally, what communication approaches are used to meet the needs of culturally and linguistically-specific populations?

David: This is the summary questions for communication. Does our program communicate effectively with internal and external stakeholders, including the Regional Office?

John: So again, as we move to that central white area, our target area of child and family outcomes, we see that we're now approaching 1302.103, Implementation of Program Standards. And what we'd like to think of here is that if you consider the suggest -- the suggestions we've been making so far in this

presentation, you'll be well positioned to quote, "implement a program-wide approach for the effective and timely implementation of the changes to the Program Performance Standards," end quote. And thereby, putting the pieces in place to achieve positive child and family outcomes, which is our ultimate mission. The suggestions outlined in the Getting Started slides can set you up for thinking about needed investments and needed resources, and staff time necessary to make sure you successfully implement the Standards. So let's go on and take a look at the next stages. David?

David: So bringing it back to the Framework, let's look at Initial Implementation. As I stated earlier, this an incremental process. November 7 has come and gone, and everything is okay. None of our grantees have been penalized, so it's important that our T/TA providers and our grantees understand that we are committed to supporting you through this process. We feel confident together and we're going to get this right as many of you are already doing a phenomenal job. With initial implementation, based on program leadership and task team recommendations, and intake data, programs strengthen their management systems. And based on task team recommendations where applicable, leadership introduces course corrections needed to move towards full implementation.

John: So we're now offering the following additional suggestions for ongoing strategies to help you with your implementation process. So no number one here is before addressing the standards, you could use the Management Wheel to explore what systems are working well for your agency versus what systems provide opportunities for further growth. By reviewing this from an operational perspective, you can be that much more informed as you develop your particular standard implementation approaches.

David: Another suggestion is that if you do decide to create functional task teams, you can consider setting up periodic check-ins with each team. These meetings can be used to help each task team to figure out what needs to happen for the perspective areas to move forward on the Standards in question. The Installation Stage.

John: That's right, David. And it's important to remember it is totally expected that you may fluctuate between stages, as we talked about earlier, depending on the management systems being reviewed. For example, you might have a great fiscal staff with top-quality management policies, but yet your program might have a ways to go in terms of bringing the governing body and/or Policy Council up to speed on their fiscal management policies.

David: That's a good point, John. You know, the responsibilities, the responses rather to these suggested questions and activities can be the basis for an action plan or standards implementation. And in terms of implementation stages, these questions can inform the implementation phase.

John: As we take a look at the next slide, the various implementation timelines that we address earlier can also be additional opportunities to examine what steps need to be taken, so that when the various deadlines come into play, your program is closer to truly, being truly ready for initial implementation. This suggested activity on this slide can help your program directly address the question: How do you know your program has made a difference? If you think of your program goals as story or a narrative of your programs, the answer to this question becomes the book review that outlines why your story is compelling to the children, families, and community partners your program has impacted over the last five years.

David: And from the stages perspective, by answering this question, your program is now geared towards full implementation. During full implementation, programs use data to implement and move forward with new practices, guided by Head Start Program Performance Standards. Programs are also able to site key achievements over the grant period.

John: And as we review the resources that we've been talking about, we want to state that the Management Wheel can be used to give guidance to the key standards area, areas listed under each section of the Wheel. Those are the light-blue areas. The Guiding Questions can help outline where a program found target, and what areas deserve further focus. As stated earlier, these can both be crossed referenced with the Implementation Framework. In terms of additional offerings, we would like you to know that the Performance Standards updates have these short videos that cast further light on key Standards areas. For example, did you know that Standards outline additional items that must be shared with both the governing body and the Policy Council. These include ongoing monitoring reports and school readiness data, hot topics webinars that can be another mode in reminding staff about key issues, and tip sheets that can be a written mode that align key processes such as facilities, a facilities flow chart. Like all of the other National Centers, PMFO staff is also dedicated to updating key resources on ECLKC in accordance with the new Standards, including PMFO-specific resources such as Head Start A-Z, as well as joint efforts with the other National Centers, such as Foundations for Excellence planning resource.

David: One final point for all grantees to consider. We alluded earlier to keeping in contact with your program specialists. Remember that this contact is part of the larger T/TA and Regional Office network that can provide ongoing support for your standard implementation efforts. This includes all of the National Centers.

John: So now we're going to take a final look and just do a quick review of the Standards Implementation Process, and kind of summarize what David and I have been talking about over the last few minutes. As mentioned earlier, the Implementation Stages Framework can be used as an ongoing reference for your standards implementation journey. Remember that your agency will probably go back and forth between the first three stages of Exploration, Installation, and Initial implementation, depending on the activity.

David: Also remember that each of the respective dates of Standards implementation starting with November 7, 2016 represent the Initial Implementation stage. This does not prevent any grantee from then going back to Exploration and Installation to determine further work needed to support the new Standards. So, for the final time, Exploration is where you're forming implementation teams, establishing communication protocols and reports, and aligning goals and staff to the Performance Standards. During Installation, you're revising policies and structures to match the Standards, you're drawing upon the Guiding Questions to access management systems, and you're recommending procedural and fiscal adjustments. In Initial Implementation, you're using these recommendations and the data to strengthen the management systems, and of course you're establishing course corrections. And finally at Full Implementation, you're using data and the Head Start Performance Standards to guide ongoing implementation efforts, and your monitoring key achievements over the grant period.

And as I close, one thing that I'm really appreciate of is when T/TA providers and/or grantees are asking questions, it is a good thing. For our T/TA providers, drawing on upon your expertise and grounding yourself in practice consultation reflecting the guiding questions is, can take some of the pressure of you

to think that you have to have an answer for every question you face. Grantees have historically found a way to figure things out if they were not provided with a direct answer, or an answer that met their specific needs. The Standards have given us license to be creative and innovative. We encourage you to wrestle with finding the right answer, utilize this process, and working with internal team and T/TA providers, we're confident that you'll be able to figure it out. This is the way it should be, resulting in true ownership of the process. John?

John: And that is reflected in that horizon view of what is your road to implementation. So, one of the things I wanted to do with the next slide is just remind folks that you will be receiving a survey shortly following this that you can fill out and tell us how we did, and give us some thoughts on how we can improve it, and what you'd liked about it. So you'll be expecting that. You'll be receiving that shortly. So David, I'm going to turn it back over to you.

David: Thank you, John. And also, we've noticed that there have been a few questions that popped up on the screen. All of the resources that we are referring to, are sort of attachments that you can download yourself. If you have any difficulty with that, just send us an email, and we'll make sure we respond to that. And at this time, I will turn it over back to Sharon Yandian.

Sharon: Thank you so much. Gosh, that was really fantastic. I really appreciated the polls, also get a pulse on where the field is, and I have to say, the Management Wheel hasn't been up that long. So actually, I've been feeling pretty good about the number of people who actually have tuned in. But lots more are going to need a little more time to unpack it and see I think that you really given some good guidance on, you know, helping programs identify where they are, where they need to go, and the tool that you have is one tool of tools that might be helpful. So, thanks so much. We're going to turn our attention now. Colleen Rathgeb has joined us. And as I already suggested at the beginning, you might want to download, or at least bring up on your screen the Program Instruction that came out on December 8 around background checks. And that is one of the hottest topics that we have had since the release of the Standards. So Colleen, take it away.

Colleen Rathgeb: Okay. Thanks, Sharon. Hi, everybody. So I was actually going to start by saying that it is the hottest of topics that we have had [Laughter] since the, since the Performance Standards came out. So thank you for all of your questions, and your concerns, and the information you provided that really lead us, as folks saw in the PI that came out, to really reconsider what would be the appropriate timing of the, the, the new complete background checks requirements. And so we have put off the effective date of the new background, complete background requirement until September 30 of 2017, at which time states are required by the CCDF, the Child Care Reauthorization law, to have systems in place, to be able to conduct those background checks and to provide that information on disqualification or not disqualification to Child Care, and to other Child Care-eligible programs. And so, we'll be able to work with Head Start programs as they develop those systems. So as of today, the background check requirements that were in place since the Head Start Act passed in 2007, which does require one of the checks before hire but does not stipulate that it must be through fingerprints remain in place. And they will remain in place until the end of next September. So that is the big change that is in the regulations. And so, the compliance table, which we've talked about before, where it says all the dates, the effective dates, will be updated in the hard copies that we will be getting out to programs, as well as the version that is on the ECLKC. So we also, beyond the concern about the timing and the ability for states to be able to provide this kind of information to Head Start programs that caused us to delay this

implementation of this provision, we've also gotten a number of questions from Head Start programs about other parts of the background checks requirements.

And so, we, as attached to that PI, and as Sharon suggested, hopefully people are able to pull that right up to, to make that, to be able to take a look as I walk through some of the larger questions and answers that we have gotten. We wanted to do that with folks. So, the first question was, you know, there are a number of states -- They thought there was complete overlap between the state check and the FBI check. And so, there was a question about whether we should, we should do that. And so, the truth is there is some overlap, a significant overlap between the two checks, but the work that we've been doing with Child Care and in our background check, the FBI cannot, they're not the exact same check. There are some things that would not be caught in both. And so, both, when the Child Care law was reauthorized, the law required any program, again, licensing or getting CDF, to have both checks because there is that, not that purpose overlap. And that is also why that in the Head Start requirements, we mirrored those Child Ca -- the Child Care law in requiring full checks. We also had some questions, and I'm not going to go through everywhere in the questions in the FAQ, but I wanted to point you guys to make sure you know they're there. These are, we're very purposefully putting these in writing, attached to a PI, so people feel very confident that this is the official policy from the Office of Head Start about these background checks requirements. And so we have information in there about the difference between the sex offender registry and the, whether that's in the FBI or the state check. And again, information about whether the child and abuse, neglect registry is, has complete overlap to the others. So again, we require the four, the four, because there is not complete over -- you know, one of -- One got everything, we'd only require one, but one does not. So that is why we are requiring four. We got another question, and it's listed in there about whether consultants, contractors, and school district employees needs the checks.

There was some, we realize, again, some confusion in our language. People were concerned that would every single person they had a -- or company they had a contract with, even if it was for a service that would never interact with children. And it was their, you know, payroll processing contract. Did they have to ensure for all of these, or there was a contract that, you know, that again, would never be, be in contact with children. So we made it very clear that the answer is, it is not every single service that is contracted for that you have to worry about the complete background check for our requirements. But they must conduct or obtain this complete background check for contractors or individuals on the contract if there activities involve contact with or direct services to children and families, or anyone who could have unsupervised access to children and families. So, the last part, or anyone who could have unsupervised access is important. So maybe your, you don't think of your landscape contract as providing services, but if they are out on the playground, doing activities at the same time children are, and they could have unsupervised access to children.

Or, if your janitorial staff has open access through -- no, not your staff. Your contractor has open access to the program, even if it's not about services, we still want to make sure that they have those background checks. So I think folks should use, use this, this, this -- Look at the definition that we put around that and access which of their contracting services this would apply to. We've gotten a question about what if school district or the, the early intervention agency that you work with conduct a background check according to our requirements and, they can get confirmation that that person has had the appropriate check. Do they, do the Head Start program actually need to see the background check themselves to make independent assessment. And we are saying no. If the school system or the

agency can give us confirmation, like early intervention, LEA, get a confirmation that they have done these background checks, and they have received a green light from hiring these employees, that is sufficient. We don't have to do them again. We've also -- The other big category that we received questions about was what does it mean to check an employee every five years. And programs were worried that if this provision came into effect either in November or even now, where we're saying this provision isn't in effect to September of 2017, does that mean that every employee that has not been checked in the last five years has to have a new check.

So, if you have 200 employees that were hired 10 years ago, do you have to have them all, have a up-to-date by September 2017. And that is not, that is not what we mean. We mean, that, it's starting in 2017, and September 2017, all employees have to have a check within five years. So you need to start that process sooner, or by 2017 to ensure that five years from that date, in September of 2022, every individual has had a check. So programs should think about how they want to stagger their approach for budgeting purposes, or for reasonableness to get folks through, and certainly can start faster. But we are saying, beginning in 2017, they must ensure that within five years, everyone has gone through. And then, the one more -- Two questions I would go over. One is that whether programs also had to re-interview staff every five years and recheck references. And no. Every five years only applies to the provisions around background checks.

We don't anticipate anyone doing interviews as if they are a hiring or conducting reference checks. And then, the last big category was a question that we got from a couple of states that said, you know, could they -- Head Start programs is thinking, asking if a state had conducted the background check and gives the, tells the program, "You can hire this person. You have a green light." Or, "No, this person you have a red light." But doesn't provide the actual list of, of crimes. Is that sufficient. And that is absolutely sufficient. We're not asking the state to provide you the actual information about the crimes. We're asking, that like for Child Care programs that will be in place by September 27, they will give, kind of, a thumbs up or thumbs down on being able to hire the person. That is sufficient for our systems. Programs do not have to see the information themselves. And we also had -- Some programs saying they don't think the state would provide them this information because they could not give them a statutory reason that they needed to.

But the, but the new requirements -- And I think this is all learning both on the states, on the criminal justice system understanding how these will work. The new Child Care requirements drawn to licensed programs, programs receiving Child Care funding, or programs that are eligible to receive Child Care funding. So Head Start, kind of, fits squarely in that category. So we'll be working over this next, less than a year now. But until this September 2017, with both state Child Care entities, as they work with this state, that the state, criminal justice, and the FBI here to make sure that Head Start programs can participate in these systems in a way that will, hopefully, work smoothly, so that there won't be delays in hiring and, and that will be able to support you all in this work.

So hopefully, the delay and the answers to some of these questions will give people a little relief from the worry around these provisions and some time to get systems in place so that folks can be up and running for the, not the next big hiring period, because this won't really apply until most hiring for next program year has happened, but for the big chunk. But that starting into next program year after September 30 of 2017, it will be able to have these provisions in place. So if there are additional questions, continue to go onto the ECLKC, "Contact Us" tab, and ask those questions if there are follow

up to this. But I think it was a very helpful to get the information we were getting from the questions from the field, both in, in persons and places when we have been out, and through Regional Offices, and through webinars, as well as the ECLKC, to be able to bundle the biggest, most frequently asked questions with the biggest concerns through the PI.

Alana Buroff: Can you tell the people where to find this again, Colleen?

Colleen: You can find it on the ECLKC right now. You can find it right off the banner, where under "What's New." And in the future, you'll also be able to find it under the "Policy and Regulations" tab?

Alana: Yep. [Multiple speakers]

Alana: Because people were asking where FAQs where listed. And there is a attachment to the PI that just came out this week.

Sharon: Yes. And when you go on to the page, you really do -- you have to look for it, because when you go to print, it just prints the PI, and then you have to print the FAQs. So --

Alana: The link is on the bottom.

Sharon: It's quite intuitive. It's just -- you know. So great, Colleen. Thank you so much. I hope people do appreciate because I watched the process from afar. Having all of that information really helped us move very quickly through our systems. I don't think I've ever seen anything that quickly moved to get around resolved. So great. Let's just -- I have a couple housekeeping items before we wrap up. I wanted to remind folks that the next OHS Wednesday, we're going to again combine the T/TA providers and the grantees, and that will be on January 18, and it's going to focus on health, safety, and mental health. So please join us and mark your calendars. You'll be getting some type of invitation later on after the new year. So that's probably the most important. And we do have two more after that before we culminate in the Birth To Five Institute, which we'll talk about probably more in January. But a Save the Date has gone out.

Alana: Do you want to say when that's going to be?

Sharon: Sure. April 6 - 7. The Save the Date went out via the ECLKC. So if you didn't get that, then you do want to subscribe because that probably went out to lots of people and we're really excited that we'll culminate this series when we have that opportunity. And we always like that opportunity to actually see the field as opposed to look at the phone. So anyway. Lastly, we just want to wrap up in a non-traditional way today. All of you know and love Dr. Enriquez, as she's been in service to all of you and us here at Office of Head Start. She's going to be leaving us shortly. And, you know, as a civil servant, you know, sometimes, you know, we are quietly saying it's time to go, and sometimes like this time we don't want you to go. That's a compliment. [Laughter] But it is part of the process. It's painful. But we wanted Dr. Enriquez to send us off and share some of her wisdom.

Dr. Enriquez: Alright. Thank you, Sharon. And thank you everyone here and everyone out in the Head Start programs. And I will use this forum as my opportunity to remind everyone that the Obama Administration is coming to a close, and so is my time at the helm of the Office of Head Start. However, I also want to say that it's a pleasure to remind you of the successes that we have accomplished together. Because we have done this work together. We have gone forward and enhanced what we call the Head Start legacy for future generations. In my 20-month tenure, we've strengthened Head Start. We've set

our sights on creating high-performing agencies, principally Head Start grantees. We also enhanced our communications systems, principally between us, Central Office, the Regional Office, and grantees. We reported on lessons learned from CLASS and DRS. And we worked in unison to publish the new Head Start Performance Standards. This was our signature accomplishment. And all of these accomplishments are designed to position present and future generations with quality tools to help them become even more successful. And even though each of our Head Start families is unique, it is our job, principally grantees, to help them to become strong, and stable. And strong and stable as possible throughout our communities. I really believe that our Head Start family is a snapshot of this country, and we are faced with a task of creating an inclusive environment that both celebrates and harnesses the strengths of all the families and all the children that we serve. As partners, Head Start staff and parents I know that we strive to get better at that. Every day that you work with children and families, and every day that you provide professional development and support to staff.

And I want to thank you for all you do. Together, everyone, all grantees, together you serve over one million children annually. But really it is your passion to focus on that one child in a million as though each were your own that makes me the most proud. You're, You are, you are the face of Head Start. That's even made more beautiful by the loving attitude and the hard work you bring to Head Start every single day. In my capacity as Head Start director here at the National Office, I have traveled our nation and met magnificent and highly competent people throughout all levels of Head Start. And it's not just your minds, but your hearts and your minds working in unison that must continue guiding us forward with compassion, and with focus.

Therefore ladies and gentlemen, colleagues and friends, I leave the office of Head Start with the knowledge that remains in capable hands. Your hands. Your hands that are guided by passionate hearts and sharpened minds. And as always, as always, as always. Please continue coming into the, the OHS Wednesdays, tuning in to the webinars, looking every day. Make time. I know it's difficult, but make time to go onto the ECLKC, because that's where we are posting the latest information. And so I am deeply humbled and I am honored to have worked with each and every one of you. Grantees. Associations. Regional offices. Central office. And my very best wishes from you from this day forward. I know we are ready, we're prepared to meet any challenges that will come our way. Thank you so very much. My best to you. [Applause]

Sharon: With that, we end. There are no words. Thank you.

David: Thank you.

[End video]