



## *OHS Wednesdays*

*Head Start Program Performance Standards (HSPPS)*

October 19, 2016

# Agenda



- Welcome – Ann Linehan
- Hot Topics – Colleen Rathgeb
- Governance – Kate Troy & Ann Linehan
- Education – Colleen Rathgeb, Beth Meloy
- Wrap Up – Ann Linehan



- HSPPS
- Showcase
- Preamble – Part 1
- Fact Sheet
- Q&A
- Program Instructions
- Effective Dates
- Redesignation Table
- Introducing the New HSPPS Webcast

<p><b>HSPPS</b></p> <p>HHS has made the first holistic revision and complete reorganization of the HSPPS since they were published in 1975. They are <b>Effective Starting November 2018.</b></p> <p><a href="#">Explore Resources</a></p>	<p><b>Showcase</b></p> <p>Find videos and resources around key topics outlined in the 2018 Head Start Program Performance Standards.</p> <p><a href="#">Explore Resources</a></p>	<p><b>Preamble - Part I</b></p> <p>Explore the executive summary and discussion of comments from the preamble of the 2018 Head Start Program Performance Standards.</p> <p><a href="#">Explore Resources</a></p>
<p><b>Fact Sheet</b></p> <p>The new Standards encourage the use of data for programs to ensure a continuous quality improvement process.</p> <p><a href="#">Explore Resources</a></p>	<p><b>Q &amp; A</b></p> <p>Explore these questions and answers surrounding the release of the new Standards.</p> <p><a href="#">Explore Resources</a></p>	<p><b>Program Instructions</b></p> <p>Review the Final Rule around the HSPPS for key changes, effective dates, implementation support, and next steps.</p> <p><a href="#">Explore Resources</a></p>
<p><b>Effective Dates</b></p> <p>Download this PDF for a list of the Standards with delayed effective dates, also called the "Compliance Table" from the preamble of the Head Start Program Performance Standards.</p> <p><a href="#">Explore Resources</a></p>	<p><b>Redesignation Table</b></p> <p>Download this PDF for a high level crosswalk of the numbering system between the new standards and the previous standards.</p> <p><a href="#">Explore Resources</a></p>	<p><b>Introducing the New HSPPS Webcast</b></p> <p>Watch as OHS leadership introduce the Head Start Performance Standards Webcast.</p> <p><a href="#">Explore Resources</a></p>
<p><b>Timeframes Required in HSPPS</b></p> <p>This resource for programs describes the various timelines and timeframes described in parts 1302 and 1303 of the HSPPS.</p> <p><a href="#">Explore Resources</a></p>		



# Part 1301 – Program Governance

Kate Troy & Ann Linehan

Office of Head Start and Early Childhood Development, ACF, HHS



**§ 1301.1 – Purpose**

**§ 1301.2 – Governing body**

**§ 1301.3 – Policy council and policy committee**

**§ 1301.4 – Parent committees**

**§ 1301.5 – Training**

**§ 1301.6 – Impasse Procedures**

# § 1301.1 – Purpose



- Requires agencies to have a formal governance structure comprised of:
  - governing body
  - policy council and policy committee at the delegate level; and
  - parent committee
- Governing body has legal and fiscal responsibility.
- Policy councils are responsible for the direction of the program.

# § 1301.2 – Governing body



- Aligns with the Head Start Act
- Advisory Committees
- Use of data, note cross-reference to § 1302.102

# Questions



- Advisory Committees – scope of what can be delegated and whether additional guidance will be available
- Frequency that governing body is presented with data



## § 1301.3 – Policy council and policy committee



- Aligns with the Head Start Act
- Use of data
- Term of Service
- Reimbursement – low-income members

# Questions



- Role of policy council in approving hiring and termination
- Whether policy council is still an approving body and not just an advisory council and whether policy committees still required
- If we are forming a new policy council this month, are we allowed to begin new 5 one-year terms or do we have to wait until November?

# § 1301.4 – Parent committees



- Restored to be substantively the same as the previously standards – very different than NPRM
- Additions:
  - Process for elections
  - Flexibility to determine best methods to engage families
  - Process for communication with the policy council and policy committee

# § 1301.5 – Training



- Training for the governing body, advisory committee members and the policy council
- Includes training on program performance standards and the training outlined at § 1302.12(m) related to eligibility determination

# Question



- Frequency of training for governing body, advisory committee members and the policy council

# § 1301.6 – Impasse Procedures



- Each agency's governing body and policy council jointly must establish written procedures for resolving internal disputes that include impasse procedures.
- Final rule is very different than the NPRM.

# Question



- Are Head Start grantees in compliance if they maintain their formal shared governance as required by former regulations?



# **Education and Child Development Program Services (Subpart C ) Key Discussion Points Fall 2016**

Colleen Rathgeb & Beth Meloy, Office of Head Start and Early Childhood  
Development, ACF, HHS



# Education and Child Development Program Services

## Subpart C (1302.30 - 1302.36)



- Purpose
- Teaching and the Learning Environment
- Curricula
- Child Screenings and Assessment
- Parent and Family Engagement in Education and Child Development Services
- Education in Home-Based Programs
- Tribal Language Preservation and Revitalization

# Education and Child Development



## Key Themes

- Birth to Five approach
- Research based curriculum
- Assessment system
- Intentional effective teaching practices
- Parent and Family engagement in child development & education
- Strengths-based approach to DLLs
- Culturally and linguistically responsive practices
- Full inclusion of and supports for children with disabilities and delays
- Explicit requirements for home-based programs
- Support education staff

# Questions



1. Can you define both curriculum (1302.32 (a) and (b)) and curricular enhancement and the difference between them?
2. How does adaptation (1302.32) (b) apply to each?
3. What about curriculum fidelity?
4. I am concerned about finding one appropriate Home Based Curriculum for children ages 0-5 that has an assessment with it. Where can I find more resources?



## Key Themes

### Curriculum

Research based, comprehensive, content rich, scope and sequence, linguistically, culturally and developmentally appropriate



### Fidelity

The “trueness” with which a curriculum is implemented.





## **Curriculum Enhancements**

Addition of research based domain specific curriculum when data analysis indicates need for better outcomes

## **Curriculum Adaptations**

Major changes to reflect local need made with consultation from expert

# Questions



5. What is meant by "must be conducted or obtained within 45 days of enrollment" for screenings. If we obtain a record up to 45 days after enrollment, but the screening was conducted several months prior, does this meet the requirement?
  
6. Can you clarify **1302.33(b)(1)** which states that assessments must “be conducted with sufficient frequency to allow for individualization within the program year.” What is considered “sufficient frequency”?
  
7. What can we do to best serve children with delays who are not eligible for IDEA, how do we meet this requirement while balancing other expectations and limited funds?



## Screening

- valid and reliable
- conducted within 45 days
- used determining need for evaluation





## Assessment

- Standardized, valid, and reliable
- Observation based or direct
- Child data analyzed for individualization, progress and need for evaluation
- Useable information
- Aggregate data analyzed for program improvement and progress toward goals





# Questions



6. What does standard (1302.33 (c) (2) (ii)) on assessing children who are dual language learners really mean? Does it apply to EHS and HS?

7. What are some resources that I can use to learn more about supporting children who are DLLs related Teaching and Learning and Assessment?

# Strengthening of Services for Children who are Dual Language Learners



- Strength-based comprehensive approach to DLLs
- Effective Teaching Practices that promote bilingualism and bi-literacy
- Screening and Assessment for DLLs
- Coordinate Approach to Serving DLLs (Subpart J)
- Maintains requirement that when the *majority of the children* in a class or home-based program *speak the same language*---at least one class staff member or HV must speak such language. (1302 Subpart I)



(2) If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to:

(i) Assess language skills in English and in the child's home language, to assess both the child's progress in the home language and in English language acquisition;  
**(Progress in home language and English acquisition)**

(i) Conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child's development and skills in the specific domain; and,

**(Progress across domains of ELOF assessed in all languages to get complete picture of children)**

# DLL: Continue Building Knowledge and Understanding



- Revisit *Head Start Early Learning Outcomes Framework* -Understanding and support for Children who are DLLS is woven throughout
- Visit the ECLKC—DLL Toolkit and in particular the Planned Language Approach-tools
- Reread the HSPPS related to supporting Children who are DLLS



# Planned Language Approach

A comprehensive, systemic, research-based approach to ensure optimal language and literacy services for ALL children, including those who are dual language learners (DLLs).





***Thank you for participating today!***

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OHS Wednesdays***

**Next event: Wednesday, November 16, 2016**

**2 – 3:30pm EST**

Focus will be on Human Resources, including background checks, standards of conduct, qualifications, coaching.