



## *OHS HSPPS Wednesdays*

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*Head Start Program Performance Standards (HSPPS)*

**March 15, 2017**

**Welcome**



# **HSPPS Talk: Moving Right Along**

**Presented by: Sharon Yandian, Colleen Rathgeb, Ann Linehan,  
Amanda Bryans, Alana Buroff, Office of Head Start**

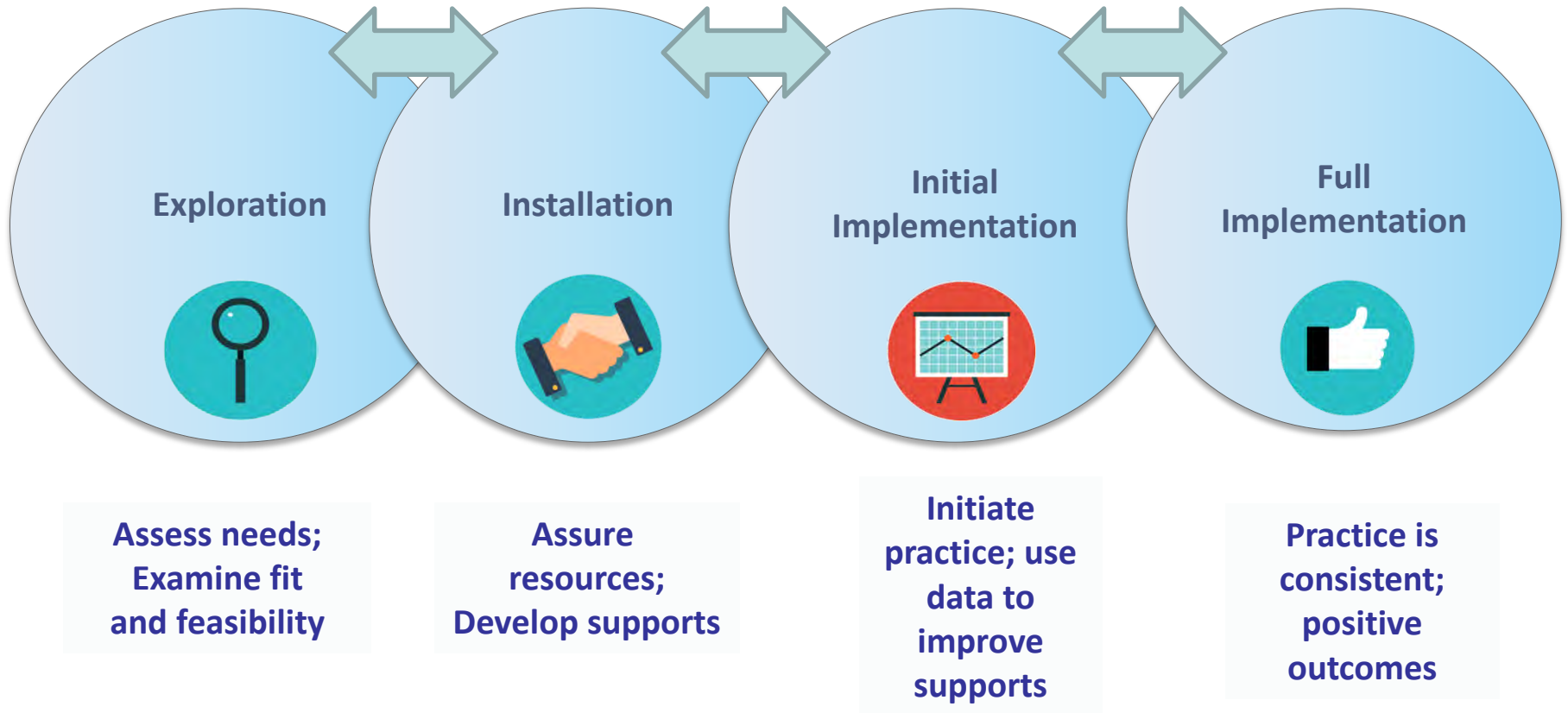
# Today's Agenda



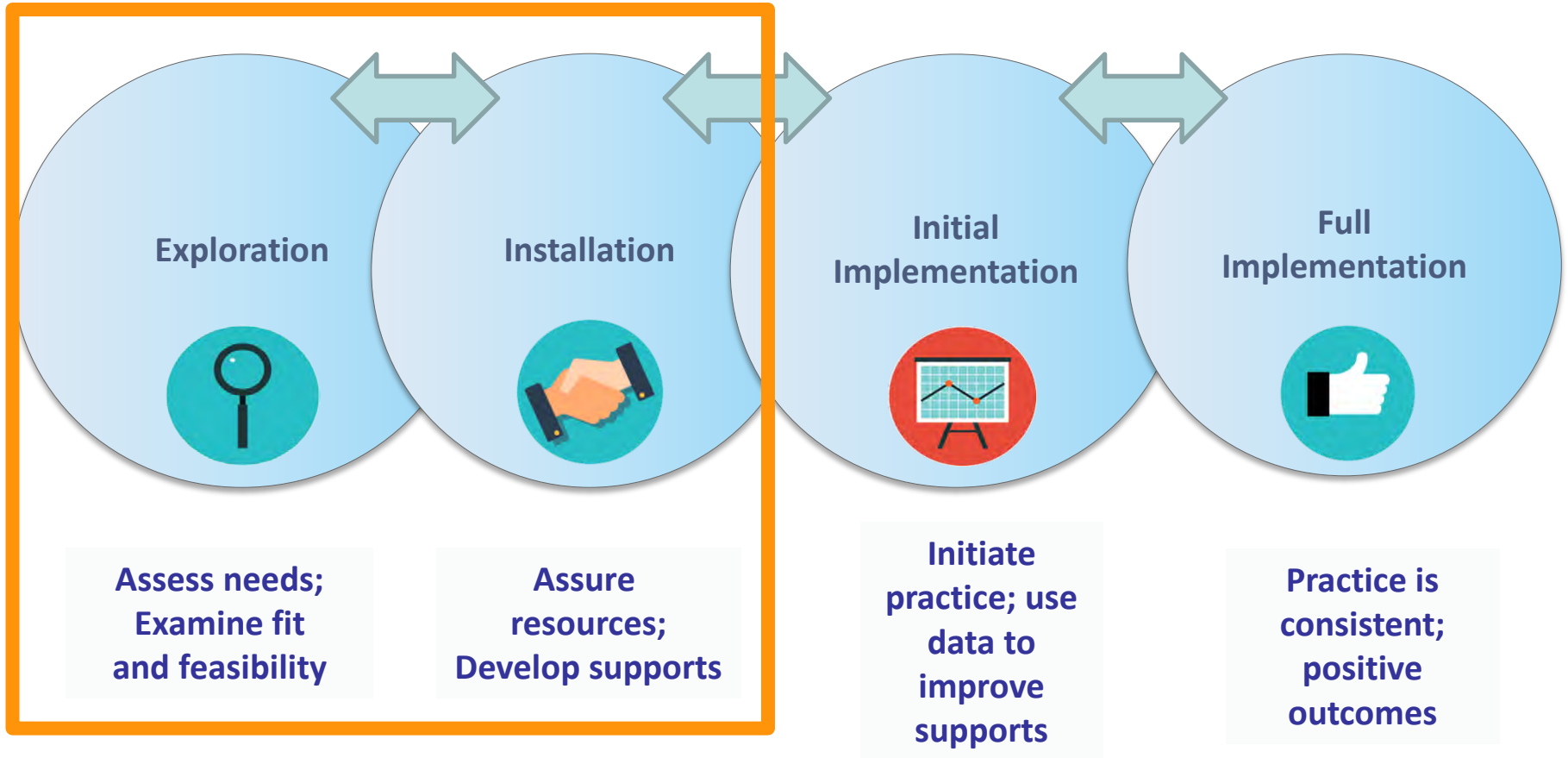
- **Taking Stock**
  - Where are you on the Road to Implementation?
- **Revisit Key Themes in the Performance Standards**
  - What do they really mean for you?
- **Recap of common questions to date**
- **Resource Spotlight**
  - Showcase!
  - HSES
- **Looking Ahead**
  - Institute
  - What's Next?



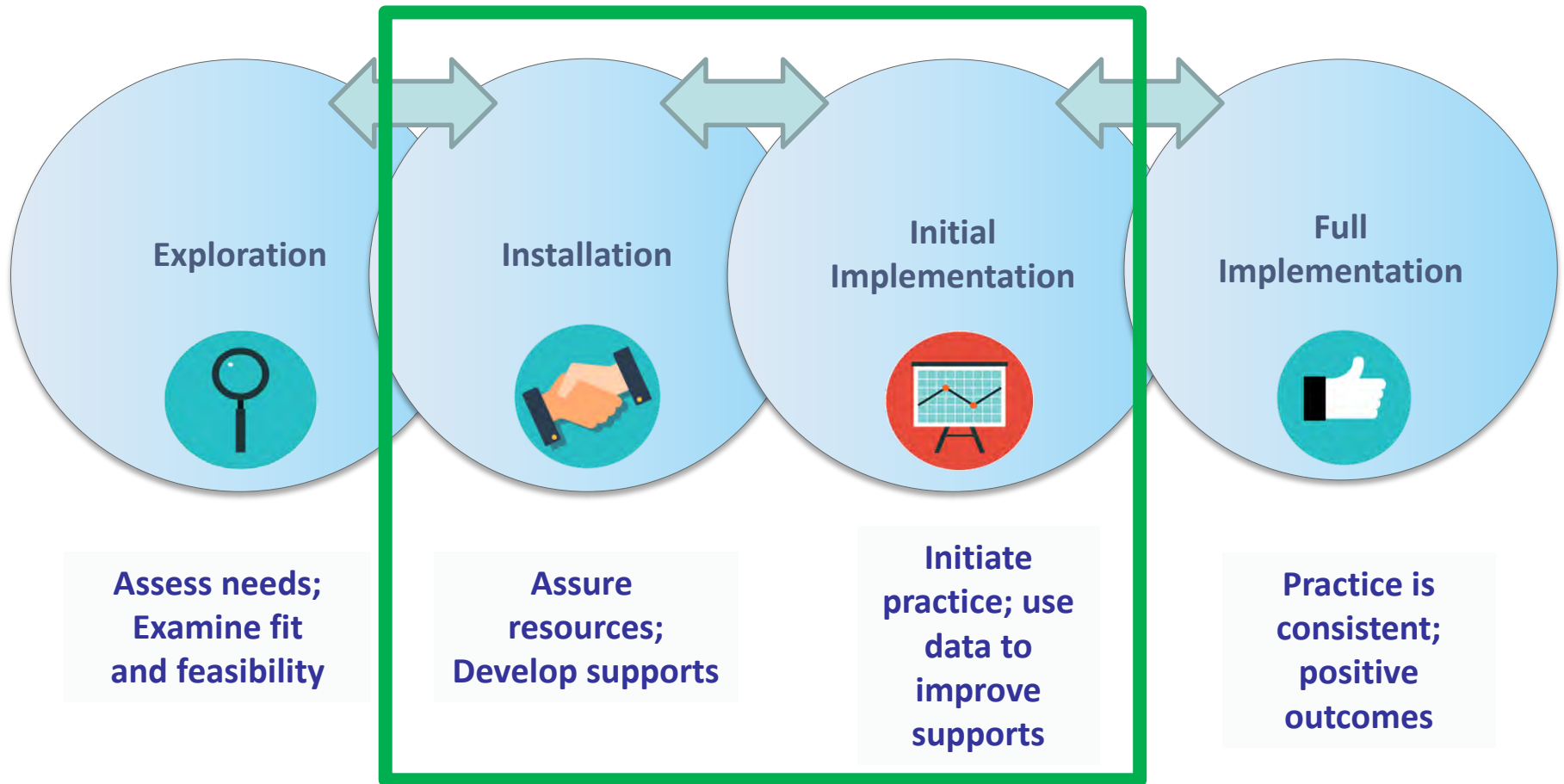
# The Stages of Implementation



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<https://eclkc.ohs.acf.hhs.gov/policy/presenting/webcast>



## Revisiting key themes in the Standards

What do they really mean for you?

- » Increased Clarity and Local Flexibility
- » Integrating the Head Start Early Learning Outcomes Framework
- » Alignment Across ECE programs
- » Data-Driven Decision Making

# Increased Clarity and Local Flexibility





# Increased Clarity and Local Flexibility



## Remember the Paradigm Shift

- Clear, easy to read requirements
- Focus on outcomes over processes and plans
- Eliminate Head Start-specific requirements where government- or HHS-wide procedures exist
- Give grantees more flexibility in **how** to meet the requirements

## What does this really mean for Programs?

- Initial frustration
- Flexibility to use discretion
- Responsibility for developing rationale

# What does increased local flexibility mean?

## Examples



### **Question about serving three year olds:**

- We are determining our enrollment procedures. Can a child who turns three after the cut off date of September 1st, be eligible to enroll in Head Start when they turn three?

### **Question about Staff Qualifications:**

- What is a related field for the Family Engagement Coordinator/Manager?

### **Question about Policy Council Meetings:**

- In the past, we thought the parent committee and policy council were required to have a certain number of meetings in a year, has this changed? How many times must they meet per year?

# Integrating the Head Start Early Learning Outcomes Framework



# Early Learning Outcomes Framework



**Remember the HSELOF is integrated into many educational requirements:**

- Learning Environments
- Teaching Practices
- Curriculum
- Assessment System
- School Readiness Goals
- Home Visits and Socializations



**What does this really mean for Programs?**

- Evaluating existing Curricula, Assessments, and Goals
- Thinking critically about how the framework brings these elements together in a meaningful way for children

# Time for a Survey



## How is your program using the HSELOF?

*(you can select up to 2 choices)*

- Establishing School readiness goals
- Selecting a curriculum or assessment system
- classroom planning
- individualizing
- Planning professional development
- Other

# Integration of the Framework in Practice

## Examples



### Question about Learning Experiences

- The old standards required that children must be involved in food-related activities. In the past we required a set # of activities per year. We reviewed the new nutrition and education standards and did not see a comparable requirement. What are the relevant requirements?

### Question about Assessment

- Do Early Head Start programs need to track infants/toddlers progress in the child's home language and English language acquisition with their ongoing assessment? For infants/toddlers identified as DLL's, do we need to track progress in both languages in all areas?

# Example Language Progression



▲ **Goal IT-LC 2.** Child learns from communication and language experiences with others.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Pays attention when familiar adults talk or sign about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.	Participates in joint attention with an adult by looking back and forth between the adult and object. Points or gestures when an adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects.	Participates in increasingly complex and lengthy periods of joint attention with adults. Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories.	<ul style="list-style-type: none"><li>▲ Acts on descriptions provided by others about people, objects, or events.</li><li>▲ Demonstrates interest and understanding when participating in language activities or games.</li></ul>

# Alignment Across Head Start and Child Care





# Alignment Across Head Start and Child Care



## Remember there are many areas of alignment in the new standards:

- Background Checks
- Licensing
- QRIS
- Caring for Our Children, Basics
- Health and Safety Training

## What does this really mean for programs?

- Evaluate where your policies, procedures, and practice are not aligned with the new standards
- Fewer sets of rules to follow in these areas

# Background Checks



## Resources for Programs

- PI and FAQs on the ECLKC
  - When is it effective?
  - Who is included?
  - What is a more stringent system?

## Additional Questions

- Our state is planning to ask for an extension of the CCDF requirements, what do we do?
- Can we accept a background check from a previous employer? Under what conditions?

# The new QRIS Requirements, in practice

## Examples



- **Questions about participation**

- My state does not include Head Start programs in their QRIS system, how are we supposed to participate?
- How do I know whether my state accepts Head Start data as part of their QRIS?
- What are compelling reasons not to participate?



# Caring for Our Children Basics



## Resource for Programs

- *Basics* is available at [http://www.acf.hhs.gov/sites/default/files/eec/caring\\_for\\_our\\_children\\_basics.pdf](http://www.acf.hhs.gov/sites/default/files/eec/caring_for_our_children_basics.pdf)

## Common Question

- Is *Caring for our Children* the same document as *Caring for our Children, Basics*?
- *Caring for our Children, Basics* represents the **minimum** health and safety standards experts believe should be in place where children are cared for outside of their homes.

# Data Driven Decision Making



# Data-Driven Decision Making



## Remember the Standards integrate use of data throughout:

- ERSEA
  - Collecting data about community needs
  - Designing a selection process to serve neediest children
- Program Structure
  - Designing your program to meet community needs
  - Adjusting our program for continuous quality improvement
- Program Management
  - Coordinated Approaches
  - Establishing and Monitoring progress towards goals
  - Continuous Quality Improvement
- Fiscal

## What does this really mean for programs?

- Evaluate your systems with a focus on continuous improvement
- Focus on managing data for program use and ensuring data privacy

# A Few Questions



- We are struggling to address under-enrollment in some of our centers, but we know there are plenty of eligible children in our overall service area. How do we convince the Board and parents to consider relocating some classrooms?
- How do we decide how to target our mentor-coaching resources within our very large program?
- How do we talk to parents about data privacy, what it means and why it matters, etc?
- The Standards aren't explicit about who in my program can have access to information about enrolled children. How will we know if we are compliant with requirements about PII?

# Data Resources for Programs




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

[Return to Series Home Page](#)

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

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

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

 NATIONAL CENTER ON  
Parent, Family and Community Engagement

Using the Head Start Parent, Family, and Community Engagement Framework in Your Program:

### Markers of Progress

## New Resources coming from National Center on PMFO in Spring 2017

- Community Assessment
- ERSEA Resources
- Leadership in Data Management



# Common Questions received through ECLKC/HSES



- **Duration**
  - Timeline
- **Staff Qualifications**
  - Equivalency
  - New requirements
  - Flexibility
- **Coaching**
  - Qualifications
  - Implementation
- **Curriculum**
  - Home-based curriculum
  - Parenting curriculum
  - Curriculum Fidelity
  - Scope and Sequence
- **Coordinated Approaches**
  - Turning elements into a system



**Of the Common Questions received on the ECLKC - which TWO of the these areas are you most interested in learning more about?**

- Duration
- Staff Qualifications
- Coaching
- Curriculum
- Coordinated Approaches

# Resource Spotlight for Use in Programs



- **Showcase Videos**
  - New videos are available!
  - Additional videos coming soon
- **Online exploration of the *Head Start Early Learning Outcomes Framework***
- **Hardcopies**

# Showcase Video Clip



## Showcase of Head Start Regulations

[Policy Home](#) > [Head Start Policy and Regulations](#) > [Policy and Regulations Showcase](#)

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### Showcase Home

#### Regulations Overview

##### General

[Infants & Toddlers](#)

[Dual Language Learners](#)

- ▶ Governance
- ▶ ERSEA
- ▶ Program Structure
- ▶ Education
- ▶ Health
- ▶ Family and Community Engagement
- ▶ Human Resources and Professional Development
- ▶ Program Management
- ▶ Administrative & Fiscal Requirements

### General



[Download the video](#)  
[MP4, 16MB]

[Download the transcript](#)  
[PDF, 203KB]

The Office of Head Start has released the first comprehensive revision of the Head Start Program Performance Standards (HSPPS) since 1975. Find out more under "Presenting the Standards." Explore the content areas of the Showcase to learn more about how the Standards apply to major Head Start program areas.

# Suspension and Expulsion clip



## Showcase of Head Start Regulations

[Policy Home](#) > [Head Start Policy and Regulations](#) > [Policy and Regulations Showcase](#)

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### Showcase Home

#### Regulations Overview

- ▶ General
- ▶ Governance
- ▼ **ERSEA**
  - ▶ [Suspension and Expulsion](#)
- ▶ Program Structure
- ▶ Education
- ▶ Health
- ▶ Family and Community Engagement
- ▶ Human Resources and Professional Development
- ▶ Program Management
- ▶ Administrative & Fiscal Requirements

### ERSEA

#### Suspension and Expulsion



[Download the video](#)  
[MP4, 40MB]

[Download the transcript](#)  
[PDF, 245KB]

Review the requirements on suspension and expulsion in the new Program Performance Standards. Sangeeta Parikshak and Catherine Hildum describe how, consistent with long-standing Head Start policy, the new Standards clearly prohibit the expulsion of children from Head Start programs and set strict limitations on the use of temporary suspension.

# Head Start Early Learning Outcomes Framework



**HEAD START**

An Office of the Administration for Children and Families  
Early Childhood Learning & Knowledge Center (ECLKC)

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## Head Start Early Learning Outcomes Framework

The new framework is designed to show the continuum of learning of infants, toddlers, and preschoolers. It is grounded in comprehensive research around what young children should know and be able to do during their early years.



[Download the video](#)   
[MP4, 17MB]

[Download the transcript](#)   
[PDF, 174KB]

▶ [Understanding the ELOF: Stories from Experts](#)

### CENTRAL DOMAINS

APPROACHES TO LEARNING

SOCIAL AND EMOTIONAL DEVELOPMENT

LANGUAGE AND LITERACY

COGNITION

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT



- **Head Start Leadership Institute Reminder**
  - April 6<sup>th</sup>-7<sup>th</sup>
  - In Chicago
  - Register to attend TODAY!!!
- What's Next?
  - Practice Based Coaching Trainings – April & May
  - Regional TA Supports
  - Continual updates on the ECLKC to support implementation



*Thank you for participating today!*

## *OHS HSPPS Wednesdays*

*Head Start Program Performance Standards (HSPPS)*

