

Office of Head Start

Administration for Children and Families



HEAD START PROGRAM PERFORMANCE STANDARDS FINAL RULE

Paradigm Shift



- Focusing on outcomes over processes and plans
- Eliminating Head Start-specific requirements where government- or HHS-wide procedures exist
- Giving grantees more flexibility in how to meet the requirements
- Increasing transparency with simplified and streamlined standards
- Reduced the prior 1400 Head Start regulations by 30%

What is new in these Regulations



The new Head Start Program Performance Standards:

- Provide research-based program service requirements.
- Are written in plain language and presented clearly to support better program delivery for current and prospective grantees.
- Strengthen Education requirements and ensure all children will get the exposure to early learning they need to leave Head Start ready for school.



What is new in these Regulations



The new Head Start Program Performance Standards:

- Reduce administrative burden to allow grantees to focus on outcomes over process.
- Maintain core Head Start principles, including comprehensive services, parent engagement, enrolling the highest need children and valuing diversity.
- Promote using data for continuous quality improvement.



Reading the HSPPS



1. **Study the rule's structure.** The Head Start Performance Standards final rule is devised into parts, subparts, and sections. Each section “ § ” contains paragraphs.
Example: PART 1302 PROGRAM OPERATIONS
Subpart I Human Resources Management
§ 1302.90 Personnel policies.
(a) In general.
2. **Understand paragraph structure.** There are no such things as subparagraphs. One paragraph in the final rule could flow for up to 4 levels.
Level 1: (a), (b), (c), etc.
Level 2: (1), (2), (3), etc.
Level 3: (i), (ii), (iii), etc.
Level 4: (A), (B), (C), etc.
3. **Follow paragraph structure sequentially when you read.**
 - a. Always begin at Level 1.
 - b. Look for words of authority like, “may” verses “must” and for logical connectors like, “and,” “or,” “if,” “except,” “when,” and “unless.”
 - c. Pay particular attention to punctuation. Pause when you see a comma and stop when you see a period.

Reading the HSPPS



- Read the Preamble
- Have your Head Start Act available for cross reference
- Out with the old (HSPS) and in with the new(HSPPS)
- Don't Stress - HSPPS is new for everyone!



The new HSPPS has five clearly defined sections:

- Program Governance (1301)
- Program Operations (1302)
- Administrative & Financial Requirements (1303)
- Federal Administrative Procedures (1304)
- Definitions (1305)

Increasing Duration



- More preschool age children will be enrolled for the full school year and full school day with more flexibility and more time to implement
 - Annual hour requirement (1,020 hours per year)
 - Gradually increasing duration over five years with option for HHS Secretary to reduce
 - 50% by August 1, 2019
 - 100% by August 1, 2021
- Codifies Early Head Start as a Continuous Program
 - 1,380 hours for center-based
 - 46 visits, 22 group socializations for home-based

Increasing Duration: Why?

Many Children Do Not Receive Enough Early Learning Time



- Children in programs operating under current minimums receive less than half the learning time children in full school day, full school year programs.
- Difficult for teachers to conduct the full scope of engaging learning activities and provide comprehensive child development services in half day programs.
- Research on full-day, instructional time, summer learning loss, and attendance all indicate that more time in high quality programs can improve child outcomes.
- Infants and toddlers require continuity of relationships and care to derive maximum benefits and learning.

Strengthening Family Engagement



- Family engagement strategies integrated throughout program systems and services
- Family Partnership Process
 - Assess family strengths
 - Set individualized goals with families
 - Triage family support services
 - Track program and family progress toward goals
- Governance
 - Parent Committees
 - Impasse Procedures



Strengthening Education Services



- Education requirements reflect research and best practice and apply to ages birth to five.
- Requirements support effective teaching practices through a strong system of professional development.
- Curricula must be content-rich and follow a developmental scope and sequence.
- Screenings and assessments must provide data that is useful for individualizing instruction.
- Education services for home-based services are newly articulated.

Improving Supports for All Children



- Individualized and inclusive services for children with disabilities
- Improved services for homeless children
- Strength-based approach to services for dual language learners (DLLs)
- Increased attention to individual child attendance
- Explicitly addressing expulsion and suspension



Strengthening Health Services



Retains core services and streamlines requirements so they are easier to implement

- Strengthens health services
- Strengthens mental health services
- Improves parent engagement services
- Continues to keep children safe and aligns with child care systems



Caring for Our Children Basics



- Though **voluntary**, ACF hopes *Caring for Our Children Basics* will be a helpful resource for states and other entities as they work to improve health and safety standards in licensing and quality rating improvement systems.
- A common framework will assist child care licensing agencies in working towards and achieving a more consistent foundation for quality and reduce conflicts and redundancies found in program standards linked to multiple funding streams.
- *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.

http://www.acf.hhs.gov/sites/default/files/e cd/caring_for_our_children_basics.pdf

Strengthening Professional Development



- Articulation of staff qualification and competency requirements
- Requires research-based approaches to professional development for education staff
- Requires a research-based, coordinated coaching strategy that provides tiered coaching based on assessed need.
- Requires intensive coaching opportunities are aligned with the program's goals and curricula, include clearly articulated goals, and are supported by qualified coaching staff.

State Early Learning Systems



- Quality Rating and Improvement Systems
- State education data systems
- State pre-kindergarten
- Agencies responsible for IDEA
- Alignment with CCDF





- Most provisions are effective 60 days from publication, November 7, 2016

Some provisions have later compliance dates:

August 1, 2017

- Early Head Start home-based service duration
- Curricula for center-based and family child care programs
- Assessment
- Curriculum for home-based programs
- Quality Rating and Improvement Systems (QRIS)
- Data systems
- Complete background check procedures
- Coordinated coaching strategy and coaching staff qualifications
- Management of program data



August 1, 2018:

- Early Head Start center-based service duration
- Child Development Specialist staff qualifications
- Home visitor staff qualifications

August 1, 2019:

- Head Start center-based service duration: 50 percent of slots at 1,020 annual hours (Secretarial Determination)

August 1, 2021:

- Head Start center-based service duration: 100 percent of slots at 1,020 annual hours (Secretarial Determination)

Supporting implementation



Resources and supports will be provided, including:

- The Performance Standards Showcase
 - on the ECLKC soon
- OHS Webinar series
- Federal Sessions at national and regional events
- Training by the National Centers and Regional TTA
- OHS Birth to Five Leadership Institute
 - Spring 2017



Group Activity



- What are you excited about?
- What are your anticipated challenges?
- What are your training and technical assistance priorities?

Thank You



Questions?

