OHS HSPPS Wednesdays

Head Start Program Performance Standards (HSPPS)

February 15, 2017
Today’s Agenda

• Welcome
• Hot Topics
• Resources
• Monthly Focus -
  • Family and Community Engagement
• Wrap Up
FEBRUARY’S HOT TOPICS
RESOURCES
Head Start Program Performance Standards

Family and Community Engagement
• Which standards are “family engagement standards?”
• Polls
• Review of selected standards with links to TTA Resources
• Highlight Some Q’s from the Fields
Key Themes

- Child and Family Focus
- Outcomes based
- Includes a focus on data
- Woven throughout:
  1301 Program Governance
  1302 Program Operations
  1303 Financial and Admin
  1304 Federal Admin Procedures
Which HSPPS requirements raise the most questions for your program(s)?

- Family partnership process
- Family Services Credential
- Transitions
- Family engagement and attendance
- Parenting curriculum
• Recognize parents’ roles and encourage involvement

• Accessible hours, volunteer in classroom/group activities

• Teacher/parent communication - child routines, activities & behaviors

• Min. of 2 parent-teacher conferences about child progress and program activities – two way learning
• Parent learning & feedback on curricula/instructional material
• Teacher-parent communication about screening and assessment purposes, results and child’s progress
• Min. of 2 teacher home visits—one prior to program year, taking parent privacy and parent/family safety into account
• MSHS teachers make every effort to conduct home visits to engage the family
Subpart E  Family and Community Engagement

§1302.50 Family engagement.

§1302.51 Parent activities to promote child learning and development.

§1302.52 Family partnership services.

§1302.53 Community partnerships and coordination with other early childhood and education programs.
§1302.50 Family engagement

- Family engagement strategies should be integrated throughout program systems and services.
- Parents as primary teachers
- Relationships that are trusting and respectful that enhance the environment as responsive to family culture and language—also 1302.90(c)(1)(iii)
- Father engagement
- Teacher, home visitor and family services coordination
Which resources do you find useful for implementing related performance standards?

• PFCE Framework-Assessment Guides
• Relationship Based Practices Resources (Simulations and Guides)
• Father Engagement Guide
• None of the above
• I’m not familiar with these resources but would like to explore
§1302.51 Parent activities to promote child learning and development

- **Language activities** that support the parent-child relationship
- Engagement around **attendance**
- Offer **research-based parenting curriculum**
Questions from the Field

Parenting Curriculum

• What constitutes research based curriculum?
• Where can I find research-based parenting curricula?
• Do I need to offer this at every Center?
• How should I decide if a particular curriculum meets this requirement?
§1302.52 Family partnership services

- Assess family strengths across PFCE Framework Outcomes
- Set individualized goals with families that result in a family partnership agreement
- Flexibility in design of family support services
- Track program and family progress toward goals
Which resources do you find useful for implementing related performance standards?

- Parenting Compendium
- Family Partnership Process: Goal Setting
- Measuring What Matters Series
- None of the above
- I’m not familiar with these resources
Community partnerships and early childhood coordination broadens the partnerships occurring between Head Start programs and local communities and states.
§1302.53 Community Partnerships & Coordination with Other Programs

• 1302.53(a)  
  Community Partnerships  
  Partner with **local organizations** to support families and **local/state systems**

1302.53(b)(1)-(4)  
Coordination with other programs and systems  
– Memorandum of Understanding (MOU)  
– Quality Rating and Improvement Systems (QRIS)  
– State education data systems
Partner with local organizations to support families and local/state systems may include:

- **Health** care providers, **mental health** professionals, Medicaid managed care networks, **dentists, nutritional** service providers, providers of prenatal and postnatal support, and **substance abuse treatment** providers;

- providers of services to children with **disabilities** and their families, elementary **schools**, state preschool providers, and providers of **child care** services;

- Family preservation and support services and **child protective services**
§1302.53 (a) Community Partnerships

- Libraries and museums

- Temporary Assistance for Needy Families, nutrition assistance agencies, workforce development and training programs, adult or family literacy, adult education, and post-secondary education institutions, financial asset-building education and services

- Housing assistance agencies and providers of support for children and families experiencing homelessness, including LEA homelessness liaisons

- Domestic violence prevention and support providers
Parents

1302.90 (b)(6) Current and former parents must be considered for employment

1302.50(b)(4) parents with opportunities to participate as employees or volunteers

Family, Health and Disabilities Management

Hired after 11/7/16 - Baccalaureate, preferably related to one or more of disciplines

Family Services Staff

For those doing family partnerships, credential w/in 18 mo of hire
Questions from the Field

Family Services Credential

• What certificates or credentials meet this requirement?

• We offer our own certificate. Is there a minimum number of hours?

• Must the credential be through an institute of higher education?
Parent, Family, and Community Engagement

Family Engagement is Everybody’s Business!
Join our mailing list!

OHS PFCE Framework
PFCE Outcomes
Building Foundations for Economic Mobility

Father Engagement
Parenting Programs
Multimedia/Digital Tools

Events and Conferences
PFCE PD-to-Go
For Families

Updated Degree and Credentialing Directory
Coming Soon.....
Subpart G - Transitions

• Identifies the timing and transition planning from EHS

• Specifies expectations for partnering with families and preparing children for transitions to Kindergarten—building knowledge and confidence

• Specifies transitions between programs for mobile families (MSHS, families who move or choose another setting for their child)
Resources to Support Implementation

Early Childhood Development, Teaching, and Learning

Transition to Kindergarten

Understanding Family Engagement Outcomes: Research to Practice Series

Family Engagement in Transitions: Transition to Kindergarten
Subpart H - Enrolled Pregnant Women

- Specifies 30 days to determine health care situation
- Supports women to access comprehensive services
- Specifies information and education for women, fathers and partners
- Makes explicit that pregnant women and other family members, such as fathers, should be included in family partnerships
- Focuses on transitioning babies into EHS
A healthy pregnancy is crucial for a child’s healthy growth and development. Programs can provide early and ongoing supports and services that offer the best chances for: healthy pregnancies and positive childbirth outcomes; supportive care for parents and child after delivery; fathers to be fully involved in the lives of their children; enhancing parent-child attachment; and parents to develop as nurturing and responsive caregivers.

Services for Pregnant Women & Expectant Families

Serving Pregnant Women in EHS [PDF, 42KB]

Early Essentials Webisode 3: Expectant Families

vBTT 2013: Prenatal Brain Development

vBTT 2013: Prenatal Development and School Readiness

Tip Sheet 15: Enrolling Expectant Families
Thank you for joining us today.

We hope you find the resources useful on Family and Community Engagement.
Thank you for participating today!

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Next event: Wednesday, March 15, 2017
2 – 3:30pm EST