



HEAD START

Regional T/TA Network

**M.E.G.A Training Conference
Tentative Schedule**

Monday, December 11, 2017

3:00 – 6:00pm

Registration Open

Tuesday, December 12, 2017

7:00am – 3:00pm

Registration

8:00 – 10:00am

Opening Plenary

10:00 – 10:30am

Break

10:30 – 11:45am

Session Break Out

1. Five Year Grant Application Process (Management)
2. Five Year Grant Application Process (Governance)
3. Inclusive Practices and Services for Children with Disabilities
4. Organizational Design Change Leadership
5. EHS-CC Partnerships
6. Mental Health Symposium
7. Curriculum Fidelity and Coaching
8. PFCE 102 – Deeper Dive
9. Why Fathers Matter

11:45 – 1:15pm

Lunch (On your own)

1:15 – 4:00pm

Session Break Out Contd.

“FOR TA NETWORK INFORMATIONAL PURPOSES ONLY ~ DO NOT DISTRIBUTE”

2ND ANNUAL M.E.G.A TRAINING CONFERENCE

“Motivating & Empowering Grantees for Achievement”



HEAD START
Region IV T/TA Network

Who is invited?

Administrators
Human Resources
Chief Financial Officers
Early Head Start Directors

Head Start Directors
Policy Councils
Teachers
Board Members

Facilities staff
ERSEA Specialist
Health Providers

REGISTER NOW
BY CLICKING LINK BELOW

[2017 MEGA Training Conference](#)

BROWARD COUNTY CONVENTION CENTER

Fort Lauderdale, Florida
December 12th -14th, 2017
Room Blocks Are Available

Head Start Program Performance **ACF Standards Final Rule: General Fact Sheet**

SUMMARY

The Administration for Children and Families (ACF) published a final rule on September 1, 2016 revising the **Head Start Program Performance Standards (HSPPS)** to strengthen and improve the quality of Head Start programs. This action is part of the Administration's early learning efforts to ensure that all children start school ready to succeed.

The bipartisan *Improving Head Start for School Readiness Act of 2007* called for a review and revision of the HSPPS to ensure that all Head Start programs provide high quality, comprehensive services, and for the development of new, research-based education Performance Standards related to school readiness for Head Start children. The Administration for Children and Families issued a Notice of Proposed Rule Making (NPRM) in June of 2015 and received 1,000 comments on the proposed standards. The new Program Performance Standards incorporate key feedback and set a high bar for Head Start quality. The new HSPPS put in place higher standards based on years of research and effective practice in Head Start, providing for effective teaching, staff professional development, and high-quality curriculum in Head Start; strong parent engagement and involvement in programs; comprehensive health services and child safety; effective management; and a full school day and year of services for all Head Start children. At the same time, the new Program Performance Standards make program requirements easier for current and future program leaders to understand and reduce administrative burden so that Head Start directors can focus on delivering high-quality comprehensive early learning programs that help put children onto a path of success.

This rule builds on previous work from this Administration to strengthen Head Start. Beginning with the American Recovery and Reinvestment Act (ARRA), which invested \$2.1 billion in Head Start and Early Head Start to reach an additional 61,000 children and families, the President has made quality improvements in the Head Start program a high priority. This was followed by actions in 2011 to require all Head Start grantees that fail to meet a new set of rigorous benchmarks to compete for continued federal funding. In 2015, the U.S. Department of Health and Human Services (HHS) issued new eligibility rules that ensure Head Start serves our neediest and most vulnerable children.

Beginning in 2014, Congress appropriated funding to create Early Head Start-Child Care (EHS-CC) Partnerships and fund additional Early Head Start Expansion, including \$635 million in 2016. In addition, in 2016, Congress provided \$294 million to increase the number of Head Start children who attend a program that provides a full school day and full school year of early learning. The President has requested additional funding for 2017 to build on this progress of expanding full school day and year offerings in Head Start, consistent with the new requirements in this rule.

Head Start has long been a leader in providing comprehensive high-quality early learning opportunities, having served more than 33 million low-income children and their families over the last 50 years. But Head Start can and must do more. Findings from monitoring reviews and research confirm that there is significant variation in quality among Head Start programs and stronger outcomes are achievable. The new Program Performance Standards are an important next step in

the program's history, establishing a set of 21st century Performance Standards that will result in higher quality Head Start programs and better outcomes for children and families.

MAJOR PROVISIONS

Promoting Effective Teaching and Learning in Head Start Classrooms

A high-quality early learning program has well-trained, caring teachers who deliver a comprehensive and rigorous curriculum that is developmentally appropriate and that promotes all aspects of early learning necessary for school readiness, including social and emotional well-being and cognitive development. The new HSPPS set high standards for effective teaching and learning in every classroom.

The new Standards:

- Strengthen education services and curriculum requirements to ensure effective teaching in Head Start, based on the best research about how children learn and develop
- Require teaching practices, program curricula, and assessments align with the new [Head Start Early Learning Outcomes Framework: Ages Birth to Five](#)
- Require a system of evidence-based professional development activities, including mentor-coaching to build teacher skills and core competencies
- Require systematic local use of valid and reliable assessment data that provides useable information for teachers to individualize and improve services
- Clearly prohibit the expulsion of children from Head Start programs and set strict limitations on the use of temporary suspension, consistent with long-standing Head Start policy

Expanding Time for Learning and Healthy Development

The new Program Performance Standards increase the minimum levels for program duration to ensure teachers have the time they need to implement effective practices that will improve child outcomes. The new Standards set the expectation that, over time, nearly all Head Start programs will serve children for a full school day and full school year. Specifically, the new Standards require Head Start center-based programs to operate 50 percent of their slots for 1,020 hours (approximately equivalent to a 6-hour day for 170 days) per year by August 1, 2019; Head Start center-based programs to operate 100 percent of their slots for 1,020 hours per year by August 1, 2021; and Early Head Start center-based programs to operate 100 percent of their slots for 1,380 hours per year by August 1, 2018.

- Research shows that disadvantaged children benefit from more exposure to enriching early learning programs than is provided by the part-day, part-year programs under the current minimum Head Start standards. Research on full-day programs, instructional time, summer learning loss, and attendance all indicate that dosage is central to improving child outcomes.
- Many programs already provide 1,020 or 1,380 hours, but a significant number do not.
- The new Standards include higher minimums for service duration so teachers can provide the individualized and content-rich learning that is important for child outcomes.
- These new Standards give programs flexibility to structure these hours in a way that best meets the needs of children and families in their communities, and allows programs to request a waiver of these requirements to operate a locally designed program option.
- The new Standards recognize the importance of resources to expanding the duration of Head Start programs and provide the HHS Secretary the flexibility to reduce the required percentage of students attending full school day and year programs if adequate funds are not available.

- Congress appropriated \$294 million in fiscal year (FY) 2016 to increase the duration of Head Start and Early Head Start services, which the administration is in the process of awarding to grantees to ensure more grantees. The President's FY2017 budget requests additional funding to further expand full school day and year offerings, with the goal of putting the program on track to meet the targets in the rule.

Maintaining and Strengthening Head Start's Comprehensive Services and Family Engagement

The new Program Performance Standards maintain Head Start's commitment to comprehensive services as central to helping children succeed. They strengthen several aspects of parental engagement services, compared to the NPRM, in response to comments.

The new HSPPS:

- Require that all staff receive individualized professional development ensure high-quality comprehensive service delivery
- Maintain Head Start's family partnership agreements and home visits for families, and strengthen parent engagement by providing new opportunities for parents to participate in a research-based parenting curriculum
- Retain core health services and streamline requirements to make them easier to implement
- Strengthen mental health services to support teachers with effective classroom management through clearer requirements about the expectations for using mental health consultation
- Require programs serve dual language learners (DLLs) using a research-based approach that recognizes bilingualism as a strength and includes the provision of an interpreter for assessment and screening of children if needed
- Maintain and strengthen services for vulnerable populations, such as homeless children, children in foster care, and children with disabilities, to ensure they are getting the help they need to succeed
- Retain parents' critical decision-making role as leaders in program governance and operations, including maintaining the requirement for a parent committee at the program level

Ensuring the Health and Safety of Head Start Children

The new Program Performance Standards maintain and strengthen Head Start's high bar for child safety and require programs to implement a system of health and safety policies, practices, and procedures that includes ongoing training, oversight and correction, and continuous improvement. They also give programs greater flexibility to adjust their policies and procedures according to the most up-to-date information about how to keep children safe.

- The new rule strengthens the standards of conduct for staff, including explicit safety training and strong codes of conduct that help keep children safe.
- The new standards require programs to conduct state, local, or tribal, and federal criminal background checks on prospective and current employees, and clear them through available child abuse and neglect and sex offender registries every five years, consistent with new requirements for all states in the federally-supported child care subsidy system.

Promoting Effective Management and Continuous Improvement of Head Start Programs

The new Program Performance Standards will facilitate stronger program management and ensure that programs are using data to improve their programs on an ongoing basis.

The new Standards:

- Codify best practices for the appropriate use of data, which includes establishing goals and measurable objectives, and using data, ongoing oversight, and correction to set and revise goals and objectives to best meet the needs of children and families
- Reduce bureaucratic burden by focusing on outcomes over processes and plans, eliminating Head Start-specific requirements where government-wide procedures exist, giving grantees more flexibility in holding sub-grantees accountable, and reducing the number of regulations by approximately one-third
- Include procedures for sharing data and protecting personally identifiable information, balancing the need to protect privacy while ensuring Head Start programs participate in state and local data systems, including those developed through the statewide longitudinal data systems grant program

Head Start Program Performance Standards

45 CFR Chapter XIII
RIN 0970-AC63

Compliance Table

Department of Health and Human Services
Administration for Children and Families



Table I: Compliance Table

Performance Standard	Compliance Date
<p style="text-align: center;">Early Head Start center-based service duration (unless granted a waiver under §1302.24)</p> <p>§1302.21(c)(1):</p> <p>By August 1, 2018, a program must provide 1,380 annual hours of planned class operations for all enrolled children.</p> <p>A program that is designed to meet the needs of young parents enrolled in public school settings may meet the service duration requirements in §1302.21(c)(1)(i) if it operates a center-based program schedule during the school year aligned with its local education agency requirements and provides regular home-based services during the summer break.</p>	<p>August 1, 2018</p>
<p style="text-align: center;">Head Start center-based service duration: 50 percent at 1,020 annual hours (unless granted a waiver under §1302.24)</p> <p>§1302.21(c)(2)(iii) and (v):</p> <p>By August 1, 2019, a program must provide 1,020 annual hours of planned class operations over the course of at least eight months per year for at least 50 percent of its Head Start center-based funded enrollment.</p> <p>A Head Start program providing fewer than 1,020 annual hours of planned class operations or fewer than eight months of service is considered to meet the requirements described in paragraphs §1302.21(c)(2)(iii) and (iv) if its program schedule aligns with the annual hours required by its local education agency for grade one and such alignment is necessary to support partnerships for service delivery.</p>	<p>August 1, 2019</p>

<p style="text-align: center;">Head Start center-based service duration: 100 percent at 1,020 annual hours (unless granted a waiver under §1302.24)</p> <p><u>§1302.21(c)(2)(iv):</u></p> <p>By August 1, 2021, a program must provide 1,020 annual hours of planned class operations over the course of at least eight months per year for all of its Head Start center-based funded enrollment.</p>	<p>August 1, 2021</p>
<p style="text-align: center;">Early Head Start home-based service duration (unless granted a waiver under §1302.24)</p> <p><u>§1302.22(c)(1):</u></p> <p>By August 1, 2017, an Early Head Start home-based program must provide one home visit per week per family that lasts at least an hour and a half and provide a minimum of 46 visits per year; and, provide, at a minimum, 22 group socialization activities distributed over the course of the program year.</p>	<p>August 1, 2017</p>
<p>Curricula for center-based and family child care programs</p> <p><u>§1302.32(a)(1)(ii) and (iii):</u></p> <p>Implement curricula that are aligned with the <u>Head Start Early Learning Outcomes Framework: Ages Birth to Five</u> and, as appropriate, state early learning and development standards; and are sufficiently content-rich to promote measurable progress toward development and learning outlined in the Framework; and, have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn.</p> <p><u>§1302.32(a)(2):</u></p> <p>A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.</p>	<p>August 1, 2017</p>

<p>§1302.32(b):</p> <p>A program that chooses to make significant adaptations to a curriculum or a curriculum enhancement described in §1302.32(a)(1) to better meet the needs of one or more specific populations must use an external early childhood education curriculum or content area expert to develop such significant adaptations. A program must assess whether the adaptation adequately facilitates progress toward meeting school readiness goals, consistent with the process described in §1302.102(b) and (c).</p>	
<p style="text-align: center;">Assessment</p> <p>§1302.33(b)(1) through (3):</p> <p>A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child’s developmental level and progress in outcomes aligned to the goals described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.</p> <p>A program must regularly use information from §1302.33(b)(1) along with informal teacher observations and additional information from family and staff, as relevant, to determine a child’s strengths and needs, inform and adjust strategies to better support individualized learning and improve teaching practices in center-based and family child care settings, and improve home visit strategies in home-based models.</p> <p>If warranted from the information gathered from §1302.33(b)(1) and (2) and with direct guidance from a mental health or child development professional and a parent’s consent, a program must refer the child to the local agency responsible for implementing IDEA for a formal evaluation to assess a child’s eligibility for services under IDEA.</p> <p>§1302.33(c)(2) and (3):</p> <p>If a program serves a child who speaks a language other than English a program must use qualified bilingual staff, contractor, or consultant to:</p> <ul style="list-style-type: none"> ● 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; 	<p>August 1, 2017</p>

<ul style="list-style-type: none"> ● 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, ● Ensure those conducting the screening or assessment know and understand the child’s language and culture and have sufficient skill level in the child’s home language to accurately administer the screening or assessment and to record and understand the child’s responses, interactions, and communications. <p>If a program serves a child who speaks a language other than English and qualified bilingual staff, contractors, or consultants are not able conduct screenings and assessments, a program must use an interpreter in conjunction with a qualified staff person to conduct screenings and assessments as described in §1302.33(c)(2)(i) through (iii).</p>	
<p style="text-align: center;">Curriculum for home-based programs</p> <p><u>§1302.35(d)(1) through (3):</u></p> <p><i>A program that operates the home-based option must:</i></p> <ul style="list-style-type: none"> ● Ensure home-visiting and group socializations implement a developmentally appropriate research-based early childhood home-based curriculum that: <ul style="list-style-type: none"> ○ Promotes the parent’s role as the child’s teacher through experiences focused on the parent-child relationship and, as appropriate, the family’s traditions, culture, values, and beliefs; ○ Aligns with the <u>Head Start Early Learning Outcomes Framework: Ages Birth to Five</u> and, as appropriate, state early learning standards, and, is sufficiently content-rich within the Framework to promote measurable progress toward goals outlined in the Framework; and, ○ Has an organized developmental scope and sequence that includes plans and materials for learning experiences based on developmental progressions and how children learn. ● Support staff in the effective implementation of the curriculum and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development. 	<p style="text-align: center;">August 1, 2017</p>

<ul style="list-style-type: none"> ○ If a program chooses to make significant adaptations to a curriculum or curriculum enhancement to better meet the needs of one or more specific populations, a program must partner with early childhood education curriculum or content experts; and, assess whether the adaptation adequately facilitates progress toward meeting school readiness goals consistent with the process described in §1302.102(b) and (c). 	
<p style="text-align: center;">Quality Rating and Improvement Systems (QRIS) and Data Systems</p> <p>§1302.53(b)(2):</p> <p>A program, with the exception of American Indian and Alaska Native programs, must participate in its state or local Quality Rating and Improvement System (QRIS) if:</p> <ul style="list-style-type: none"> ● Its state or local QRIS accepts Head Start monitoring data to document quality indicators included in the state’s tiered system; ● Participation would not impact a program’s ability to comply with the Head Start Program Performance Standards; and, ● The program has not provided the Office of Head Start with a compelling reason not to comply with this requirement. <p>§1302.53(b)(3): Data systems.</p> <p>A program, with the exception of American Indian and Alaska Native programs unless they would like to and to the extent practicable, should integrate and share relevant data with state education data systems, to the extent practicable, if the program can receive similar support and benefits as other participating early childhood programs.</p>	<p>August 1, 2017</p>
<p style="text-align: center;">Complete background check procedures</p> <p>§1302.90(b)(2):</p> <p>A program has 90 days after an employee is hired to complete the background check process by obtaining whichever check listed in §1302.90(b)(1) was not obtained prior to the date of hire; and, child abuse and neglect state registry check, if available.</p>	<p>August 1, 2017</p>

<p><u>§1302.90(b)(4):</u></p> <p>A program must ensure a newly hired employee, consultant, or contractor does not have unsupervised access to children until the complete background check process described in §1302.90(b)(1) through (3) is complete.</p> <p><u>§1302.90(b)(5):</u></p> <p>A program must conduct the complete background check for each employee, consultant, or contractor at least once every five years which must include each of the four checks listed in §1302.90(b)(1) and (2), and review and make employment decisions based on the information as described in §1302.90(b)(3), unless the program can demonstrate to the responsible HHS official that it has a more stringent system in place that will ensure child safety.</p>	
<p style="text-align: center;">Child Development Specialist staff qualification</p> <p><u>§1302.91(e)(4)(ii):</u></p> <p>By August 1, 2018, a child development specialist, as required for family child care in §1302.23(e), must have, at a minimum, a baccalaureate degree in child development, early childhood education, or a related field.</p>	<p>August 1, 2018</p>
<p style="text-align: center;">Home visitor staff qualifications</p> <p><u>§1302.91(e)(6)(i):</u></p> <p>A program must ensure home visitors providing home-based education services have a minimum of a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate's or bachelor's degree.</p>	<p>August 1, 2018</p>
<p style="text-align: center;">Coordinated coaching strategy and coaching staff qualifications</p> <p><u>§1302.92(c):</u></p> <p>A program must ensure coaches meet staff qualifications in §1302.91(f) and must implement a research-based, coordinated coaching strategy for education staff as described in §1302.92(c).</p>	<p>August 1, 2017</p>

Management of program data

§1302.101(b)(4):

At the beginning of each program year, and on an ongoing basis throughout the year, a program must design and implement program-wide coordinated approaches that ensure the management of program data to effectively support the availability, usability, integrity, and security of data.

A program must establish procedures on data management, and have them approved by the governing body and policy council, in areas such as quality of data and effective use and sharing of data, while protecting the privacy of child records in accordance with subpart C of part 1303 and applicable federal, state, local, and tribal laws.

August 1, 2017

HEAD START/EARLY INTERVENTION DEPARTMENT

HEAD START ANNUAL BOARD

Board Workshop
September 12, 2017

Dr. Lori Canning, Executive Director, Early Learning Language Acquisition

Dr. Angela M. Iudica, Director, Head Start/Early Intervention

Elizabeth Glaid, Specialist, Head Start/Early Head Start



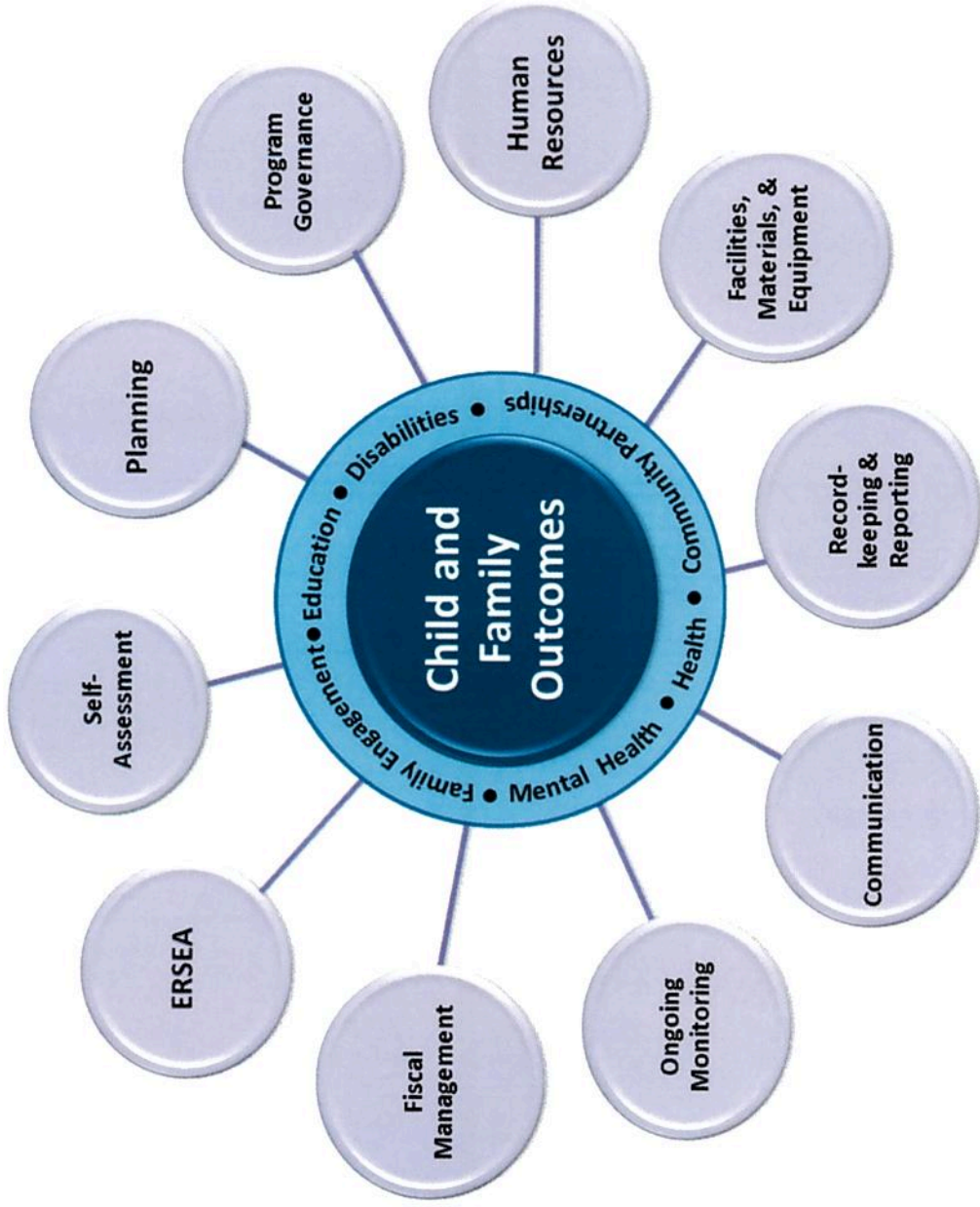
BROWARD COUNTY PUBLIC SCHOOLS

OBJECTIVES

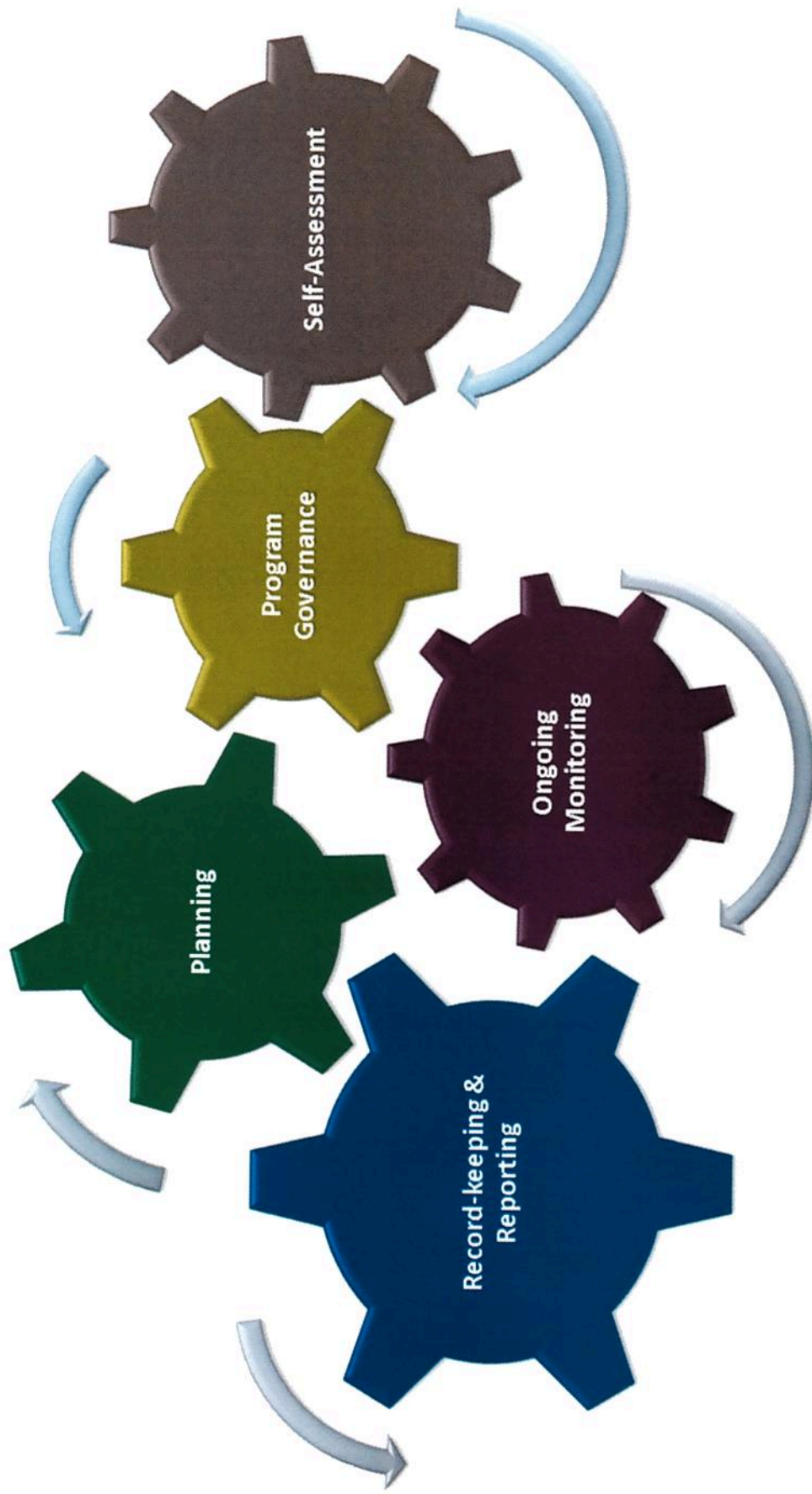
1. Understand Head Start Program Governance Regulations and Requirements
2. Review the composition of the governance structure
3. Understand roles and responsibilities as a governing body member
4. Ensure compliance with federal standards and regulations



MANAGEMENT SYSTEMS



SYSTEMS ARE LINKED



HEAD START GOVERNANCE AND REGULATIONS

- Head Start Act of 2007
- Head Start Program Performance Standards
- Information Memorandums (IMI)
- Program Instructions (PI)
- Policy Clarifications
- Other federal requirements
- State regulations
- Local regulations
- Organizational regulations



HEAD START GOVERNANCE REQUIREMENTS: SEC. 642 (c)(1)(A)

In General

- Legal responsibility for ensuring that grant activities respond to regulations, terms and conditions of the grant
- Fiscal responsibility for ensuring that funds are used prudently and according to regulations
- Overall responsibility to be engaged and knowledgeable about the program's five-year goals, progress towards achieving those goals, and outcomes for children, families and the community



GOVERNING BODY REQUIREMENTS: SEC. 642 (c)(1)(B)

General Composition

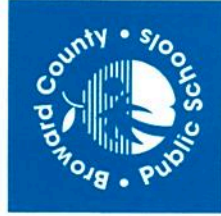
- (i) Not less than 1 member **shall** have a background and expertise in fiscal management or accounting.
- (ii) Not less than 1 member **shall** have a background and expertise in early childhood education and development.
- (iii) Not less than 1 member **shall** be a licensed attorney familiar with issues that come before the governing body.
- (iv) Additional members **shall**:
 - (I) reflect the community to be served and include parents of children who are currently, or were formerly, enrolled in Head Start programs; and
 - (II) are selected for their expertise in education, business administration, or community affairs.



GOVERNING BODY REQUIREMENTS: SEC. 642 (c)(1)(B)

Exceptions

- (v) Exceptions **shall** be made to the requirements of clauses (i) through (iv) for members of a governing body when those members oversee a public entity and are selected to their positions with the public entity by public election or political appointment.
- (vi) If a person described in clause (i), (ii), or (iii) is not available to serve as a member of the governing body, the governing body shall use a consultant, or another individual with relevant expertise, with the qualifications described in that clause, who **shall** work directly with the governing body.



GOVERNING BODY REQUIREMENTS: SEC. 642 (c)(1)(C)

Conflict of Interest

Members of Governing Body shall:

- (i) not have a financial conflict of interest with the Head Start agency (including any delegate agency);
- (ii) not receive compensation for serving on the governing body or for providing services to the Head Start agency;
- (iii) not be employed, nor shall members of their immediate family be employed, by the Head Start agency (including any delegate agency); and
- (iv) operate as an entity independent of staff employed by the Head Start agency.



GOVERNING BODY REQUIREMENTS: SEC. 642 (c)(1)(D)

Conflict of Interest - Exception

If an individual holds a position as a result of public election or political appointment, and such position carries with it a concurrent appointment to serve as a member of a Head Start agency governing body, and such individual has any conflict of interest described in clause (ii) or (iii) of subparagraph (C)-

- (i) such individual shall not be prohibited from serving on such body and the Head Start agency shall report such conflict to the Secretary; and
- (ii) if the position held as a result of public election or political appointment provides compensation, such individual shall not be prohibited from receiving such compensation.



GOVERNING BODY RESPONSIBILITIES: SEC. 642 (c)(1)(E)(i)-(iii)

Responsibilities

The Governing Body shall:

- (i) have legal and fiscal responsibility for administering and overseeing programs under this subchapter, including the safeguarding of federal funds;
- (ii) adopt practices that assure active, independent, and informed governance of the Head Start agency, including practices consistent with subsection (d)(1), and fully participate in the development, planning and evaluation of the Head Start programs involved;
- (iii) be responsible for ensuring compliance with Federal laws (including regulations) and applicable state, tribal and local laws (including regulations); and



GOVERNING BODY RESPONSIBILITIES: SEC. 642 (c)(1)(E)(iv)(I-IV)

Responsibilities, continued

- (iv) be responsible for other activities, including
 - (I) selecting delegate agencies and the service areas for such agencies;
 - (II) establishing procedures and criteria for recruitment, selection, and enrollment of children;
 - (III) reviewing applications for funding and amendments to applications for funding for programs under this subchapter;
 - (IV) establishing procedures and guidelines for accessing and collecting information described in subsection (d)(2);



GOVERNING BODY RESPONSIBILITIES: SEC. 642 (c)(1)(E)(iv)(V-VI)

Responsibilities, continued

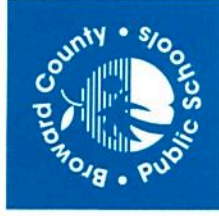
- (V) reviewing and approving all major policies of the agency, including—
 - (aa) the annual self assessment and financial audit;
 - (bb) such agency’s progress in carrying out the programmatic and fiscal provisions in such agency’s grant application, including implementation of corrective actions; and
 - (cc) personnel policies of such agencies regarding the hiring, evaluation, termination, and compensation of agency employees;
- (VI) developing procedures for how members of the policy council are selected, consistent with paragraph(2)(B);



GOVERNING BODY RESPONSIBILITIES: SEC. 642 (c)(1)(E)(iv)(VII)

Responsibilities, continued

- (VII) approving financial management, accounting, and reporting policies, and compliance with laws and regulations related to financial statements, including the
 - (aa) approval of all major financial expenditures of the agency;
 - (bb) annual approval of the operating budget;
 - (cc) selection (except when a financial auditor is assigned by the State under State law or is assigned under local law) of independent financial auditors who shall report all critical accounting policies and practices to the governing body;
 - (dd) monitoring of the agency's actions to correct any audit findings and of other actions necessary to comply with applicable laws (including regulations) governing financial statements and accounting practices;



GOVERNING BODY RESPONSIBILITIES: SEC. 642 (c)(1)(E)(iv)(VII-IX)

Responsibilities, continued

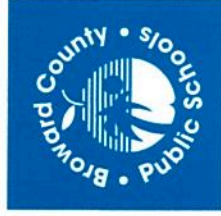
- (VIII) reviewing results from monitoring conducted under section 641 A(c) including appropriate follow-up activities;
- (IX) approving personnel policies and procedures, including policies and procedures regarding the hiring, evaluation and compensation, and termination of the Executive Director, Head Start Director, Director of Human Resources, Chief Fiscal Officer, and any other person in an equivalent position with the agency;



GOVERNING BODY RESPONSIBILITIES: SEC. 642 (c)(1)(E)(iv)(X-XI)

Responsibilities, continued

- (X) establishing, adopting, and periodically updating written standards of conduct that establish standards and formal procedures for disclosing, addressing, and resolving
 - (aa) any conflict of interest, and any appearance of conflict of interest, by members of the governing body, officers and employees of the Head Start agency, and consultants and agents who provide services or furnish goods to the Head Start agency; and
 - (bb) complaints, including investigations, when appropriate;
- (XI) to the extent practicable and appropriate at the discretions of the governing body, establishing advisory committees to oversee key responsibilities related to program governance and improvement of the Head Start program involved.



POLICY COUNCIL REQUIREMENTS: SEC. 642 (c)(2)(A)

In General

Consistent with paragraph (1)(E), each Head Start agency shall have a policy council responsible for the direction of the Head Start program, including program design and operation, and long-and short-term planning goals and objectives, taking into account the annual communitywide strategic planning and needs assessment and self-assessment.



POLICY COUNCIL REQUIREMENTS: SEC. 642 (c)(2)(B)

Composition and Selection

- (i) The policy council shall be elected by the parents of children who are currently enrolled in the Head Start program of the Head Start agency.
- (ii) The policy council shall be composed of—
 - (I) parents of children who are currently enrolled in the Head Start program of the Head Start agency (including any delegate agency), who shall constitute a majority of the members of the policy council; and
 - (II) members at large of the community served by the Head Start agency (including any delegate agency), who may include parents of children who were formerly enrolled in the Head Start program of the agency.



POLICY COUNCIL REQUIREMENTS: SEC. 642 (c)(2)(C)

Conflict of Interest

- (i) not have a conflict of interest with the Head Start agency (including any delegate agency); and
- (ii) not receive compensation for serving on the policy council or for providing services to the Head Start agency.

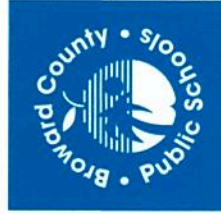


POLICY COUNCIL RESPONSIBILITIES: SEC. 642 (c)(2)(D)(i-iv)

Responsibilities

Policy council **shall** approve and submit to the governing body decisions about each of the following activities:

- (i) Activities to support the active involvement of parents in supporting program operations, including policies to ensure that the Head Start agency is responsive to community and parent needs.
- (ii) Program recruitment, selection, and enrollment priorities.
- (iii) Applications for funding and amendments to applications for funding for programs under this subchapter, prior to submission of applications described in this clause.
- (iv) Budget planning for program expenditures, including policies for reimbursement and participation in policy council activities.



POLICY COUNCIL RESPONSIBILITIES: SEC. 642 (c)(2)(D)(v-viii)

Responsibilities

Policy council **shall** approve and submit to the governing body decisions about each of the following activities:

- (v) Bylaws for the operation of the policy council.
- (vi) Program personnel policies and decisions regarding the employment of program staff, consistent with paragraph (1)(E)(iv)(IX), including standards of conduct for program staff, contractors, and volunteers and criteria for the employment and dismissal of program staff.
- (vii) Developing procedures for how members of the policy council of the Head Start agency will be elected.
- (viii) Recommendations on the selection of delegate agencies and the service areas for such agencies.



POLICY COUNCIL COMMITTEES: SEC. 642 (c)(3)(A-C)

Committees (Related to DELEGATE AGENCIES ONLY)

- (A) be elected and composed of members, consistent with paragraph (2)(B) (with respect to delegate agencies);
- (B) follow procedures to prohibit conflict of interest, consistent with clauses (i) and (ii) of paragraph (2)(C) (with respect to delegate agencies); and
- (C) be responsible for approval and submission of decisions about activities as they relate to the delegate agency, consistent with paragraph (2)(D) (with respect to delegate agencies).

SBBC does NOT have delegate agencies.

There are PARENT COMMITTEES at each location that meet quarterly as part of Parent Activities to share and review program information.



GOVERNING BODY AND POLICY COUNCIL IMPASSE: SEC. 642 (d)(1)

Impasse Policies

Develop policies, procedures, and guidance for Head Start agencies concerning-

- (A) the resolution of internal disputes, including any impasse in the governance of Head Start programs; and
- (B) the facilitation of meaningful consultation and collaboration about decisions of the governing body and policy council.



GOVERNING BODY AND POLICY COUNCIL CONDUCT OF RESPONSIBILITIES: SEC. 642 (d)(2)(A-D)

Conduct of Responsibilities

Ensure the sharing of accurate and regular information for use by the governing body and policy council, about program planning, policies, and Head Start agency operations, including-

- (A) Monthly financial statements, including credit card expenditures;
- (B) Monthly program information summaries;
- (C) Program enrollment reports, including attendance reports for children whose care is partially subsidized by another public agency;
- (D) Monthly reports of meals and snacks provided through programs of the Department of Agriculture;



GOVERNING BODY AND POLICY COUNCIL CONDUCT OF RESPONSIBILITIES: SEC. 642 (d)(2)(E-I)

Conduct of Responsibilities, continued

- (E) The financial audit;
- (F) The annual self-assessment, including any findings related to such assessment;
- (G) The communitywide strategic planning and needs assessment of the Head Start agency, including any applicable updates;
- (H) Communication and guidance from the Secretary; and
- (I) The program information reports.



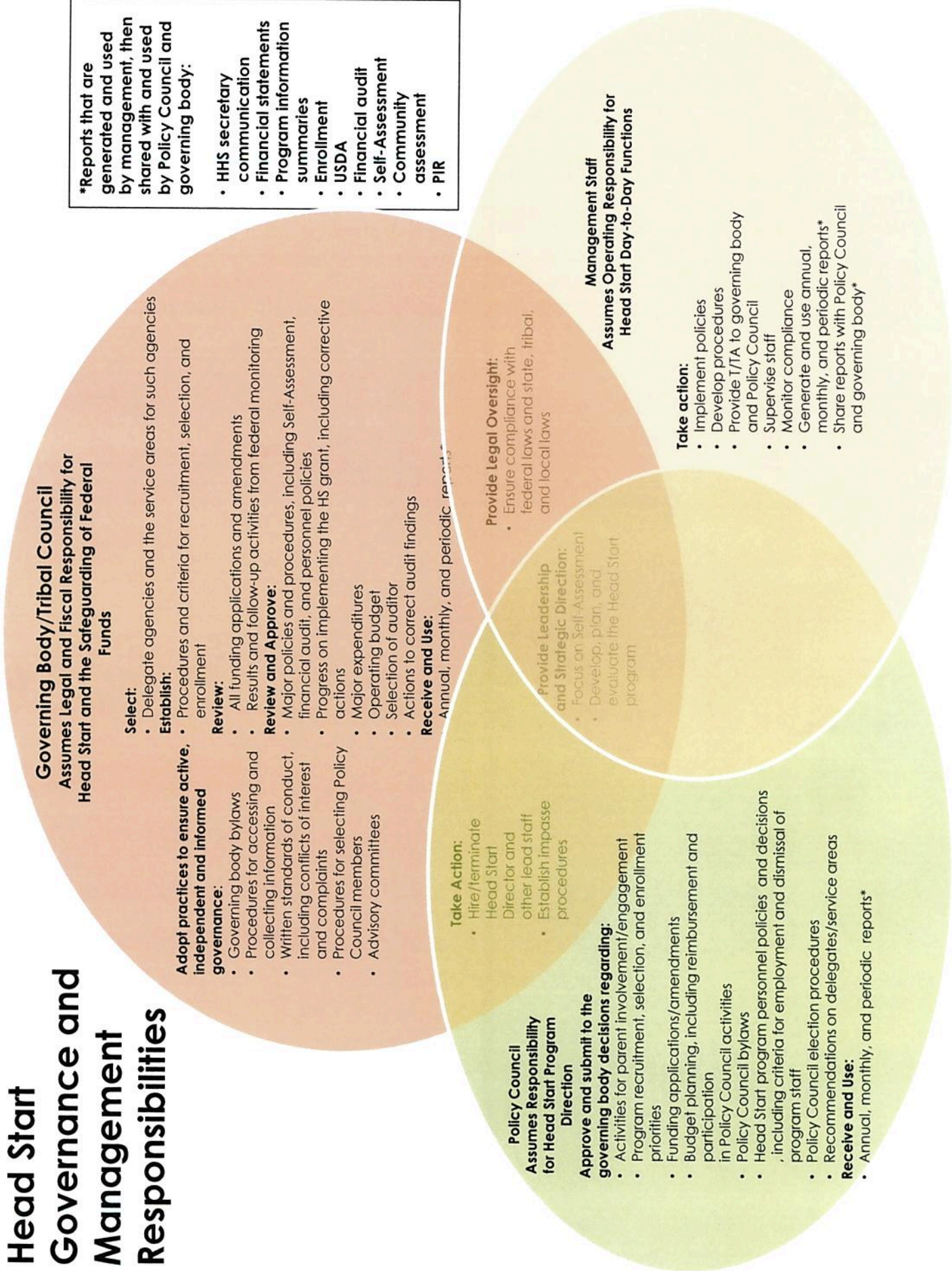
GOVERNING BODY AND POLICY COUNCIL TRAINING AND TECHNICAL ASSISTANCE: SEC. 642 (d)(3)

Training and Technical Assistance

Appropriate training and technical assistance shall be provided to the members of the governing body and the policy council to ensure that the members understand the information the members receive and can effectively oversee and participate in the programs of the Head Start agency.



Head Start Governance and Management Responsibilities



*Reports that are generated and used by management, then shared with and used by Policy Council and by governing body:

- HHS secretary communication
- Financial statements
- Program information summaries
- Enrollment
- USDA
- Financial audit
- Self-Assessment
- Community assessment
- PIR

- Select:**
- Delegate agencies and the service areas for such agencies
- Establish:**
- Procedures and criteria for recruitment, selection, and enrollment
- Review:**
- All funding applications and amendments
 - Results and follow-up activities from federal monitoring
- Review and Approve:**
- Major policies and procedures, including Self-Assessment, financial audit, and personnel policies
 - Progress on implementing the HS grant, including corrective actions
 - Major expenditures
 - Operating budget
 - Selection of auditor
 - Actions to correct audit findings
- Receive and Use:**
- Annual, monthly, and periodic reports

- Adopt practices to ensure active, independent and informed governance:**
- Governing body bylaws
 - Procedures for accessing and collecting information
 - Written standards of conduct, including conflicts of interest and complaints
 - Procedures for selecting Policy Council members
 - Advisory committees

- Take Action:**
- Hire/terminate Head Start Director and other lead staff
 - Establish impasse procedures

- Approve and submit to the governing body decisions regarding:**
- Activities for parent involvement/engagement
 - Program recruitment, selection, and enrollment priorities
 - Funding applications/amendments
 - Budget planning, including reimbursement and participation in Policy Council activities
 - Policy Council bylaws
 - Head Start program personnel policies and decisions, including criteria for employment and dismissal of program staff
 - Policy Council election procedures
 - Recommendations on delegates/service areas
- Receive and Use:**
- Annual, monthly, and periodic reports*

- Provide Legal Oversight:**
- Ensure compliance with federal laws and state, tribal, and local laws

- Provide Leadership and Strategic Direction:**
- Focus on Self-Assessment
 - Develop, plan, and evaluate the Head Start program

- Take action:**
- Implement policies
 - Develop procedures
 - Provide T/TA to governing body and Policy Council
 - Supervise staff
 - Monitor compliance
 - Generate and use annual, monthly, and periodic reports*
 - Share reports with Policy Council and governing body*

HEAD START ELIGIBILITY

- Provides a roadmap for programs on how to determine eligibility
- Describes documents program may accept to prove eligibility
- Requires programs to retain records and to train staff
- Requires programs to have written policies/procedures that include actions taken against staff who intentionally enroll ineligible families



HEAD START ELIGIBILITY

Age Eligibility (Birth Certificate, Hospital Footprints, or Passport)

Early Head Start applicants must be an infant or toddler younger than 3 years old OR a pregnant woman

Head Start children must:

- Be at least 3 years old; OR
- Turn 3 by the date used to determine eligibility in the public school system; AND
- Not be older than compulsory school age.



HEAD START ELIGIBILITY

Income Eligibility

- Family's income is equal to or below the poverty line; OR
- Family is eligible for public assistance (TANF or SSI)

Income documents may include:

- W-2, Tax Return, Child Support Printout, Check Stub, Grant, Scholarship Printout, Letter of Financial Support, Verification of Income, Statement of Applicant, or Unemployment Verification
- TANF Printout or Social Security Disability Documents

Categorical Eligibility (Homeless Verification Form, Foster Care paperwork, other Legal Paperwork)

- Homeless OR
- Foster care

HEAD START ELIGIBILITY

Provisions include:

- Option for telephone interview
- Eligibility determination records
- Allowance for serving homeless children
- Written declarations
- Third party verification
- Program policies and procedures (including actions for violating regulations)
- Training for Staff and Governing Bodies



HEAD START ELIGIBILITY

Staff must create an *Eligibility Determination Record* for each participant.

Eligibility Determination Record MUST include:

- Copies of documents used to verify eligibility
- Statement that program staff has made reasonable efforts to verify information
- Statement that identifies eligibility determination (e.g., Income or Categorically Eligible)



HEAD START ELIGIBILITY

Each Head Start Program may enroll:

- Up to 10% of their enrollment with over-income families (100-130%); AND
- An additional 35% of their enrollment with over-income families if:
 - The program implements outreach and enrollment procedures to ensure meeting the needs of eligible applicants; **and**
 - Establishes criteria that ensures eligible pregnant women are served first



HEAD START ELIGIBILITY

If a program chooses to enroll an additional 35% of participants that are over-income, it MUST be able to report:

- How it is meeting the needs of eligible families;
- Outreach and enrollment policies and procedures;
- Efforts to be fully enrolled;
- Policies and procedures and selection criteria;
- Current and previous enrollment;
- Number of pregnant women and children served; **and,**
- The eligibility criteria category of each child on the waiting list.



UPCOMING HEAD START EVENTS

Designation Renewal

- Expected release in February 2018

Region IV Head Start M.E.G.A. Conference

- December 12 – 14, 2017
- Broward County Convention Center
- No Cost

<https://app.smartsheet.com/b/form/dab09a746b7f45f09df4b1a0e>

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*Get started
about February
or the later*



PROGRAM GOVERNANCE TRAINING RESOURCES

Early Childhood Learning and Knowledge Center (ECLKC)

<https://eclkc.ohs.acf.hhs.gov/hslc>

Building Skills of Head Start Leaders

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/govtraining>

Final Rule Webinar

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/mang-sys/ersea/eligibility-webinar.html>



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HEAD START ANNUAL BOARD TRAINING