FY 2014 Grantee Webcast

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HEAD START

Agenda

Overview of Head Start Monitoring

Standardized Methodology

FY 2014 Monitoring

AIAN

CLASS™

Monitoring Reports

Important Reminders

Overview

Overview (cont.)

Review Teams

- RTL
- CHS
- CDE
- FCE
- FIS
- CLASS™

Monitoring Tools

- Head Start Protocol Software
- CLASS™ Instrument

Data Analysis

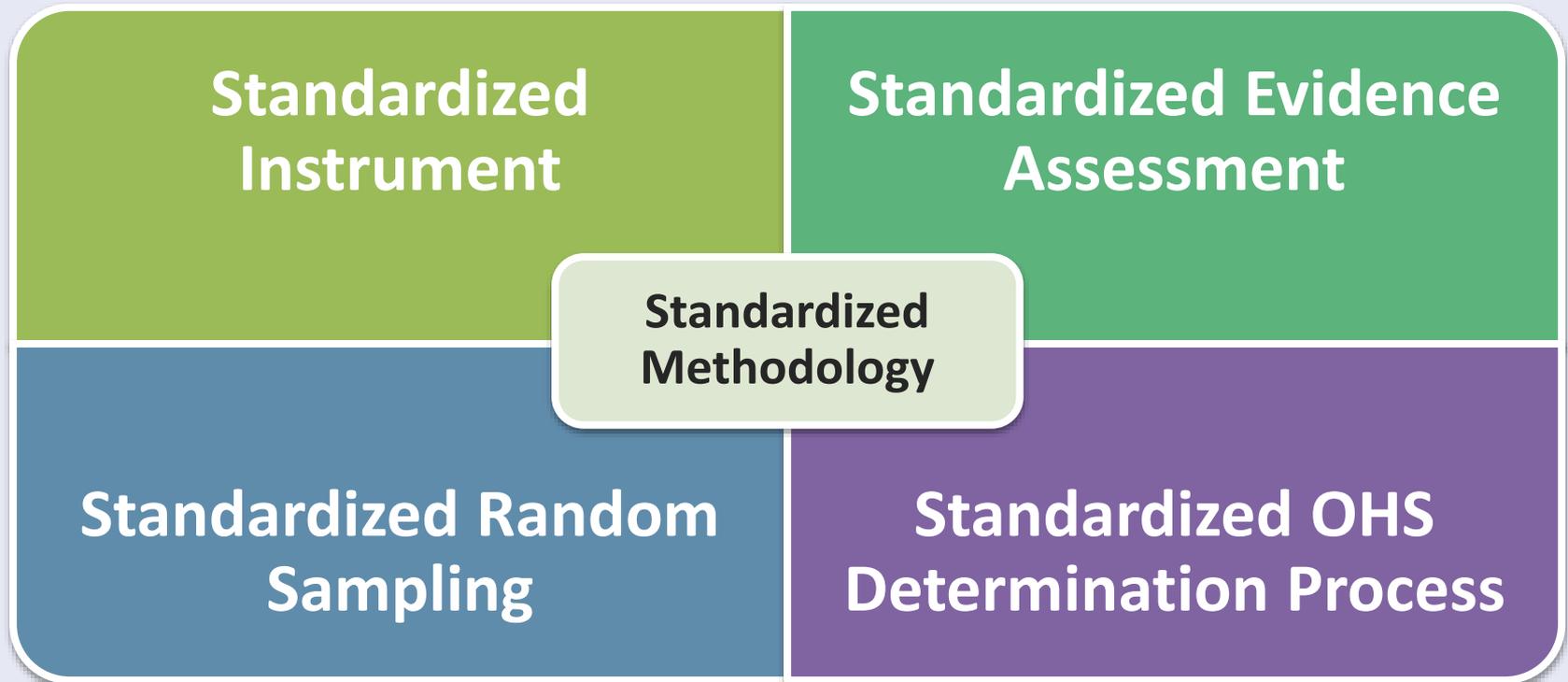- Head Start Monitoring Reports
- Data Trends
- CLASS™ Reports
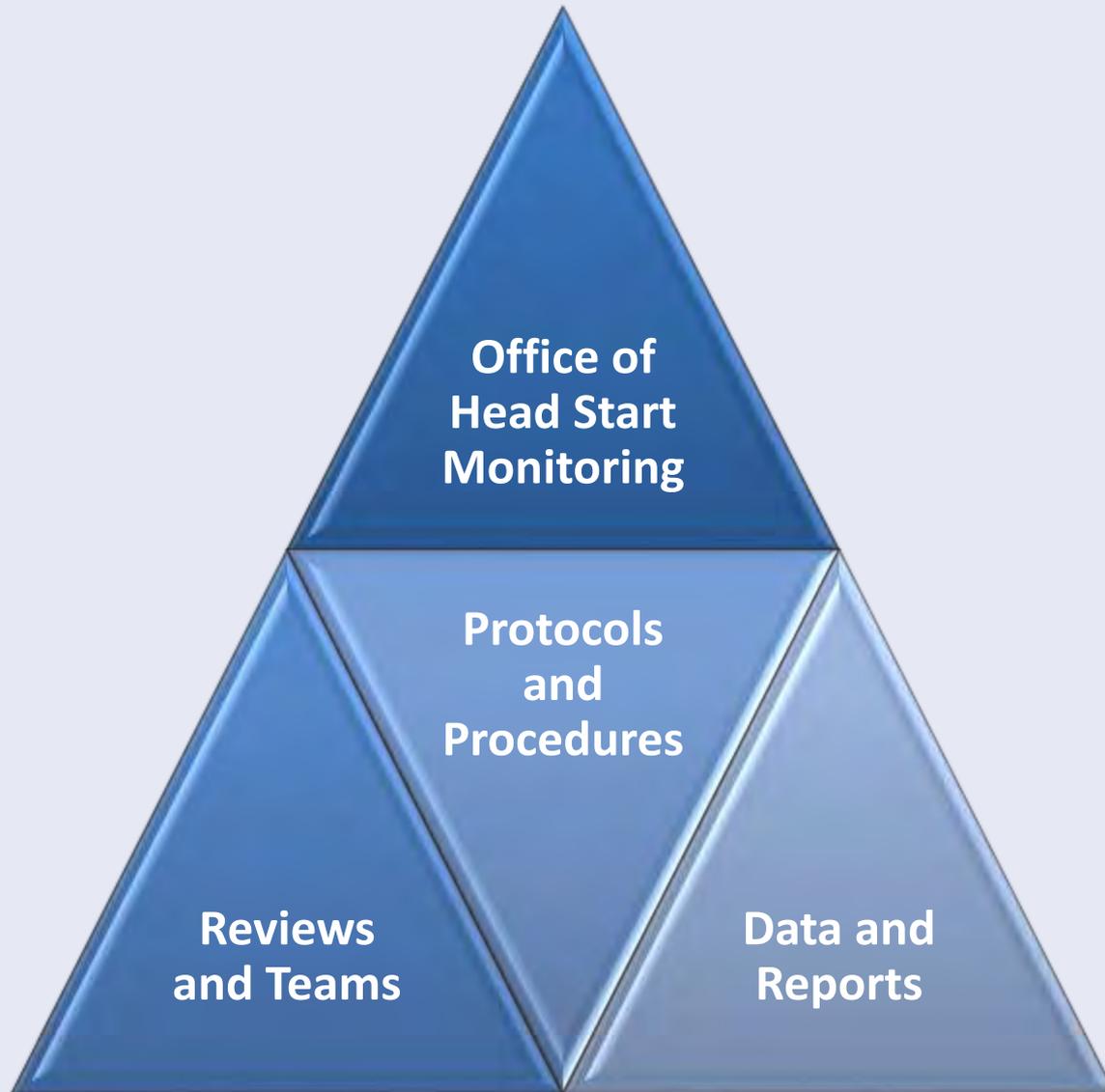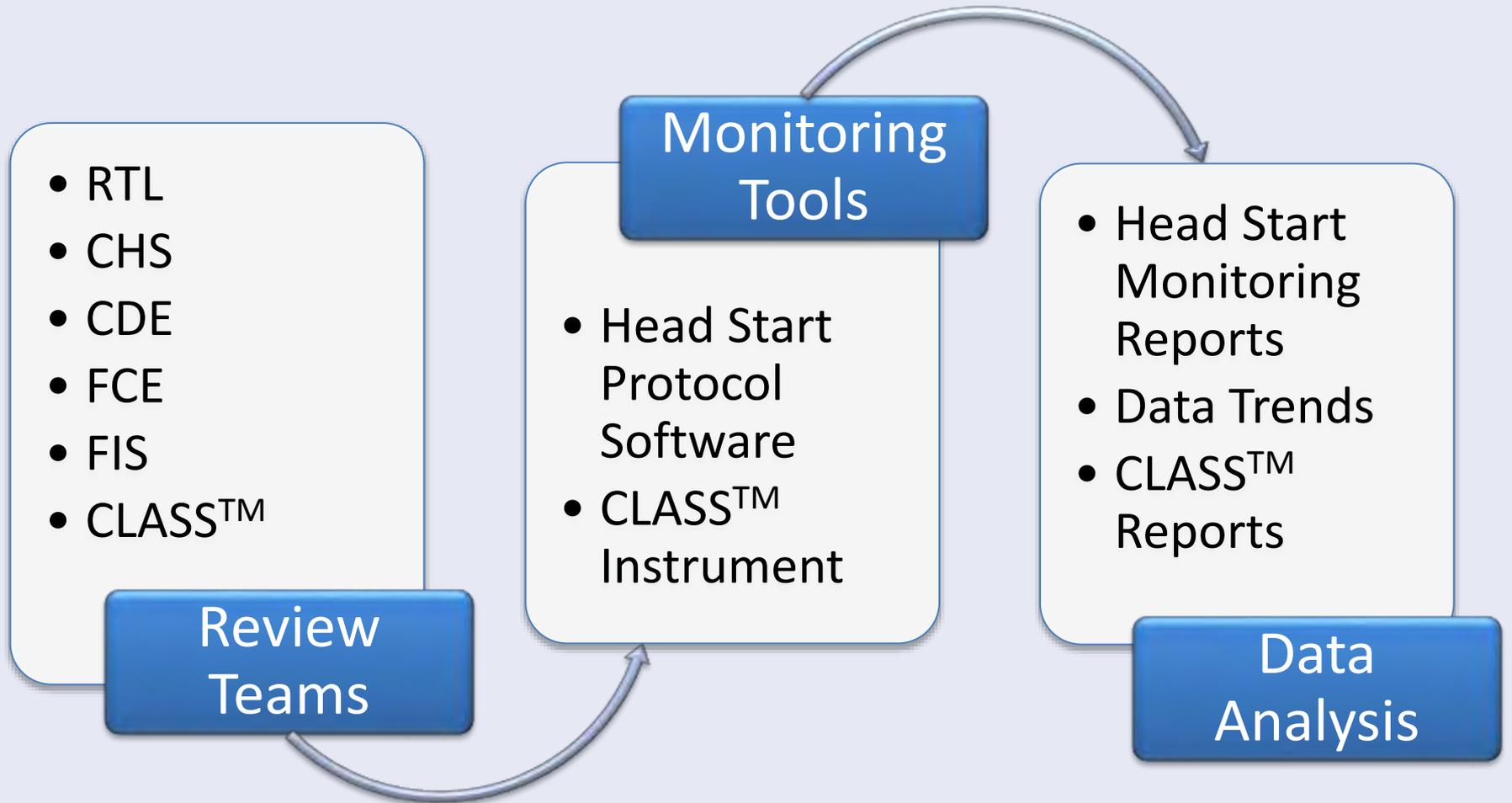
Standardized Methodology

Standardized Methodology

Ensuring consistency in Monitoring

Standardized Instrument	**Standardized Evidence Assessment**
Standardized Random Sampling	**Standardized OHS Determination Process**

Standardized Methodology

Standardized Methodology (cont.)

To Support the Standardized Approach:
- All programs are contacted for pre-site communication
- Schedule of onsite activities are developed
  - Standardized Interview Schedule
  - Document review conducted with the grantee staff
  - Daily discussion of progress with Head Start Director
- Consistent process for reviewing and analyzing evidence throughout the week
- Software is used to document and track variances, additional information, special circumstances
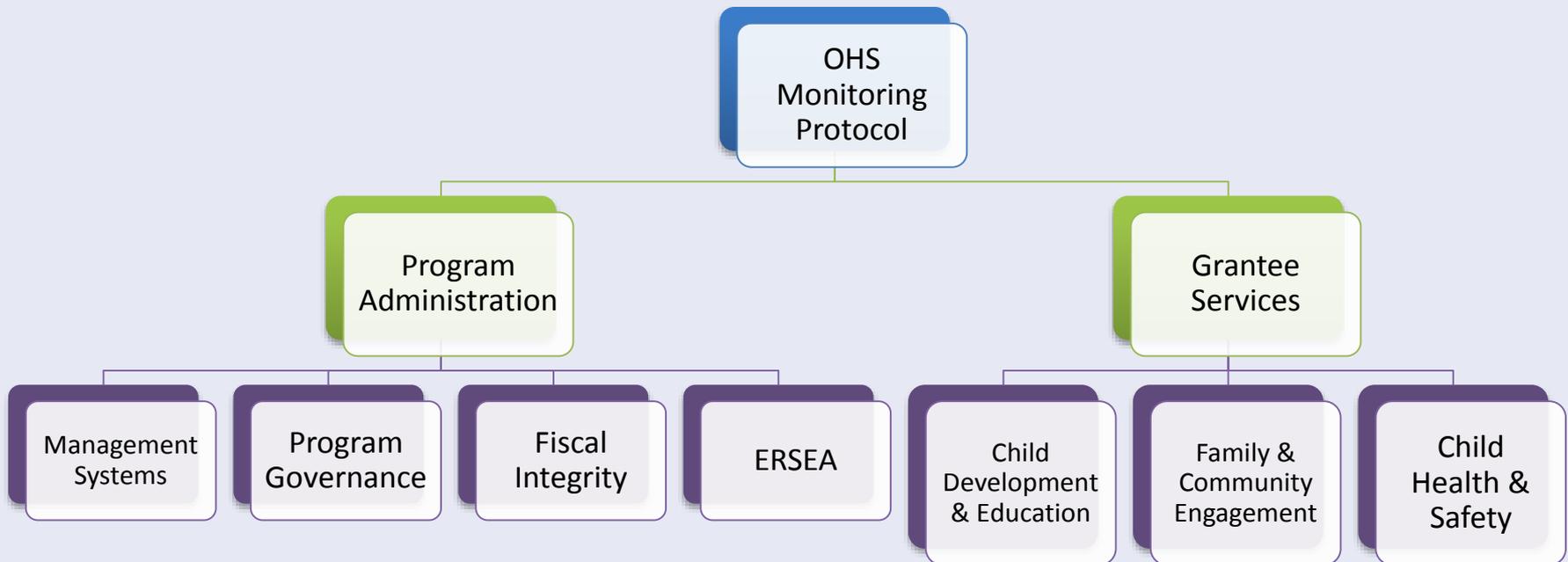
FY 2014 Monitoring

Changes for FY 2014

- Shorter Review Week
  - Monday to Thursday
  - FCE Reviewer on site 2 days
- Streamlined Protocol
- Better use of Grantee Tracking System
- Better use of Grantee Staff during the Review Process
- New Review Report
- Head Start Key Indicator Research

Protocol

The Monitoring Protocol maintains the same focus and structure as FY2013

Protocol (cont.)

How evidence is collected in the Protocol:

- **Interviews**—Most interviews are now grouped for efficiency and better data collection
- **File Reviews**—Staff must be present to assist with file reviews
- **Document Reviews**—Are integrated with interviews so program staff have an opportunity to discuss content and use
- **Observations**—Are conducted early in the review week to ensure completion of the review.

FY 2014 CHS: Use of the Health Tracking System

Review teams will use the grantee tracking system to assess health services

- The tracking system will be used for child health and screening data only – will not be used to assess ERSEA
- Grantee assistance is required to verify the tracking system is the most reliable data source
- Use of the tracking system is recommended, but not required
- If the tracking system cannot be used, a full file review will be conducted

FY 2014 CHS: Health Determinations

- **NEW:** Date of health determination should be the date the program **obtained** the determination from the health care professional
  - More accurately reflects the standard
  - FY 2013 language "has a determination been made"
  - FY 2014 language "on what date was the determination obtained"

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FY 2014 CHS: Health and Safety Checklist

- Combined compliance measures related to safety and security of children

- The health and safety checklist portion of the protocol is now primarily reflected in a single CM to allow for an overall assessment of health and safety

- New: Environmental scan observation box
  - This scan is designed to capture the reviewers first impressions of the site being observed

Monitoring AIAN Grantees Introductory Meeting

AIAN: Purpose of Introductory Meeting

Standardized approach to AIAN reviews

- At the beginning of each tribal review, the tribe will spend the first hour with the team to:
    - ✓ Discuss the cultural aspects of the tribe
    - ✓ Language
    - ✓ Culture
    - ✓ Communication practices between adults/children
    - ✓ Any other information relevant to the tribe that they want to share with the review team
    - ✓ This is a formalized time for sharing the tribes culture. It is not the time for logistic or review information that will be obtained later in the process.

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CLASS™

CLASS™

Use of Classroom Assessment Scoring System (CLASS™) in Head Start

The Office of Head Start (OHS) has published a list of frequently asked questions and answers regarding the use of the CLASS™ Teacher-Child Observation Instrument in Head Start. This resource will help you understand how CLASS™ can be used for professional development and will explain how it is used within OHS for program monitoring purposes.

See PDF version: **Use of Classroom Assessment Scoring System (CLASS™) in Head Start** 🔴 [PDF, 100KB]

What is CLASS Pre-K and what does it measure? ►

How does OHS use CLASS for professional development? ►

Why does OHS use CLASS as part of the Designation Renewal System? ►

How is CLASS used in Head Start Reviews? ►

What do the Head Start CLASS review scores mean? ►

What were the average CLASS scores for 2012 Head Start reviews? ►

Link to the website for full text and info

CLASS^{TM} (cont.)[1]

- BE PREPARED FOR YOUR CLASS^{TM} REVIEW!
- Clearly communicate your schedule to the RTL during the planning call
- Don't make last minute schedule changes when possible
- Clearly identify substitutes and new teachers to reviewers
- Review all information posted on ECKLC about CLASS^{TM} in Head Start
- Make sure you HSES classroom and center data is up-to-date
- Go over the schedule with the CLASS^{TM} reviewer on Monday Morning and communicate changes

CLASS™ (cont.)[2]

- Talk with the RTL about any perceived problems with the CLASS™ review <u>DURING THE REVIEW.</u>
  - Don't wait until afterwards most problems can be resolved onsite.
- Work with the RTL and CLASS™ reviewer to ensure all of your sample classrooms are available, staffed and ready.
- CLASS™ for professional development and CLASS™ for Head Start monitoring reviews have some differences. Review the materials on ECKLC to find out more.

CLASS^{TM} (cont.)₃

- The Office of Head Start works closely with DANYA International to ensure each CLASS^{TM} review and reviewer meets our expectations for quality.

- All CLASS^{TM} reviewers must meet our standards to qualify to conduct CLASS^{TM} observations. All reviewers must be:

- CLASS^{TM} Certified

- Calibrated

- Dual-Coded

Monitoring Reports Enhanced Format

New Monitoring Report

- In 2014 the Office of Head Start has improved the monitoring report to better reflect the outcome of the monitoring review. The report now includes:
  - Areas of **Strength** (when applicable)
  - Areas of **Compliance**
  - Areas of **Concern**
    - Concerns are being included in the effort to assist the grantee in improving their program practices by correcting issues before they rise to the level of noncompliance or deficiency
  - Areas of **Noncompliance and Deficiencies** with distinct timeframes for correction
    - Grantee should note the outcomes reflected in the monitoring report are based on a point and time review and reflect the assessment of the measures included in the protocol. These outcomes can change based on timing and circumstance.

New Monitoring Report (cont.)[1]

A **Glossary of Terms** has been included to explain the various terms used throughout the report.

Glossary

A glossary of terms has been included to explain the various terms used throughout this report.

Term	Definition
Compliance Measure (CM)	The specific statements that collectively assess the level of program performance for each Key Indicator, focusing on one or more Federal regulations critical to the delivery of quality services and the development of strong management systems.
Strength	A new and/or unique way of reaching the community.
Compliant	No findings. Meets requirements of Compliance Measure.
Concern	An area or areas of performance which need improvement or technical assistance. These items should be discussed with the Regional Office and do not include a timeframe for correction.
Noncompliance	A finding that indicates the agency is out of compliance with Federal requirements (including, but not limited to, the Head Start Act or one or more of the performance standards) in an area or areas of program performance, but does not constitute a deficiency. Noncompliances require a written timeline of correction and possible technical assistance (TA) or guidance from their program specialist, and if not corrected within the specified timeline, can become a deficiency.
Deficiency	An area or areas of performance in which an Early Head Start or Head Start grantee agency is not in compliance with State or Federal requirements (including but not limited to, the Head Start Act or one or more of the regulations) and which involves: (A) A threat to the health, safety, or civil rights of children or staff; (B) A denial to parents of the exercise of their full roles and responsibilities related to program governance; (C) A failure to perform substantially the requirements related to Early Childhood Development and Health Services, Family and Community Partnerships, or Program Design and Management; or (D) The misuse of Head Start grant funds. (ii) The loss of legal status or financial viability, as defined in part 1302 of this title, loss of permits, debarment from receiving Federal grants or contracts or the improper use of Federal funds; or

New Monitoring Report (cont.)₂

The **Summary of Findings** and the sections detailing compliance measures now include the use of different background colors to:

- Highlight the sections
- Distinguish the text regarding concerns, noncompliance and deficiencies from one another so that they are easy to identify

Summary of Findings

| Finding Type	Applicable Standards	Program Type	Grant	Timeframe	Compliance Level
Structure and Participation	642(c)(1)(B)(i-iv, vi)		07CH6168	N/A	Concern
Structure and Participation	642(c)(2)(B)(i), 642(c)(2)(B)(ii)(I-II)	HS	07CH6168	120 days	Noncompliant
Roles, Responsibilities, and Training	642(d)(3)	HS	07CH6168	120 days	Noncompliant
Safe Physical Environments	1304.53(a)(10)(i, iv), 1304.53(a)(7)	HS	07CH6168	90 days	Deficient

New Monitoring Report (cont.)[3]

The monitoring report includes all seven of the sections reviewed during the onsite review.

Management Systems

CM#	Compliance Measure	Compliance Level
SYS 1.1	The program routinely engages in a process of systematic planning to develop goals, objectives, and plans based on an analysis of program data and the results of the program's Community and Self-Assessments, engage stakeholders (governing bodies, policy groups, parents, and staff) in planning and use program data to design and implement changes to improve program services on an ongoing basis. 1304.51(a)(1), 1304.51(a)(1)(i-iii)	Compliant
SYS 1.2	At least annually, the program conducts a Self-Assessment of program effectiveness that assesses progress in meeting local program goals and objectives, evaluates program compliance with Federal requirements and results in improvement plans. 641A(g)(1), 641A(g)(2)(B)	Compliant
SYS 2.1	The program established and implements procedures for the ongoing monitoring of its operations and services. The program uses effective tools and procedures to ensure the program is in compliance and meets its goals and objectives, clearly defines staff roles and responsibilities in program oversight, conducts frequent, ongoing monitoring activities, collects and uses data for planning activities and to ensure future compliance and ensures ongoing monitoring takes place in delegate agencies. 641A(g)(3)	Compliant

Head Start Key Indicator Research

- The Head Start Key Indicator Screener Tool is:
  - An evidence-based, differential monitoring tool used to monitor grantees
  - Comprised of a small subset of OHSMS Compliance Measures
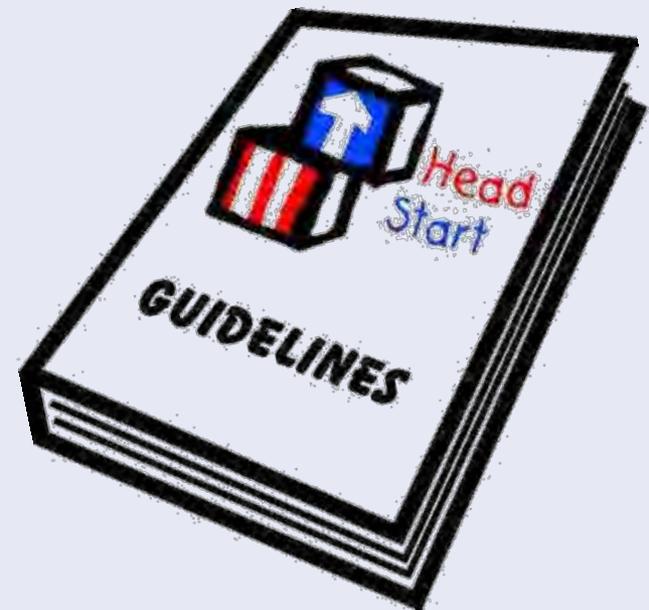
Head Start Indicators

- Total pool of indicators covers all 7 content areas in the OHSMS protocol:
  - Program Governance (GOV)
  - Management Systems SYS)
  - Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)
  - Child Health and Safety (CHS)
  - Family and Community Engagement (FCE)
  - Child Development and Education (CDE)
  - Fiscal Integrity (FIS)
- Indicators use guides that are in the OHSMS protocol:
  - Interviews
  - Document reviews
  - Observations
  - Child Files
  - Staff Files

How were the Indicators selected?

- The selection approach was developed in consultation with Dr. Richard Fiene (Pennsylvania State University)

- Analyses on FY 2012 and FY 2013 Monitoring review data indicated which CMS were most likely to:
  - Differentiate between high performing and low performing grantees
  - Be cited in grantees with the most overall findings

- Workload analyses further refined the tool to ensure the screener review could be completed efficiently

Resultant Pool of Indicators

56 Indicators

15 Core Head Start Key Indicators

Best performers in the statistical analyses

41 Reserve Indicators

Also strong performers

Core Head Start Key Indicators

- T/TA for GB and PC (GOV2.1)
- GB fiscal and legal oversight of program policies (GOV2.3)
- Reporting to GB and PC (GOV3.1)
- Ongoing Monitoring (SYS2.1)
- Standards of conduct (SYS3.2)
- Teacher qualifications (CDE4.1)
- Criminal record checks of staff (SYS3.4)

- Record–keeping (SYS5.1)
- Publication and availability of an Annual Report (SYS5.2)
- Signed statement and documentation of child eligibility (ERSEA2.1)
- Child health determinations (CHS1.1)
- Child access to health/dental care (CHS1.2)
- Child health screenings (CHS2.1)
- Health/safety checklist (CHS3.4)

How well would this Screener work?

- Analyses looked at how well the screener results agreed with the findings from the full reviews in FY2012 and FY 2013.

- For 807 Triennial Reviews completed in FY 2012 and FY 2013…

    … the Screener agreed with the results
    of the full review over **88%** of the time!

Next Steps

- Test in fall 2013 to:
    - Finalize the set of Head Start Key Indicators
    - Finalize the screener review procedures
    - Test of the tool will be conducted during 21 triennial reviews during the first quarter of reviews (Oct-Jan). The grantees selected will be notified in their 30 day letter.
    - This study is similar to others studies we have done in the past. If you are selected as one of the sample grantees the results of the screener are NOT a part of your monitoring review results and do not effect your review.
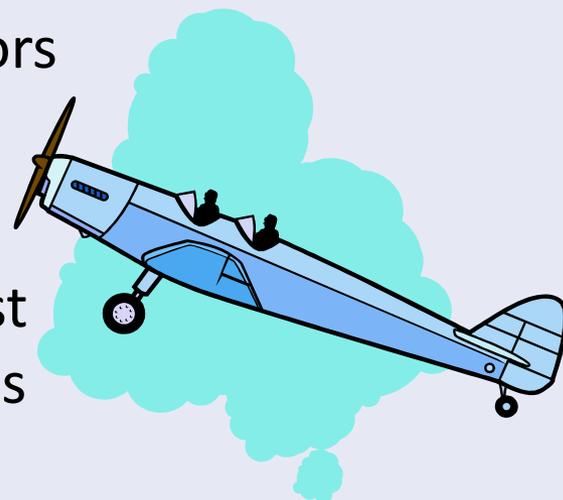
Important Reminders

Reminder: Requirements for Assistant Teachers

- Remember that as of today - 9/30/2013- teacher assistants in Head Start preschool classrooms must:
  - Have a preschool center-based CDA
  - OR be enrolled in a program leading to an AA or BA
  - OR be enrolled in a CDA program to be completed within 2 years

Reminder: Early Head Start

- Early Head Start requires *one qualified teacher for every four infants and toddlers*.

- Each teacher must have a minimum of an infant/toddler center-based CDA.

Reminder: TB Test and Screenings

- The Office of Head Start is aware of the TB shortage effecting the country. We are currently working to determine the best course of action. More information will be made available to grantees in the coming months.

Questions and Answers