ATTACHMENT 23

**EARLY CARE AND EDUCATION ADMINISTRATOR SURVEY FOR PLUS STUDY
(HEAD START PROGRAM PERFORMANCE STANDARDS)**

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MATHEMATICA
Policy Research

family and child experiences survey

FACES 2014-2018

Experiences in Head Start

Head Start Center Director Plus Study

Spring 2017

Please see the Head Start Center Director Core Survey for the main survey and placement of these items within the survey.

A. Staffing and Recruitment

A-05a **Does this center offer any of the following schedules for the Head Start funded slots?**

MARK ALL THAT APPLY

- ☐₁ 3.5 hours per day
- ☐₂ More than 3.5 hours and up to 5 hours
- ☐₃ More than 5 hours and up to 6 hours
- ☐₄ More than 6 hours and up to 8 hours
- ☐₅ More than 8 hours

A-05b **Which of the schedules for Head Start center-based slots in your program fills up fastest?**

MARK ONE ONLY

- ○₁ 3.5 hours per day
- ○₂ More than 3.5 hours and up to 5 hours
- ○₃ More than 5 hours and up to 6 hours
- ○₄ More than 6 hours and up to 8 hours
- ○₅ More than 8 hours
- ○₆ Slots of different lengths fill up equally fast

A-06 **At the beginning of this program year, did you have a waiting list of children whose parents wanted to enroll them in classes in this center, but for whom slots were not available?**

- ○₁ Yes
- ○₀ No ➝ **GO TO A1, PAGE X**

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A-07 For which length of center-based slot was the waiting list longest?

MARK ONE ONLY

○₁ 3.5 hours per day

○₂ More than 3.5 hours and up to 5 hours

○₃ More than 5 hours and up to 6 hours

○₄ More than 6 hours and up to 8 hours

○₅ More than 8 hours

○₆ The waiting lists were of equal length for all slots

B. Staff Education and Training

[These questions will come immediately after the two questions on curriculum and assessment training at the end of section B.]

B24 There are many different ways that centers can support curriculum implementation and monitor implementation fidelity (in other words, monitor whether the curriculum is being implemented as intended by the people who created it). We are interested in learning about what your center is doing. **In the first column**, please indicate whether your center is **currently doing** any of the following.

B25 *For rows you did not mark in the first column*, **in the second column**, please indicate whether your center is **considering adding** any of the following in order to support curriculum implementation or monitor implementation fidelity (in other words, monitor whether the curriculum is being implemented as intended by the people who created it).

		B24 MARK ALL THAT APPLY MY CENTER IS CURRENTLY DOING THIS	B25 MARK ALL THAT APPLY MY CENTER IS CONSIDERING ADDING THIS
a.	Offer additional teacher training on the curriculum/curricula *by the developer*		☐₁
b.	Offer additional teacher training on the curriculum/curricula *by another provider*		☐₂
c.	Have teachers complete fidelity checklists available from the developer	☐₃	☐₃
d.	Have a coach observe teachers *using the curriculum developer's fidelity checklist*	☐₄	☐₄
e.	Have someone else observe teachers *using the curriculum developer's fidelity checklist*	☐₅	☐₅
f.	Have a coach observe teachers implementing the curriculum and provide feedback (not using a fidelity checklist)	☐₆	☐₆
g.	Have someone else observe teachers implementing the curriculum and provide feedback (not using a fidelity checklist)	☐₇	☐₇
h.	Have coaches focus on curriculum implementation when working with teachers	☐₈	☐₈
i.	Administrators/coaches/specialists/others participate in a curriculum developer training on supporting and/or monitoring fidelity...................	☐₉	☐₉
j.	Use other implementation support or fidelity monitoring tools (Specify)	☐₀	☐₀

B26 **Thinking about all of the tools and activities just listed related to supporting curriculum implementation or monitoring implementation fidelity, are you doing them or planning to add them in order to meet the Head Start Program Performance Standards on curriculum support and fidelity monitoring?**

○₁ Yes

○₀ No

○_d Don't Know

E. Curriculum and Assessment

E2 **What curriculum/curricula does your center use?**

MARK ALL THAT APPLY

- ☐ 11 Creative Curriculum
- ☐ 12 High/Scope
- ☐ 13 High Reach
- ☐ 14 Let's Begin with the Letter People
- ☐ 15 Montessori
- ☐ 16 Bank Street
- ☐ 17 Creating Child Centered Classrooms- Step by Step
- ☐ 18 Scholastic Curriculum
- ☐ 19 Locally Designed Curriculum
- ☐ 20 Curiosity Corner
- ☐ 91 Something else – *Specify* �ý

_____

E3 **What is your <u>main</u> curriculum?**

MARK ONE ONLY

- ○ 11 Creative Curriculum
- ○ 12 High/Scope
- ○ 13 High Reach
- ○ 14 Let's Begin with the Letter People
- ○ 15 Montessori
- ○ 16 Bank Street
- ○ 17 Creating Child Centered Classrooms- Step by Step
- ○ 18 Scholastic Curriculum
- ○ 19 Locally Designed Curriculum
- ○ 20 Curiosity Corner
- ○ 91 Something else – *Specify* ➦

_____

- ○ 23 Use each equally
- ○ d Don't know

E12a **Was your center using this curriculum before these new Head Start Program Performance Standards were released in September 2016?**

MARK ONE FOR
EACH ROW

		YES	NO
11.	Creative Curriculum	$\circ_1$	$\circ_0$
12.	High/Scope	$\circ_1$	$\circ_0$
13.	High Reach	$\circ_1$	$\circ_0$
14.	Let's Begin with the Letter People	$\circ_1$	$\circ_0$
15.	Montessori	$\circ_1$	$\circ_0$
16.	Bank Street	$\circ_1$	$\circ_0$
17.	Creating Child Centered Classrooms- Step by Step	$\circ_1$	$\circ_0$
18.	Scholastic Curriculum	$\circ_1$	$\circ_0$
19.	Locally Designed Curriculum	$\circ_1$	$\circ_0$
20.	Curiosity Corner	$\circ_1$	$\circ_0$
21.	Something else – *(Specify)*	$\circ_1$	$\circ_0$

E12b **Did your center begin using this curriculum in an effort to meet the new Head Start Program Performance Standards?**

MARK ONE FOR EACH ROW

		YES	NO	DON'T KNOW
11.	Creative Curriculum	$\circ_1$	$\circ_0$	$\circ_d$
12.	High/Scope	$\circ_1$	$\circ_0$	$\circ_d$
13.	High Reach	$\circ_1$	$\circ_0$	$\circ_d$
14.	Let's Begin with the Letter People	$\circ_1$	$\circ_0$	$\circ_d$
15.	Montessori	$\circ_1$	$\circ_0$	$\circ_d$
16.	Bank Street	$\circ_1$	$\circ_0$	$\circ_d$
17.	Creating Child Centered Classrooms- Step by Step	$\circ_1$	$\circ_0$	$\circ_d$
18.	Scholastic Curriculum	$\circ_1$	$\circ_0$	$\circ_d$
19.	Locally Designed Curriculum	$\circ_1$	$\circ_0$	$\circ_d$
20.	Curiosity Corner	$\circ_1$	$\circ_0$	$\circ_d$
21.	Something else – *(Specify)* ➐	$\circ_1$	$\circ_0$	$\circ_d$

E12c Does your center plan to continue using this curriculum in the next program year?

MARK ONE FOR EACH ROW

		YES	NO	DON'T KNOW
11.	Creative Curriculum	○	○	○
12.	High/Scope	○	○	○
13.	High Reach	○	○	○
14.	Let's Begin with the Letter People	○	○	○
15.	Montessori	○	○	○
16.	Bank Street	○	○	○
17.	Creating Child Centered Classrooms- Step by Step	○	○	○
18.	Scholastic Curriculum	○	○	○
19.	Locally Designed Curriculum	○	○	○
20.	Curiosity Corner	○	○	○
21.	Something else – *(Specify)* 🢆	○	○	○

E13 Will your center be adding another curriculum next year?

○ Yes
○ No ➡ **GO TO E15, PAGE X**
○ Don't Know ➡ **GO TO E15, PAGE X**

E13a **What curriculum/curricula does your center plan to use next year?**
MARK ALL THAT APPLY

☐₁₁ Creative Curriculum

☐₁₂ High/Scope

☐₁₃ High Reach

☐₁₄ Let's Begin with the Letter People

☐₁₅ Montessori

☐₁₆ Bank Street

☐₁₇ Creating Child Centered Classrooms- Step by Step

☐₁₈ Scholastic Curriculum

☐₁₉ Locally Designed Curriculum

☐₂₀ Curiosity Corner

☐₉₁ Something else – *Specify* ⟍

E13b **Will any of these new curricula be your <u>main</u> curriculum?**

○₁ Yes

○₀ No

○ᵈ Don't Know

E14 **Are you changing your curriculum/curricula in order to meet the Head Start Program Performance Standards?**

○₁ Yes

○₀ No

○ᵈ Don't Know

E15 | **We are also interested in learning about your use of other activities and tools related to curriculum. Is your center <u>currently doing</u> any of the following activities or using any of the following tools?**

MARK ONE FOR EACH ROW

		YES	NO
a.	Making and using adaptations to your curriculum/parts of the curriculum (for example, to respond to different learning needs).....................................	$\bigcirc_1$	$\bigcirc_0$
b.	Using subject matter (for example, math, science, social/emotional, literacy) curriculum in addition to other curriculum/curricula...............................	$\bigcirc_1$	$\bigcirc_0$
c.	Using the online components of the curriculum package........	$\bigcirc_1$	$\bigcirc_0$
d.	Using the assessment system that accompanies your curriculum	$\bigcirc_1$	$\bigcirc_0$
e.	Using online components of the assessment that accompanies your curriculum	$\bigcirc_1$	$\bigcirc_0$
f.	Using other activities/tools related to curriculum – *Specify* ⟶	$\bigcirc_1$	$\bigcirc_0$

12

E16 Is your center <u>considering doing</u> any of the following activities <u>or adding</u> any of the following tools related to curriculum? Please responds to these items even if you answered "yes" to all the items in E15.

MARK ONE FOR EACH ROW

		YES	NO
a.	Make and use additional adaptations to your curriculum/parts of the curriculum (for example, to respond to different learning needs)	○₁	○₀
b.	Use an additional subject matter (for example, math, science, social/emotional, literacy) curriculum in addition to other curriculum/curricula	○₁	○₀
c.	Use other parts of the curriculum package that support classroom activities that you have not previously used	○₁	○₀
d.	Use the online components of the curriculum package	○₁	○₀
e.	Use the assessment system that accompanies this curriculum	○₁	○₀
f.	Using online components of the assessment that accompanies your curriculum	○₁	○₀
g.	Use other enhancements – *Specify* ➐	○₁	○₀

E17 Thinking about all of the tools and activities above related to curriculum, are you doing them or planning to add them in order to meet the Head Start Program Performance Standards on curriculum?

○₁ Yes
○₀ No
○ₔ Don't Know

13

S. Head Start Program Performance Standards

In September of 2016, the Office of Head Start released new Head Start Program Performance Standards (HSPPS). We are interested in learning whether centers were already in compliance with any of these standards when they were released and whether it will be difficult for centers to make changes to comply with the new standards. Our questions focus on the standards included in the compliance table released with the new HSPPS. The compliance dates have not yet passed for any of these standards. In other words, programs are not yet required to meet these standards.

When answering questions about the duration requirement, please consider only the slots directly funded by Head Start; do not include slots that are fully funded by other federal, state, or local sources.

You may not have received any information on some of these standards yet. Therefore, in several of our questions, there is the option to indicate "don't know." This is an important part of what we need to learn in this survey. There are no right or wrong answers.

As an additional resource, if needed, we have provided fuller explanatory text from the Head Start Program Performance Standards and the accompanying compliance table at the back of this survey on pages 35 through 39. If it will help you, please use this text as a reference when answering the items in this section.

S1 Was your center in compliance with the following standards at the time the new Head Start Program Performance Standards (HSPPS) were released (September 2016)? For each of the standards, please tell us whether, as of September 2016, your center already met (was in compliance with) the standard, did not meet (was not in compliance with) the standard, or whether you don't know.
My center…

MARK ONE FOR EACH ROW

		Already met (was in compliance with) this standard when the new HSPPS were released.	Did not meet (was not in compliance with) this standard when the new HSPPS were released.	Don't know if center met (was in compliance with) this standard when the new HSPPS were released.
a.	Service duration for Head Start center-based services: 1,020 annual hours for Head Start centers over at least 8 months for 50% of funded enrollment	○₁	○₂	○₃
b.	Service duration for Head Start center-based services: 1,020 annual hours for Head Start centers over at least 8 months for 100% of funded enrollment	○₁	○₂	○₃
c.	Curricula for center-based and family child care programs: having a curriculum that meets the requirements identified in the HSPPS	○₁	○₂	○₃
d.	Curricula for center-based and family child care programs: curriculum implementation support and fidelity monitoring (in other words, monitoring whether the curriculum is being implemented as intended by the people who created it)	○₁	○₂	○₃
e.	Assessment: having an assessment that meets the requirements identified in the HSPPS	○₁	○₂	○₃
f.	Assessment: using assessment results as required by the HSPPS	○₁	○₂	○₃
g.	Assessment: meeting standards for assessment related to serving children with a home language other than English	○₁	○₂	○₃
h.	Quality Rating and Improvement Systems participation requirement	○₁	○₂	○₃
i.	Data systems: sharing relevant data with state education systems to the extent practicable	○₁	○₂	○₃
j.	Complete background check procedures for employees, consultants, and contractors when initially hired and at least once every 5 years	○₁	○₂	○₃
k.	Coordinated coaching strategy: intensive coaching practices requirements	○₁	○₂	○₃
l.	Coaching staff qualifications and experience requirements	○₁	○₂	○₃
m.	Management of program data to effectively support availability, usability, integrity, and security of program data	○₁	○₂	○₃

S2 Next, we would like to ask you to think about the changes your center is making to meet the new Head Start Program Performance Standards (HSPPS).

Thinking about the standards that your center did not yet meet when the HSPPS came out, how difficult will it be for your center to comply with these standards? Please indicate whether with will be "very difficult," "somewhat difficult," "slightly difficult," or "not at all difficult" for your center to comply with the following standards.

MARK ONE FOR EACH ROW

		VERY DIFFICULT	SOMEWHAT DIFFICULT	SLIGHTLY DIFFICULT	NOT AT ALL DIFFICULT
a.	Service duration for Head Start center-based services: 1,020 annual hours for Head Start centers over at least 8 months for 50% of funded enrollment	O₁	O₂	O₃	O₄
b.	Service duration for Head Start center-based services: 1,020 annual hours for Head Start centers over at least 8 months for 100% of funded enrollment	O₁	O₂	O₃	O₄
c.	Curricula for center-based and family child care programs: having a curriculum that meets the requirements identified in the HSPPS	O₁	O₂	O₃	O₄
d.	Curricula for center-based and family child care programs: curriculum implementation support and fidelity monitoring (in other words, monitoring whether the curriculum is being implemented as intended by the people who created it)	O₁	O₂	O₃	O₄
e.	Assessment: having an assessment that meets the requirements identified in the HSPPS	O₁	O₂	O₃	O₄
f.	Assessment: using assessment results as required by the HSPPS	O₁	O₂	O₃	O₄
g.	Assessment: meeting standards for assessment related to serving children with a home language other than English	O₁	O₂	O₃	O₄
h.	Quality Rating and Improvement Systems participation requirement	O₁	O₂	O₃	O₄
i.	Data systems: sharing relevant data with state education systems to the extent practicable	O₁	O₂	O₃	O₄
j.	Complete background check procedures for employees, consultants, and contractors when initially hired and at least once every 5 years	O₁	O₂	O₃	O₄
k.	Coordinated coaching strategy: intensive coaching practices requirements	O₁	O₂	O₃	O₄
l.	Coaching staff qualifications and experience requirements	O₁	O₂	O₃	O₄
m.	Management of program data to effectively support availability, usability, integrity, and security of program data	O₁	O₂	O₃	O₄

Reference: Head Start Program Performance Standards Help Text

Item that references standard	Help Text
S1a, S2a: **1,020 annual hours for Head Start centers over at least 8 months for 50% of funded enrollment**	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. (In other words, thinking about the number of hours per day and days per week children in Head Start funded center-based slots are offered class time in the course of a program year, does that add up to at least 1,020 hours, and are the hours provided over at least 8 months?) 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 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.
S1b, S2b: **1,020 annual hours for Head Start centers over at least 8 months for 100% of funded enrollment**	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. (In other words, thinking about the number of hours per day and days per week children in Head Start funded center-based slots are offered class time in the course of a program year, does that add up to at least 1,020 hours, and are the hours provided over at least 8 months?)
S1c, S2c: **Having a curriculum that meets the requirements identified in the HSPPS**	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.
S1d, S2d: **Curriculum implementation support and fidelity monitoring**	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.
S1e, S2e: **Having an assessment that meets the requirements identified in the HSPPS**	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 assessment 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.

Item that references standard	Help Text
S1f, S2f: **Using assessment results as required by the HSPPS**	A program must regularly use information from the assessments 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.
S1g, S2g: **Meeting standards for assessment related to serving children with a home language other than English**	If a program serves a child who speaks a language other than English a program must use qualified bilingual staff, contractor, or consultant to: • 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; • 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. If a program serves a child who speaks a language other than English and qualified bilingual staff, contractors, or consultants are not able to conduct screenings and assessments, a program must use an interpreter in conjunction with a qualified staff person to conduct screenings and assessments.
S1h, S2h: **Quality Rating and Improvement Systems participation requirement**	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: • 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.
S1i, S2i: **Sharing relevant data with state education systems to the extent practicable**	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.

Item that references standard	Help Text
S1j, S2j: **Complete background check procedures for employees, consultants, and contractors when initially hired and at least once every 5 years**	The Head Start Program Performance Standards identify specific types of background checks programs must complete. A program has 90 days after an employee is hired to complete the background check process by obtaining whichever check listed in the HSPPS was not obtained prior to the date of hire; and, child abuse and neglect state registry check, if available. A program must ensure a newly hired employee, consultant, or contractor does not have unsupervised access to children until the complete background check process is complete. A program must conduct the complete background check for each employee, consultant, or contractor at least once every five years.
S1k, S2k: **Intensive coaching practices requirements**	A program must implement a research-based, coordinated coaching strategy for education staff that: 1. Assess all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching; 2. At a minimum, provides opportunities for intensive coaching to those education staff identified through the assessment, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals; 3. At a minimum, provides opportunities for education staff not identified for intensive coaching to receive other forms of research-based professional development aligned with program performance goals; 4. Ensures intensive coaching opportunities for the staff identified through the assessment process: i) Align with the program's school readiness goals, curricula, and other approaches to professional development; ii) Utilize a coach with adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals; iii) Provide ongoing communication between the coach, program director, education director, and any other relevant staff; and, iv) Include clearly articulated goals informed by the program's goals, and a process for achieving those goals; and, 5. Establishes policies that ensure assessment results are not used to solely determine punitive actions for staff identified as needing support, without providing time and resources for staff to improve.
S1l, S2l: **Coaching staff qualifications and experience requirements**	A program must ensure coaches providing intensive coaching services have a minimum of a baccalaureate degree in early childhood education or a related field. Programs must utilize a coach with adequate training and experience in adult learning and in using assessment data.

Item that references standard	Help Text
S1m, S2m: **Management of program data to effectively support availability, usability, integrity, and security of program data**	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 the HSPPS and applicable federal, state, local, and tribal laws.

The text in this table is taken directly from the Head Start Program Performance Standards (45 CFR Chapter XIII RIN 0970-AC63) and/or the Compliance Table published with the Head Start Program Performance Standards. In several instances, we removed references to specific sections or subsections so that the help text could be self-contained. In some cases, we replace those specific sections or subsections with a general reference to the standards.

MATHEMATICA
Policy Research

FACES 2014-2018

Experiences in Head Start

Head Start Program Director Plus Study

Spring 2017

Please see the Head Start Program Director Core Survey for the main survey and placement of these items within the survey.

S. Head Start Program Performance Standards

In September of 2016, the Office of Head Start released new Head Start Program Performance Standards (HSPPS). We are interested in learning whether programs were already in compliance with any of these standards when they were released and whether it will be difficult for programs to make changes to comply with the new standards. Our questions focus on the standards included in the compliance table released with the new HSPPS. The compliance dates have not yet passed for any of these standards. In other words, programs are not yet required to meet these standards.

When answering questions about the duration requirement, please consider only the slots directly funded by Head Start; do not include slots that are fully funded by other federal, state, or local sources.

You may not have received any information on some of these standards yet. Therefore, in several of our questions, there is the option to indicate "don't know." This is an important part of what we need to learn in this survey. There are no right or wrong answers.

As an additional resource, if needed, we have provided fuller explanatory text from the Head Start Program Performance Standards and the accompanying compliance table at the back of this survey on pages 32 through 36. If it will help you, please use this text as a reference when answering the items in this section.

S1 Was your program in compliance with the following standards at the time the new Head Start Program Performance Standards (HSPPS) were released (September 2016)? For each of the standards, please tell us whether, as of September 2016, your program already met (was in compliance with) the standard, did not meet (was not in compliance with) the standard, or whether you don't know.

My program…

MARK ONE FOR EACH ROW

		Already met (was in compliance with) this standard when the new HSPPS were released.	Did not meet (was not in compliance with) this standard when the new HSPPS were released.	Don't know if program met (was in compliance with) this standard when the new HSPPS were released.
a.	Service duration for Head Start center-based services: 1,020 annual hours for Head Start centers over at least 8 months for 50% of funded enrollment	O₁	O₂	O₃
b.	Service duration for Head Start center-based services: 1,020 annual hours for Head Start centers over at least 8 months for 100% of funded enrollment	O₁	O₂	O₃
c.	Curricula for center-based and family child care programs: having a curriculum that meets the requirements identified in the HSPPS	O₁	O₂	O₃
d.	Curricula for center-based and family child care programs: curriculum implementation support and fidelity monitoring (in other words, monitoring whether the curriculum is being implemented as intended by the people who created it)	O₁	O₂	O₃
e.	Assessment: having an assessment that meets the requirements identified in the HSPPS	O₁	O₂	O₃
f.	Assessment: using assessment results as required by the HSPPS	O₁	O₂	O₃
g.	Assessment: meeting standards for assessment related to serving children with a home language other than English	O₁	O₂	O₃
h.	Quality Rating and Improvement Systems participation requirement	O₁	O₂	O₃
i.	Data systems: sharing relevant data with state education systems to the extent practicable	O₁	O₂	O₃
j.	Complete background check procedures for employees, consultants, and contractors when initially hired and at least once every 5 years	O₁	O₂	O₃
k.	Coordinated coaching strategy: intensive coaching practices requirements	O₁	O₂	O₃
l.	Coaching staff qualifications and experience requirements	O₁	O₂	O₃
m.	Management of program data to effectively support availability, usability, integrity, and security of program data	O₁	O₂	O₃

S2 **Next, we would like to ask you to think about the changes your program is making to meet the new Head Start Program Performance Standards (HSPPS).**

Thinking about the standards that your program did not yet meet when the HSPPS came out, how difficult will it be for your program to comply with these standards? Please indicate whether with will be "very difficult," "somewhat difficult," "slightly difficult," or "not at all difficult" for your program to comply with the following standards.

MARK ONE FOR EACH ROW

		VERY DIFFICULT	SOMEWHAT DIFFICULT	SLIGHTLY DIFFICULT	NOT AT ALL DIFFICULT
a.	Service duration for Head Start center-based services: 1,020 annual hours for Head Start centers over at least 8 months for 50% of funded enrollment	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$
b.	Service duration for Head Start center-based services: 1,020 annual hours for Head Start centers over at least 8 months for 100% of funded enrollment	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$
c.	Curricula for center-based and family child care programs: having a curriculum that meets the requirements identified in the HSPPS.........................	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$
d.	Curricula for center-based and family child care programs: curriculum implementation support and fidelity monitoring (in other words, monitoring whether the curriculum is being implemented as intended by the people who created it)	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$
e.	Assessment: having an assessment that meets the requirements identified in the HSPPS.........................	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$
f.	Assessment: using assessment results as required by the HSPPS	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$
g.	Assessment: meeting standards for assessment related to serving children with a home language other than English	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$
h.	Quality Rating and Improvement Systems participation requirement	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$
i.	Data systems: sharing relevant data with state education systems to the extent practicable...............	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$
j.	Complete background check procedures for employees, consultants, and contractors when initially hired and at least once every 5 years	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$
k.	Coordinated coaching strategy: intensive coaching practices requirements	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$
l.	Coaching staff qualifications and experience requirements	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$
m.	Management of program data to effectively support availability, usability, integrity, and security of program data..	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$

S3 Meeting the Head Start Program Performance Standards (HSPPS) might be difficult for different reasons. Thinking about the standards your program did not yet meet when the standards were released, indicate if any reasons listed below make it very difficult, somewhat difficult, or slightly difficult to meet the standards, or if the reason does not affect the difficulty of meeting the standards.

MARK ONE FOR EACH ROW

		Makes it very difficult to make changes to meet the HSPPS	Makes it somewhat difficult to make changes to meet the HSPPS	Makes it slightly difficult to make changes to meet the HSPPS	Does not affect difficulty of making changes to meet the HSPPS
a.	Your program's level of available funding	○₁	○₂	○₃	○₄
b.	Program staff's time or the level of effort needed from staff	○₁	○₂	○₃	○₄
c.	Space constraints in your program	○₁	○₂	○₃	○₄
d.	Level of buy-in from program staff	○₁	○₂	○₃	○₄
e.	Level of buy-in from community members	○₁	○₂	○₃	○₄
f.	Various policies or regulations (for example, differences between the HSPPS and state or local policies, or between the HSPPS and standards set by other funding sources for your program)	○₁	○₂	○₃	○₄

Our next questions focus on the service duration requirement for Head Start funded center-based enrollment.

S4 How many Head Start center-based funded enrollment slots does your program currently have? Please include only the number of slots directly funded by Head Start; do not include slots fully funded by other federal, state, or local sources.

☐☐☐☐ SLOTS

S5a-b | **What percentage of your Head Start center-based funded enrollment slots…**

PERCENT

a. received 1,020 hours of service over at least eight months during the 2015-2016 program year (the year before the new standards were released)?

b. will receive 1,020 hours of service over at least eight months during the 2016-2017 program year (the current year)?

IF 100, GO TO SECTION I, PAGE XX

S6a-b | **We would like to know more about the two most common schedules that do <u>not</u> meet the new service duration requirement. By most common, we mean the two schedules in which the largest proportion of children are enrolled. Please complete the table below, reporting for each schedule: the percent of total enrollment in that schedule, and the months per year, weeks per year, days per week, and hours per day offered to children in that schedule.**

	1. Percent of total enrollment in this schedule	2. Months per year	3. Weeks per year	4. Days per week	5. Hours per day
a. Most common schedule					
b. Second most common schedule					

S7a-b Now we would like to ask how these two schedules will change for the next program year. Please report whether the percent of total enrollment in that schedule, the months and weeks per year, days per week, and hours per day will increase, decrease, or remain the same ("no change").

		1. Percent of total enrollment in this schedule	2. Months per year	3. Weeks per year	4. Days per week	5. Hours per day
a.	Most common schedule	○₁ Increase ○₂ Decrease ○₃ No change ○ᵈ Don't know	○₁ Increase ○₂ Decrease ○₃ No change ○ᵈ Don't know	○₁ Increase ○₂ Decrease ○₃ No change ○ᵈ Don't know	○₁ Increase ○₂ Decrease ○₃ No change ○ᵈ Don't know	○₁ Increase ○₂ Decrease ○₃ No change ○ᵈ Don't know
b.	Second most common schedule	○₁ Increase ○₂ Decrease ○₃ No change ○ᵈ Don't know	○₁ Increase ○₂ Decrease ○₃ No change ○ᵈ Don't know	○₁ Increase ○₂ Decrease ○₃ No change ○ᵈ Don't know	○₁ Increase ○₂ Decrease ○₃ No change ○ᵈ Don't know	○₁ Increase ○₂ Decrease ○₃ No change ○ᵈ Don't know

S8 **Who is involved in planning and making decisions for changes your program will need to make to meet the new standards for service duration? Please select all groups that are involved.**

MARK ALL THAT APPLY

☐₁ Head Start program director/program management team

☐₂ Individual center directors

☐₃ Education managers/coordinators

☐₄ Specialists/other coordinators

☐₅ Teaching staff

☐₆ Policy Council

☐₇ Head Start governing body

☐₈ Parents of children in your program

☐₉₉ Other – *Specify*

S9 How important are the following factors when making decisions about how to meet the new service duration requirement?

MARK ONE FOR EACH ROW

		NOT IMPORTANT	A LITTLE IMPORTANT	SOMEWHAT IMPORTANT	VERY IMPORTANT
a.	Input from staff	O₁	O₂	O₃	O₄
b.	Input from families	O₁	O₂	O₃	O₄
c.	Community partner input	O₁	O₂	O₃	O₄
d.	Community or self-assessment data	O₁	O₂	O₃	O₄
e.	Alignment with local school schedules	O₁	O₂	O₃	O₄
f.	Coordination with other child care/preschool services	O₁	O₂	O₃	O₄
g.	Other reason – *Please specify* ➘	O₁	O₂	O₃	O₄
h.	Other reason – *Please specify* ➘	O₁	O₂	O₃	O₄

S10 Do you expect you will need to change the number of children your program serves with its Head Start funding in order to meet the service duration requirements?

O₁   Yes, I expect that my program will serve fewer children as a result of the new service duration requirements   ➝ **GO TO S11a, PAGE X**

O₂   Yes, I expect that my program will serve more children as a result of the new service duration requirements   ➝ **GO TO S11b, PAGE X**

O₀   No, I expect that the new service duration requirements will not affect the number of children my program will serve.   ➝ **GO TO S12a, PAGE X**

S11a **By what percent do you expect your Head Start funded slots to decrease?**

☐☐ PERCENT ➡ **GO TO S12a**

◯ₐ Don't know

S11b **By what percent do you expect your Head Start funded slots to increase?**

☐☐ PERCENT

◯ₐ Don't know

S12a **Do you plan to apply for a waiver from the service duration requirement for your program?**

◯₁ Yes

◯₀ No ➡ **GO TO SECTION I, PAGE X**

S12b **Why do you plan to apply for a waiver from the service duration requirement for your program?**
MARK ALL THAT APPLY

☐₁ There is no demand for longer service duration from families in my program

☐₂ Families in my program would only use a portion of a full-day slot

☐₃ Longer service duration is not developmentally appropriate for the age group my program serves

☐₄ In order to align with regulations from other funding sources

☐₉₉ Other – *Specify* ➤

Reference: Head Start Program Performance Standards Help Text

Item that references standard	Help Text
S1a, S2a: **1,020 annual hours for Head Start centers over at least 8 months for 50% of funded enrollment**	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. (In other words, thinking about the number of hours per day and days per week children in Head Start funded center-based slots are offered class time in the course of a program year, does that add up to at least 1,020 hours, and are the hours provided over at least 8 months?) 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 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.
S1b, S2b: **1,020 annual hours for Head Start centers over at least 8 months for 100% of funded enrollment**	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. (In other words, thinking about the number of hours per day and days per week children in Head Start funded center-based slots are offered class time in the course of a program year, does that add up to at least 1,020 hours, and are the hours provided over at least 8 months?)
S1c, S2c: **Having a curriculum that meets the requirements identified in the HSPPS**	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.
S1d, S2d: **Curriculum implementation support and fidelity monitoring**	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.
S1e, S2e: **Having an assessment that meets the requirements identified in the HSPPS**	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 assessment 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.

Item that references standard	Help Text
S1f, S2f: **Using assessment results as required by the HSPPS**	A program must regularly use information from the assessments 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.
S1g, S2g: **Meeting standards for assessment related to serving children with a home language other than English**	If a program serves a child who speaks a language other than English a program must use qualified bilingual staff, contractor, or consultant to: • 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; • 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. If a program serves a child who speaks a language other than English and qualified bilingual staff, contractors, or consultants are not able to conduct screenings and assessments, a program must use an interpreter in conjunction with a qualified staff person to conduct screenings and assessments.
S1h, S2h: **Quality Rating and Improvement Systems participation requirement**	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: • 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.
S1i, S2i: **Sharing relevant data with state education systems to the extent practicable**	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.

Item that references standard	Help Text
S1j, S2j: **Complete background check procedures for employees, consultants, and contractors when initially hired and at least once every 5 years**	The Head Start Program Performance Standards identify specific types of background checks programs must complete. A program has 90 days after an employee is hired to complete the background check process by obtaining whichever check listed in the HSPPS was not obtained prior to the date of hire; and, child abuse and neglect state registry check, if available. A program must ensure a newly hired employee, consultant, or contractor does not have unsupervised access to children until the complete background check process is complete. A program must conduct the complete background check for each employee, consultant, or contractor at least once every five years.
S1k, S2k: **Intensive coaching practices requirements**	A program must implement a research-based, coordinated coaching strategy for education staff that: 1. Assess all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching; 2. At a minimum, provides opportunities for intensive coaching to those education staff identified through the assessment, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals; 3. At a minimum, provides opportunities for education staff not identified for intensive coaching to receive other forms of research-based professional development aligned with program performance goals; 4. Ensures intensive coaching opportunities for the staff identified through the assessment process: i) Align with the program's school readiness goals, curricula, and other approaches to professional development; ii) Utilize a coach with adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals; iii) Provide ongoing communication between the coach, program director, education director, and any other relevant staff; and, iv) Include clearly articulated goals informed by the program's goals, and a process for achieving those goals; and, 5. Establishes policies that ensure assessment results are not used to solely determine punitive actions for staff identified as needing support, without providing time and resources for staff to improve.
S1l, S2l: **Coaching staff qualifications and experience requirements**	A program must ensure coaches providing intensive coaching services have a minimum of a baccalaureate degree in early childhood education or a related field. Programs must utilize a coach with adequate training and experience in adult learning and in using assessment data.

Item that references standard	Help Text
S1m, S2m: **Management of program data to effectively support availability, usability, integrity, and security of program data**	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 the HSPPS and applicable federal, state, local, and tribal laws.

The text in this table is taken directly from the Head Start Program Performance Standards (45 CFR Chapter XIII RIN 0970-AC63) and/or the Compliance Table published with the Head Start Program Performance Standards. In several instances, we removed references to specific sections or subsections so that the help text could be self-contained. In some cases, we replace those specific sections or subsections with a general reference to the standards.