

Voluntary Pre-Kindergarten Program Standards and Head Start Federal Regulations Crosswalk

October 2016

Voluntary Pre-Kindergarten Program Standards	Head Start Policy and Regulations* <small>*Updated to include revised Head Start Performance Standards</small>
<p>1. Provide instruction through play-based learning to foster children's social and emotional development, cognitive development, physical and motor development, and language and literacy skills, including the native language and literacy skills of English learners, to the extent practicable.</p>	<p>Head Start Performance Standard 1302.31 (a)(b)(c) Teaching and the learning environment.</p> <p>(a) Teaching and the learning environment. A center-based and family child care program must ensure teachers and other relevant staff provide responsive care, effective teaching, and an organized learning environment that promotes healthy development and children’s skill growth aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, including for children with disabilities. A program must also support implementation of such environment with integration of regular and ongoing supervision and a system of individualized and ongoing professional development, as appropriate. This includes, at a minimum, the practices described in paragraphs (b) through (e) of this section.</p> <p>(b) Effective teaching practices. (1) Teaching practices must:</p> <p>(i) Emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security; are communication and language rich; promote critical thinking and problem-solving; social, emotional, behavioral, and language</p>

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	<p>development; provide supportive feedback for learning; motivate continued effort; and support all children’s engagement in learning experiences and activities;</p> <p>(ii) Focus on promoting growth in the developmental progressions described in the <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i> by aligning with and using the Framework and the curricula as described in §1302.32 to direct planning of organized activities, schedules, lesson plans, and the implementation of high-quality early learning experiences that are responsive to and build upon each child’s individual pattern of development and learning;</p> <p>(iv) Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development that are focused toward achieving progress outlined in the <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i>.</p> <p>(2) For dual language learners, a program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development. These practices must:</p> <p>(ii) For a preschool age dual language learner, include teaching practices that focus on both English language acquisition and the continued development of the home language; or,</p> <p>(iii) If staff do not speak the home language of all children in the learning environment, include steps to support the development of</p>

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	<p>the home language for dual language learners such as having culturally and linguistically appropriate materials available and other evidence-based strategies. Programs must work to identify volunteers who speak children’s home language/s who could be trained to work in the classroom to support children’s continued development of the home language.</p> <p>(c) Learning environment. A program must ensure teachers implement well-organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences and</p>
<p>2. Measure each child's cognitive and social skills using a formative measure aligned to the state's early learning standards when the child enters and again before the child leaves the program, screening and progress monitoring measures, and others from the state-approved menu of kindergarten entry profile measures.</p>	<p>Head Start Performance Standard 1302.33 Child screenings and assessments.</p> <p>(a) Screening. (1) In collaboration with each child’s parent and with parental consent, a program must complete or obtain a current developmental screening to identify concerns regarding a child’s developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program or, for the home-based program option, receives a home visit. A program that operates for 90 days or less must complete or obtain a current developmental screening within 30 calendar days of when the child first attends the program.</p> <p>(2) A program must use one or more research-based developmental standardized screening tools to complete the screening. A program must use as part of the screening additional</p>

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	<p>information from family members, teachers, and relevant staff familiar with the child’s typical behavior.</p> <p>(b) Assessment for individualization. (1) 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 <i>Head Start Early Learning Child Outcomes Framework: Ages Birth to Five</i>. 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>(2) A program must regularly use information from paragraph (b)(1) of this section 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>(c) Characteristics of screenings and assessments. (1) Screenings and assessments must be valid and reliable for the population and purpose for which they will be used, including by being conducted by qualified and trained personnel, and being age, developmentally, culturally and linguistically appropriate, and appropriate for children with disabilities, as needed.</p>

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	<p>(2) 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"> (i) 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; (ii) 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, (iii) 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>(3) 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 as described in paragraphs (2)(i) through (iii) of this section.</p> <p>(4) If a program serves a child who speaks a language other than English and can demonstrate that there is not a qualified bilingual staff person or interpreter, then screenings and assessments may be conducted in English. In such a case, a program must also gather and use other information, including structured observations over</p>

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	<p>time and information gathered in a child’s home language from the family, for use in evaluating the child’s development and progress.</p> <p>(d) Prohibitions on use of screening and assessment data. The use of screening and assessment items and data on any screening or assessment authorized under this subchapter by any agent of the federal government is prohibited for the purposes of ranking, comparing, or otherwise evaluating individual children for purposes other than research, training, or technical assistance, and is prohibited for the purposes of providing rewards or sanctions for individual children or staff. A program must not use screening or assessments to exclude children from enrollment or participation.</p>
<p>3. Provide comprehensive program content including the implementation of curriculum, assessment, and instructional strategies aligned with the state early learning standards, and kindergarten through grade 3 academic standards.</p>	<p>Head Start Act: 642(f)(3)(C) The program selects and implements a curriculum that is evidence based and is linked to ongoing assessment, with developmental and learning goals and measurable objectives.</p> <p>Head Start Performance Standard 1302.32 Curricula (1) Center-based and family child care programs must implement developmentally appropriate research-based early childhood curricula, including additional curricular enhancements, as appropriate that:</p> <ul style="list-style-type: none"> • Are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation; • Are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five and, as appropriate, state early learning and development standards; and are

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	<p>sufficiently content-rich to promote measurable progress toward development and learning outlined in the Framework; and,</p> <ul style="list-style-type: none"> • Have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn. <p>(2) 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>(b) Adaptation. A program that chooses to make significant adaptations to a curriculum or a curriculum enhancement described in paragraph (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). Programs are encouraged to partner with outside evaluators in assessing such adaptations.</p> <p>Head Start Act: Sec. 642A Head Start transition and alignment with K-12 Education (a) In General- Each Head Start agency shall take steps to coordinate with the local educational agency serving the community involved and with schools in which children participating in a Head Start program operated by such agency will</p>

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	<p>enroll following such program to promote continuity of services and effective transitions, including--</p> <p>(3) establishing ongoing communications between the Head Start agency and local educational agency for developing continuity of developmentally appropriate curricular objectives (which for the purpose of the Head Start program shall be aligned with the Head Start Child Outcomes Framework and, as appropriate, State early learning standards) and for shared expectations for children's learning and development as the children transition to school.</p>
<p>4. Provide instructional content and activities that are of sufficient length and intensity to address learning needs including offering a program with at least 350 hours of instruction per school year for a pre-kindergarten student.</p>	<p>Head Start Performance Standards: 1302.21</p> <p>Center Based program option</p> <p>A program must provide, at a minimum, at least 160 days per year of planned class operations if it operates for five days per week, or at least 128 days per year if it operates four days per week. Classes must operate for a minimum of 3.5 hours per day.</p> <p>In addition, teachers, aides, and volunteers must have appropriate time to prepare for each session together, to set up the classroom environment, and to give individual attention to children entering and leaving the center.</p> <p>(iii) 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>

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	<p>(iv) 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>(v) 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 (c)(2)(iii) and (iv) of this section 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>5. Provide voluntary pre-K instructional staff salaries comparable to the salaries of local kindergarten through grade 12 instructional staff.</p>	<p>Wage and fringe benefits comparability surveys are required to ensure that salaries do not exceed comparability, but more importantly to enable Head Start programs and their grantee and delegate agencies to design compensation policies and practices that are fair, equitable, and enable them to attract and retain qualified personnel.</p> <p>Head Start Performance Standard 1302.91 Staff qualifications and competency requirements (a) Purpose. A program must ensure all staff, consultants, and contractors engaged in the delivery of program services have sufficient knowledge, training and experience, and competencies to fulfill the roles and responsibilities of their positions and to ensure high-quality service delivery in accordance with the program performance standards. A program must provide ongoing training and professional development to support staff in fulfilling their roles and responsibilities.</p>

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	<p>Head Start Act: Sec. 640 Allotment of Funds; Limitations on Assistance Requires that funds be reserved to carry out quality improvement activities under paragraph. i) Ensure that compensation is adequate to attract and retain qualified staff for the programs involved in order to enhance program quality; (ii) improve staff qualifications and assist with the implementation of career development programs for staff that support ongoing improvement of their skills and expertise.</p> <p>Head Start Act: Sec. 644 Administrative Requirements and Standards Each Head Start agency shall adopt for itself and other agencies using funds or exercising authority for which it is responsible, rules designed to (A) establish specific standards governing salaries, salary increases...and other employee benefits.</p> <p>Head Start Act: Sec. 653 Comparability of Wages The Secretary shall encourage Head Start agencies to provide compensation according to salary scales that are based on training and experience.</p>
<p>6. Coordinate appropriate kindergarten transition with families, community-based pre-kindergarten programs, and school district kindergarten programs.</p>	<p>Head Start Act: Section 642(e)(5) Head Start agencies (grantees) are required, no later than December 12, 2008, to enter into a memorandum of understanding (MOU) with the appropriate local entity responsible for managing publicly funded preschool (pre-kindergarten) programs in their service area.</p> <p>Head Start Act: Sec. 642A Head Start transition and alignment with K-12 Education</p>

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	<p>(a) In General- Each Head Start agency shall take steps to coordinate with the local educational agency serving the community involved and with schools in which children participating in a Head Start program operated by such agency will enroll following such program to promote continuity of services and effective transitions, including--</p> <p>(1) developing and implementing a systematic procedure for transferring, with parental consent, Head Start program records for each participating child to the school in which such child will enroll;</p> <p>(2) establishing ongoing channels of communication between Head Start staff and their counterparts in the schools (including teachers, social workers, local educational agency liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(g)(1)(J)(ii)), and health staff) to facilitate coordination of programs;</p> <p>5) establishing comprehensive transition policies and procedures that support children transitioning to school, including by engaging the local educational agency in the establishment of such policies;</p> <p>(6) conducting outreach to parents and elementary school (such as kindergarten) teachers to discuss the educational, developmental, and other needs of individual children.</p>
<p>7. Involve parents in program planning and transition planning by implementing parent engagement strategies that include culturally and linguistically responsive activities in pre-K through third grade that are aligned with early childhood family education under section 124D.13.</p>	<p>Head Start Performance Standard: 1302.34 Parent and family engagement in education and child development services.</p> <p>Center-based and family child care programs must structure education and child development services to recognize parents' roles as children's lifelong educators, and to encourage parents to engage in their child's education.</p>

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	<p>(b) Engaging parents and family members. A program must offer opportunities for parents and family members to be involved in the program’s education services and implement policies to ensure:</p> <ol style="list-style-type: none"> (1) The program’s settings are open to parents during all program hours; (2) Teachers regularly communicate with parents to ensure they are well-informed about their child’s routines, activities, and behavior; (3) Teachers hold parent conferences, as needed, but no less than two times per program year, to enhance the knowledge and understanding of both staff and parents of the child’s education and developmental progress and activities in the program. (4) Parents have the opportunity to learn about and to provide feedback on selected curricula and instructional materials used in the program. (5) Parents and family members have opportunities to volunteer in the class and during group activities. (6) Teachers inform parents, about the purposes of and the results from screenings and assessments and discuss their child’s progress. <p>Head Start Act: Sec. 642 Powers and functions of Head Start agencies 2) POLICY COUNCIL- (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</p>

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	<p>account the annual communitywide strategic planning and needs assessment and self-assessment.</p> <p>(B) COMPOSITION AND SELECTION-</p> <p>(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.</p> <p>Head Start Act: Sec. 642</p> <p>Promote the continued involvement of the parents (including foster parents, grandparents, and kinship caregivers, as appropriate) of children that participate in Head Start programs in the education of their children upon transition of their children to school, by working with the local educational agency--</p> <p>(A) to provide training to the parents—</p> <p>(i) to inform the parents about their rights and responsibilities concerning the education of their children; and</p> <p>(ii) to enable the parents--</p> <ul style="list-style-type: none"> • to understand and work with schools in order to communicate with teachers and other school personnel • to support the schoolwork of their children • to participate as appropriate in decisions relating to the education of their children <p>(B) to take other actions, as appropriate and feasible, to support the active involvement of the parents with schools, school personnel, and school-related organizations.</p>
<p>8. Coordinate with relevant community-based services, including health and social service agencies, to ensure children have access to comprehensive services.</p>	<p>Head Start Performance Standard 1302.53 Community partnerships and coordination with other early childhood and education programs</p>

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	<p>(1) A program must establish ongoing collaborative relationships and partnerships with community organizations such as establishing joint agreements, procedures, or contracts and arranging for onsite delivery of services as appropriate, to facilitate access to community services that are responsive to children’s and families’ needs and family partnership goals, and community needs and resources, as determined by the community assessment.</p> <p>(2) A program must establish necessary collaborative relationships and partnerships, with community organizations that may include:</p> <ul style="list-style-type: none"> • Health care providers, including child and adult mental health professionals, Medicaid managed care networks, dentists, other health professionals, nutritional service providers, providers of prenatal and postnatal support, and substance abuse treatment providers; • Individuals and agencies that provide services to children with disabilities and their families, elementary schools, state preschool providers, and providers of child care services; • Family preservation and support services and child protective services and any other agency to which child abuse must be reported under state or tribal law; • Educational and cultural institutions, such as libraries and museums, for both children and families; • Temporary Assistance for Needy Families, nutrition assistance agencies, workforce development and training programs, adult or family literacy, adult education, and post-secondary education institutions, and agencies or financial institutions that provide asset-building education,

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	<p>products and services to enhance family financial stability and savings;</p> <ul style="list-style-type: none"> • Housing assistance agencies and providers of support for children and families experiencing homelessness, including the local educational agency liaison designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.); • Domestic violence prevention and support providers; and, • Other organizations or businesses that may provide support and resources to families. <p>(b) Coordination with other programs and systems. A program must take an active role in promoting coordinated systems of comprehensive early childhood services to low-income children and families in their community through communication, cooperation, and the sharing of information among agencies and their community partners, while protecting the privacy of child records in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws.</p> <p>(1) Memorandum of understanding. To support coordination between Head Start and publicly funded preschool programs, a program must enter into a memorandum of understanding with the appropriate local entity responsible for managing publicly funded preschool programs in the service area of the program, as described in section 642(e)(5) of the Act.</p>
<p>9. Coordinate with all relevant school district programs and services including early childhood special</p>	<p>Head Start Act: Sec. 642A Head Start transition and alignment with K-12 Education</p>

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<p>education and those that serve English language learners and students experiencing homelessness.</p>	<p>(7) helping parents of limited English proficient children understand— (A) the instructional and other services provided by the school in which such child will enroll after participation in Head Start; and (B) as appropriate, the information provided to parents of limited English proficient children under section 3302 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7012); (13) developing and implementing a system to increase program participation of underserved populations of eligible children</p>
<p>10. Ensure staff-to-child ratios of one-to-ten and a maximum group size of 20 children.</p>	<p>Head Start Performance Standard 1302.21 Ratios and group size (1) Staff-child ratios and group size maximums must be determined by the age of the majority of children and the needs of children present. A program must determine the age of the majority of children in a class at the start of the year and may adjust this determination during the program year, if necessary. Where state or local licensing requirements are more stringent than the teacher-child ratios and group size specifications in this section, a program must meet the stricter requirements. A program must maintain appropriate ratios during all hours of program operation, except:</p> <ul style="list-style-type: none"> • For brief absences of a teaching staff member for no more than five minutes; and, • During nap time, one teaching staff member may be replaced by one staff member or volunteer who does not meet the teaching qualifications required for the age.

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	<p>(3) A class that serves a majority of children who are three years old must have no more than 17 children with a teacher and teaching assistant or two teachers. A double session class that serves a majority of children who are three years old must have no more than 15 children with a teacher and teaching assistant or two teachers.</p> <p>(4) A class that serves a majority of children who are four and five years old must have no more than 20 children with a teacher and a teaching assistant or two teachers. A double session class that serves a majority of children who are four and five years old must have no more than 17 children with a teacher and a teaching assistant or two teachers.</p>
<p>11. Provide high-quality coordinated professional development, training, and coaching for both school district and community-based early learning providers that is informed by a measure of adult-child interactions and enables teachers to be highly knowledgeable in early childhood curriculum content, assessment, native and English language development programs and instruction.</p>	<p>Head Start Act: Sec. 641A(c)(2)(F) requires that the OHS monitoring review process include the use of "a valid and reliable research based observational instrument, implemented by qualified individuals with demonstrated reliability, that assesses classroom quality, including assessing multiple dimensions of teacher-child interactions that are linked to positive child development and later achievement." The Act also states, in Section 641(c)(1)(D), that such an instrument should be used as part of the system for designation renewal.</p> <p>Head Start Performance Standard 1302.92 Training and professional development.</p> <p>(a) A program must provide to all new staff, consultants, and volunteers an orientation that focuses on, at a minimum, the goals</p>

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	<p>and underlying philosophy of the program and on the ways they are implemented.</p> <p>(b) A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate. At a minimum, the system must include:</p> <ol style="list-style-type: none"> (1) Staff completing a minimum of 15 clock hours of professional development per year. For teaching staff, such professional development must meet the requirements described in section 648A(a)(5) of the Act. (2) Training on methods to handle suspected or known child abuse and neglect cases, that comply with applicable federal, state, local, and tribal laws; (3) Training for child and family services staff on best practices for implementing family engagement strategies in a systemic way, as described throughout this part; (4) Training for child and family services staff, including staff that work on family services, health, and disabilities, that builds their knowledge, experience, and competencies to improve child and family outcomes; and, (5) Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i>, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language

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	<p>learners as appropriate, addressing challenging behaviors, preparing children and families for transitions (as described in subpart G of this part), and use of data to individualize learning experiences to improve outcomes for all children.</p> <p>(c) A program must implement a research-based, coordinated coaching strategy for education staff that:</p> <p>(1) Assesses all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching;</p> <p>(2) At a minimum, provides opportunities for intensive coaching to those education staff identified through the process in paragraph (c)(1) of this section, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals;</p> <p>(3) At a minimum, provides opportunities for education staff not identified for intensive coaching through the process in paragraph (c)(1) of this section to receive other forms of research-based professional development aligned with program performance goals;</p> <p>(4) Ensures intensive coaching opportunities for the staff identified through the process in paragraph (c)(1) of this section that:</p> <ul style="list-style-type: none"> • Align with the program’s school readiness goals, curricula, and other approaches to professional development; • 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;

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	<ul style="list-style-type: none"> • Provide ongoing communication between the coach, program director, education director, and any other relevant staff; and, • Include clearly articulated goals informed by the program’s goals, as described in §1302.102, and a process for achieving those goals; and, <p>(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.</p> <p>(d) If a program needs to develop or significantly adapt their approach to research-based professional development to better meet the training needs of education staff, such that it does not include the requirements in paragraph (c) of this section, the program must partner with external early childhood education professional development experts. A program must assess whether the adaptation adequately supports staff professional development, consistent with the process laid out in subpart J of this part.</p> <p>Head Start Performance Standard 1304.16 Use of CLASS The Office of Head Start (OHS) uses the Classroom Assessment Scoring System (CLASS®) Pre-K Teacher-Child Observation Instrument during its on-site reviews of grantees.</p>
12. a. Implement strategies that support the alignment of professional development, instruction, assessments, and pre-k through grade 3 curricula.	<p>Head Start Act: Sec. 642A Head Start transition and alignment with K-12 Education (a) In General- Each Head Start agency shall take steps to coordinate with the local educational agency serving the</p>

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<p>a. A voluntary pre-K program must have teachers knowledgeable in early childhood curriculum content, assessment, native and English language programs and instruction.</p>	<p>community involved and with schools in which children participating in a Head Start program operated by such agency will enroll following such program to promote continuity of services and effective transitions, including-</p> <p>4) organizing and participating in joint training, including transition-related training for school staff and Head Start staff;</p> <p>Head Start Act: Sec. 648A Professional Requirements Each Head Start classroom in a center-based as assessed by program is assigned 1 teacher who has demonstrated competency to perform professional functions that include) planning and implementing learning experiences that advance the intellectual and physical development of children, improving the readiness of children for school by developing their literacy, phonemic, and print awareness, their understanding and use of language, their understanding and use of increasingly complex and varied vocabulary, their appreciation of books, their understanding of early math and early science, their problem-solving abilities, and their approaches to learning; (B) establishing and maintaining a safe, healthy learning environment; (C)supporting the social and emotional development of children; and (D)encouraging the involvement of the families of the children in a Head Start program and supporting the development of relationships between children and their families.</p> <p>Head Start Act: Sec. 637 (21) The term ‘professional development’ means high-quality activities that will improve the knowledge and skills of Head Start</p>

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	<p>teachers and staff in a manner that improves service delivery to enrolled children and their families, including activities that:</p> <ul style="list-style-type: none"> • Are part of a sustained effort to improve overall program quality and outcomes for enrolled children and their families. • Are developed or selected with extensive participation of administrators and teachers from Head Start programs. • Are developmentally appropriate for the children being served. • Include instruction in ways that Head Start teachers and staff may work more effectively with parents, as appropriate. • Are designed to give Head Start teachers and staff the knowledge and skills to provide instruction and appropriate support services to children of diverse backgrounds, as appropriate. <p>G) Assist teachers with—</p> <p>(i) the acquisition of the content knowledge and teaching strategies needed to provide effective instruction and other school readiness services regarding early language and literacy, early mathematics, early science, cognitive skills, approaches to learning, creative arts, physical health and development, and social and emotional development linked to school readiness;</p> <p>(ii) meeting the requirements in paragraphs (1) and (2) of section 648A(a), as appropriate;</p> <p>(iii) improving classroom management skills, as appropriate;</p> <p>(iv) advancing their understanding of effective instructional strategies that are—</p> <p>(I) based on scientifically valid research; and</p>

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	<p>(II) aligned with—</p> <p>(aa) the Head Start Child Outcomes Framework developed by the Secretary and, as appropriate, State early learning standards; and</p> <p>(bb) curricula, ongoing assessments, and other instruction and services, designed to help meet the standards described in section 641A(a)(1);</p> <p>(v) acquiring the knowledge and skills to provide instruction and appropriate language and support services to increase the English language skills of limited English proficient children, as appropriate; or</p> <p>(vi) Methods of teaching children with disabilities, as appropriate.</p> <p>Head Start Act: Sec. 648A (a) Classroom Teachers</p> <p>(f) Professional Development Plans- Each Head Start agency and program shall create, in consultation with an employee, a professional development plan for all full-time Head Start employees who provide direct services to children and shall ensure that such plans are regularly evaluated for their impact on teacher and staff effectiveness. The agency and the employee shall implement the plan to the extent feasible and practicable.</p>
<p>12. b. Implement strategies that support the alignment of professional development, instruction, assessments, and pre-k through grade 3 curricula.</p> <p>b. Districts and charter schools must include their strategy for implementing and measuring the impact of their voluntary pre-K program under section 120B.11 and provide results in their World's Best Workforce annual summary to the commissioner of education.</p>	<p>Head Start Performance Standard 1302.102 Achieving program goals</p> <p>(a) <i>Establishing program goals.</i> A program, in collaboration with the governing body and policy council, must establish goals and measurable objectives that include:</p> <p>(1) Strategic long-term goals for ensuring programs are and remain responsive to community needs as identified in their</p>

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	<p>community assessment as described in subpart A of this part.</p> <p>(2) Goals for the provision of educational, health, nutritional, and family and community engagement program services as described in the program performance standards to further promote the school readiness of enrolled children.</p> <p>(3) School readiness goals that are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, state and tribal early learning standards, as appropriate, and requirements and expectations of schools Head Start children will attend, per the requirements of subpart B of part 1304 of this part.</p> <p>(4) Effective health and safety practices to ensure children are safe at all times, per the requirements in §§1302.47, 1302.90(b) and (c), 1302.92(c)(1), and 1302.94 and 1303 subpart F, of this chapter.</p> <p><i>(b) Monitoring program performance. (1) Ongoing compliance oversight and correction.</i> In order to ensure effective ongoing oversight and correction, a program must establish and implement a system of ongoing oversight that ensures effective implementation of the program performance standards, including ensuring child safety, and other applicable federal regulations as described in this part, and must:</p> <ul style="list-style-type: none"> • Collect and use data to inform this process. • Correct quality and compliance issues immediately, or as quickly as possible. • Work with the governing body and the policy council to address issues during the ongoing oversight and correction process and during federal oversight.

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	<ul style="list-style-type: none"> • Implement procedures that prevent recurrence of previous quality and compliance issues, including previously identified deficiencies, safety incidents, and audit findings. <p>(2) <i>Ongoing assessment of program goals.</i> A program must effectively oversee progress towards program goals on an ongoing basis and annually must:</p> <ul style="list-style-type: none"> • Conduct a self-assessment that uses program data including aggregated child assessment data, and professional development and parent and family engagement data as appropriate, to evaluate the program’s progress towards meeting goals established under paragraph (a) of this section, compliance with program performance standards throughout the program year, and the effectiveness of the professional development and family engagement systems in promoting school readiness; • Communicate and collaborate with the governing body and policy council, program staff, and parents of enrolled children when conducting the annual self-assessment; and, • Submit findings of the self-assessment, including information listed in paragraph (b)(2)(i) of this section to the responsible HHS official. <p>(c) Using data for continuous improvement. (1) A program must implement a process for using data to identify program strengths and needs, develop and implement plans that address program needs, and continually evaluate compliance with program performance standards and progress towards achieving program goals described in paragraph (a) of this section.</p>

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	<p>(2) This process must:</p> <ul style="list-style-type: none"> • Ensure data is aggregated, analyzed and compared in such a way to assist agencies in identifying risks and informing strategies for continuous improvement in all program service areas; • Ensure child-level assessment data is aggregated and analyzed at least three times a year, including for sub-groups, such as dual language learners and children with disabilities, as appropriate, except in programs operating fewer than 90 days, and used with other program data described in paragraph (c)(2)(iv) of this section to direct continuous improvement related to curriculum choice and implementation, teaching practices, professional development, program design and other program decisions, including changing or targeting scope of services • Use information from ongoing monitoring and the annual self-assessment, and program data on teaching practice, staffing and professional development, child-level assessments, family needs assessments, and comprehensive services, to identify program needs, and develop and implement plans for program improvement • Use program improvement plans as needed to either strengthen or adjust content and strategies for professional development, change program scope and services, refine school readiness and other program goals, and adapt strategies to better address the needs of sub-groups.

Links to Head Start Information:

[Improving Head Start for School Readiness Act of 2007 \(Head Start Act\)](https://eclkc.ohs.acf.hhs.gov/policy/head-start-act)

<https://eclkc.ohs.acf.hhs.gov/policy/head-start-act>

[Head Start Program Performance Standards \(September 2016\)](https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii)

<https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii>

[Head Start Performance Standard 1302 Subpart C. Education and Child Development Services](https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-subpart-c-education-and-child-development-program-services)

<https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-subpart-c-education-and-child-development-program-services>

[Head Start Act](https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-subpart-c-education-and-child-development-program-services)

<https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-subpart-c-education-and-child-development-program-services>

[Head Start Child Development and Early Learning Framework](https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-subpart-c-education-and-child-development-program-services)

[http://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-subpart-c-education-and-child-development-program-services](https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-subpart-c-education-and-child-development-program-services)

[Parent, Family, and Community Engagement Framework](https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-subpart-c-education-and-child-development-program-services)

[http://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-subpart-c-education-and-child-development-program-services](https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-subpart-c-education-and-child-development-program-services)

[Transition to Kindergarten: Transition and Alignment Summit Guide](https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-subpart-c-education-and-child-development-program-services)

<https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-subpart-c-education-and-child-development-program-services>

[Measuring What Matters: Using Data to Support Family Progress](https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-subpart-c-education-and-child-development-program-services)

<https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-subpart-c-education-and-child-development-program-services>

[FY 2016 Office of Head Start Comprehensive Services & School Readiness Guide:](https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-subpart-c-education-and-child-development-program-services)

[http://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-subpart-c-education-and-child-development-program-services](https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-subpart-c-education-and-child-development-program-services)

[FY 2016 Office of Head Start CLASS Field Guide:](https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-subpart-c-education-and-child-development-program-services)

[http://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-subpart-c-education-and-child-development-program-services](https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-subpart-c-education-and-child-development-program-services)