



REGION I OHS:

Looking back at FY14

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New England Head Start Association
Conference, December 2014

AGENDA

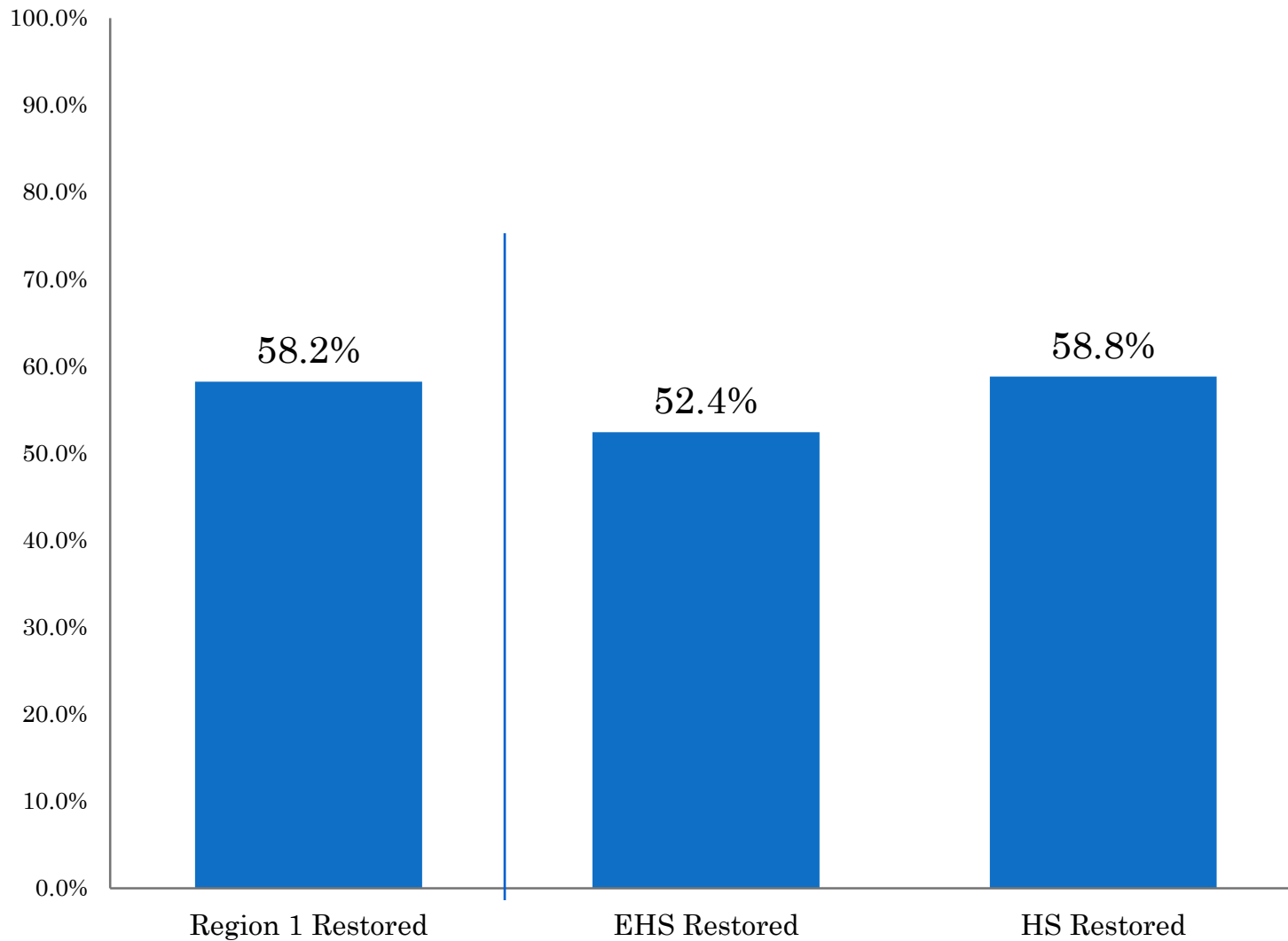
- Restoration
- Five Year Grant Cycle – What's Different?
- Aligned Monitoring System
- Monitoring Data (& CLASS)
- Strengths
- PIR Data



RESTORATION OF FUNDS

3 Maintaining Quality & What's Next?

REGION 1 ENROLLMENT RESTORATION



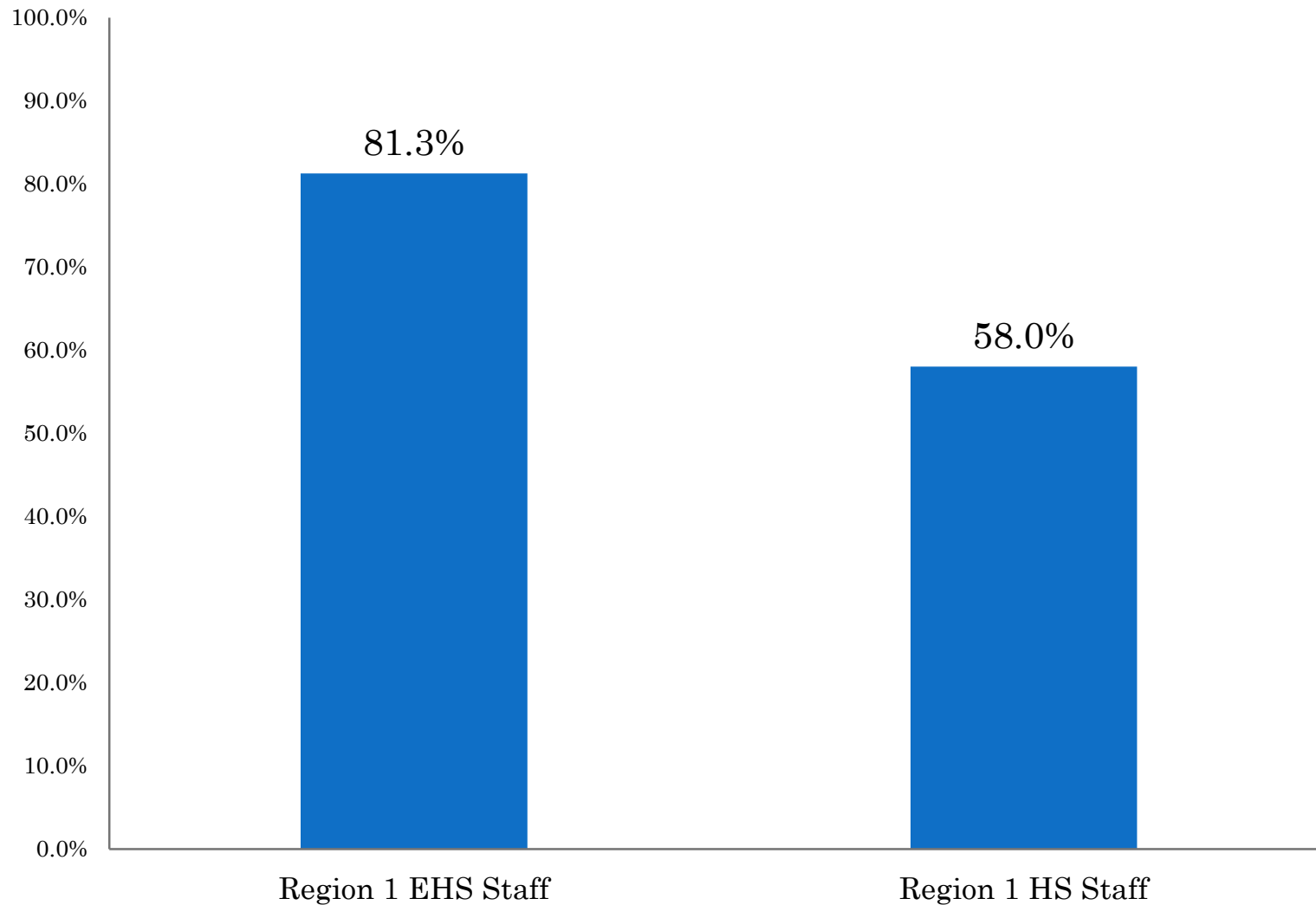
EHS RESTORED ENROLLMENT BY STATE



HS RESTORED ENROLLMENT BY STATE



REGION 1 STAFF RESTORATION





5-YEAR GRANT CYCLE

What's different?

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FIVE YEAR GRANT CYCLE : OVERVIEW



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FIVE YEAR GRANT CYCLE: WHAT'S DIFFERENT?

Strong Governance

- Regional Office develops strong relationships with governing body
- Active participants in annual site visits
- Members have clear understanding of roles and responsibilities
- Develop strong fiscal procedures & internal controls
- Governing body and PC collaborate on shared responsibilities.

FIVE YEAR GRANT CYCLE: WHAT'S DIFFERENT?

- **Health and Safety Screener -**

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/mgmt-admin/assess-monitor/monitoring/HealthandSafety.htm>

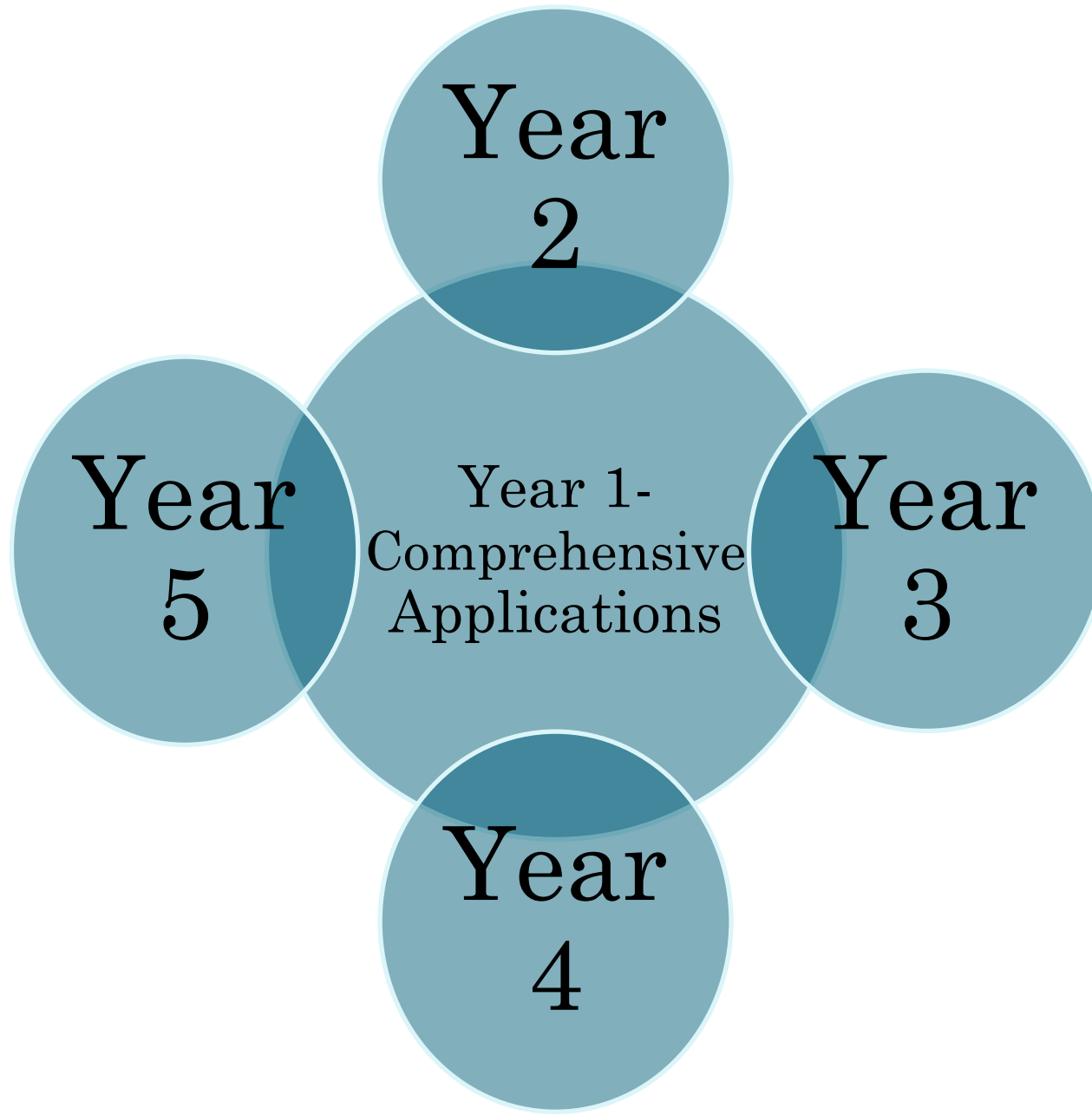
- **Governance Screener -**

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/mgmt-admin/governance/hs-governance/GovernanceLeade.htm>

- **A-133 Audit Training Webinar -**

<http://eclkc.ohs.acf.hhs.gov/hslc/hs/grants/5-yr-cycle/audit-webcast.html>

FIVE YEAR GRANT CYCLE



FIVE YEAR GRANT CYCLE

School Readiness

- Child Outcomes
- Child Readiness
- Schools (Collaborations)
- Families



DRS

14

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Conference, December 2014

DESIGNATION RENEWAL SYSTEM

- 7 Conditions determining quality of program
- Must re-compete if 1 condition is met
- Five year grant cycle
- Comprehensive on-site reviews
- Annual structured visits

DESIGNATION RENEWAL SYSTEM

- Cohort 1

- Cohort 2

- Cohort 3



ALIGNED MONITORING SYSTEM

What's Different?

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ALLOWS FOR ENHANCED MONITORING

- Multi-year perspective on grantee performance
- Focus on quality in addition to compliance
- Differential monitoring system
- Provides continuous opportunities for grantee improvement

COMPREHENSIVE REVIEWS

- During the first 3 years of the grant, grantees receive comprehensive reviews in the following areas
 - Management Systems and Governance
 - Environmental Health and Safety
 - Comprehensive Services and School Readiness
 - CLASS
 - Fiscal/ERSEA

COMPREHENSIVE MONITORING

For Grantees who meet any of these criteria:

- Had a monitoring finding in their last review
- Who do not pass the HSKI-C (if applicable)

- Had a fiscal and/or audit finding in the past two cycles
- Who had differential monitoring in the past project period



*Determination is made in the fourth year of the project period

DIFFERENTIAL MONITORING

For Grantees who meet all of these criteria:

- Had no monitoring findings in their last review
- Do not meet any DRS conditions

- Pass the HSKI-C
- Had no fiscal or audit findings in the past two cycles
- Are approved by the Regional Office



Monitoring + 5 Year Oversight

MONITORING

Year 1

HSKI-C

Years 1-2

Environmental
Health & Safety

Years 2-3

SYS/GOV
Fiscal/ERSEA
Comprehensive
Services & School
Readiness
CLASS™

Year 4

Evaluation

Determination

Year 5

Non-Monitoring
Year

Reports during Years 1-3

Final Roll-up
Report

{ Yearly Oversight Outcomes }

Year 1

Foundation/
Implementation

Year 2

Analysis/
Assessment

Year 3

Validation
Review

Year 4

Determination

Outcome
Achieved/
Transitions



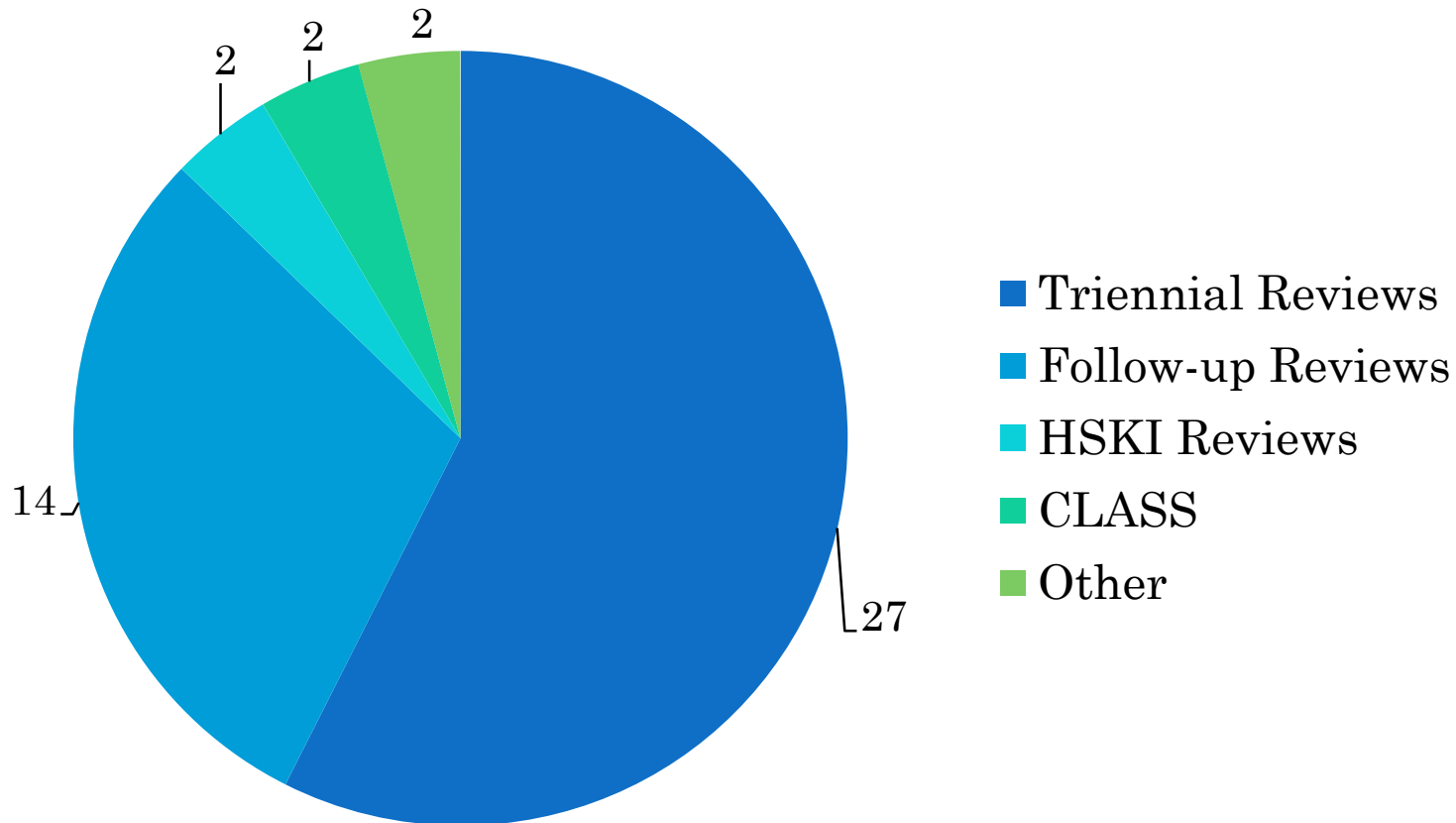
MONITORING DATA

Including CLASS

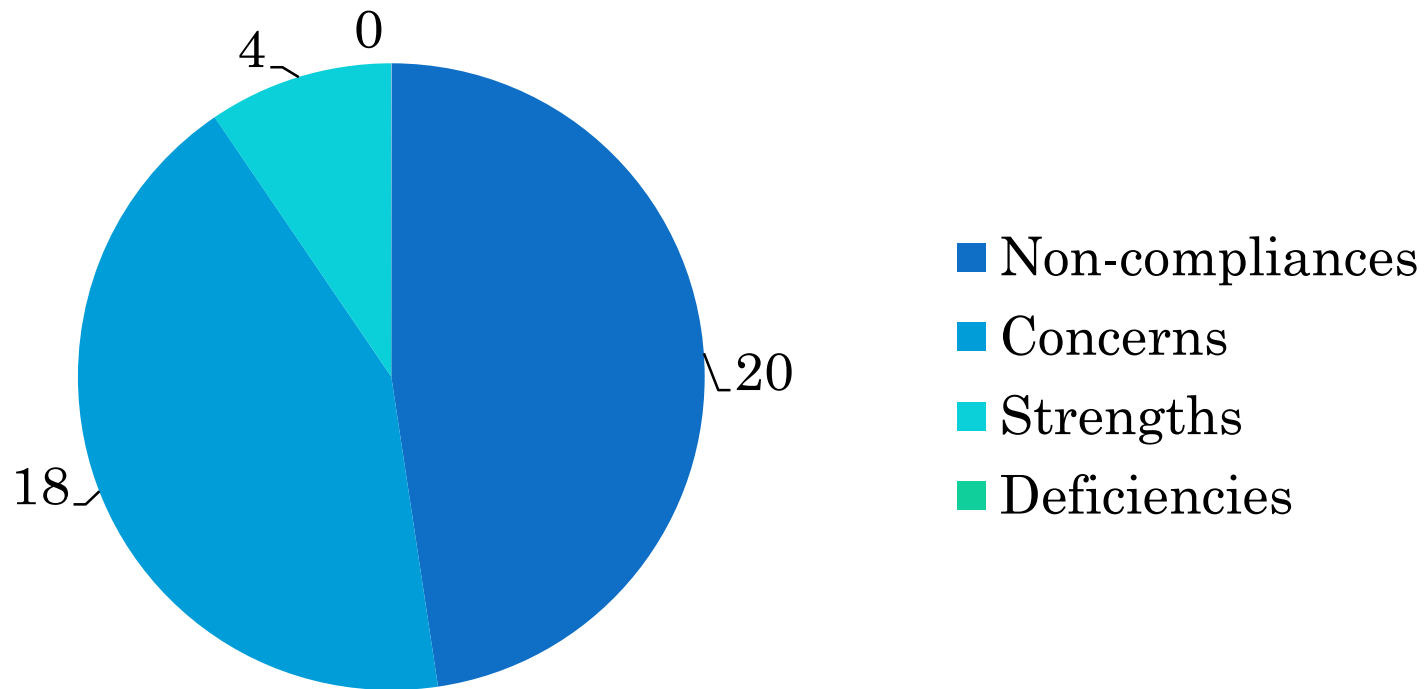
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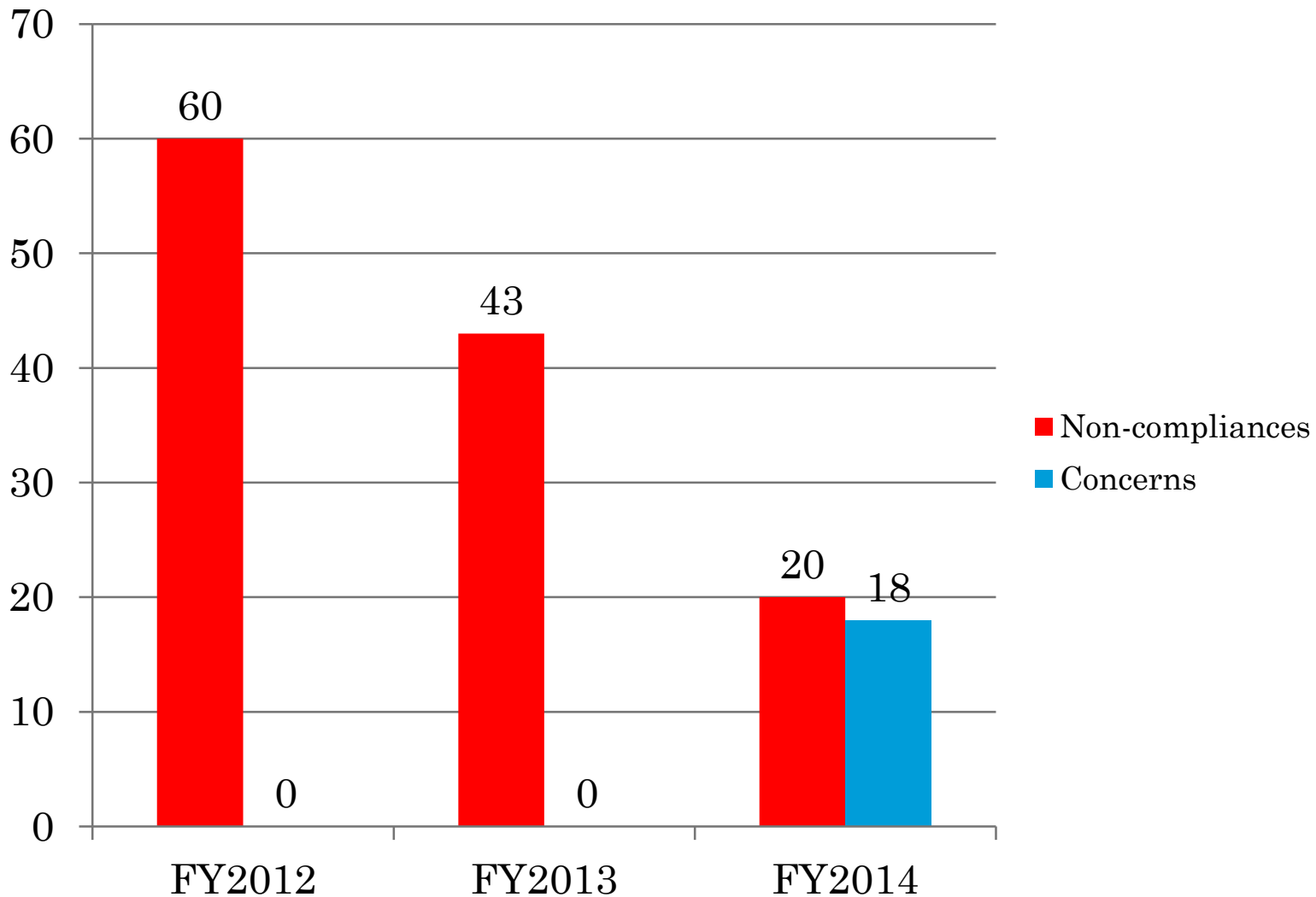
TYPES OF REVIEWS FY2014



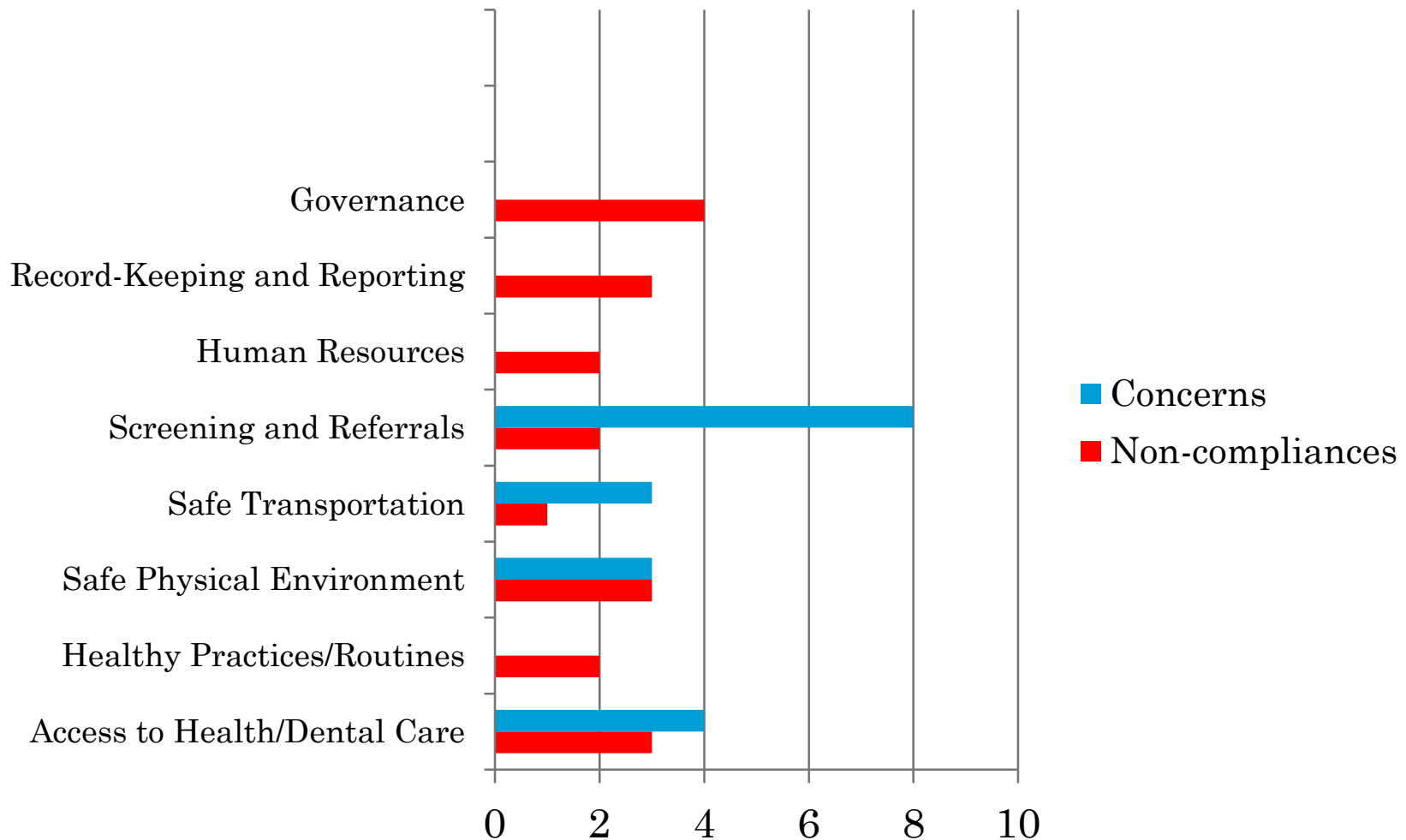
REVIEW FINDINGS



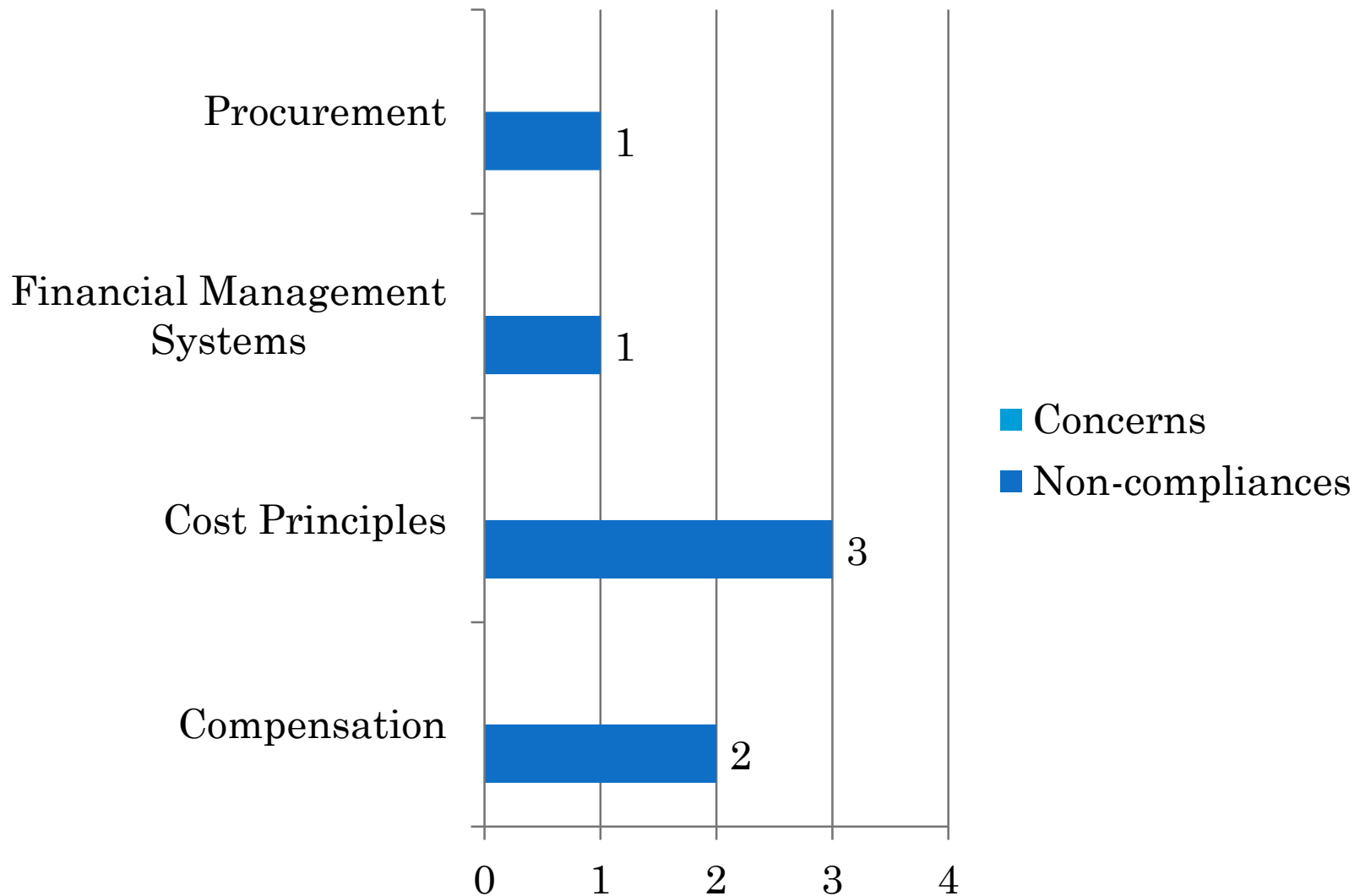
NON-COMPLIANCES OVER THE YEARS



AREAS OF FINDINGS IN FY2014

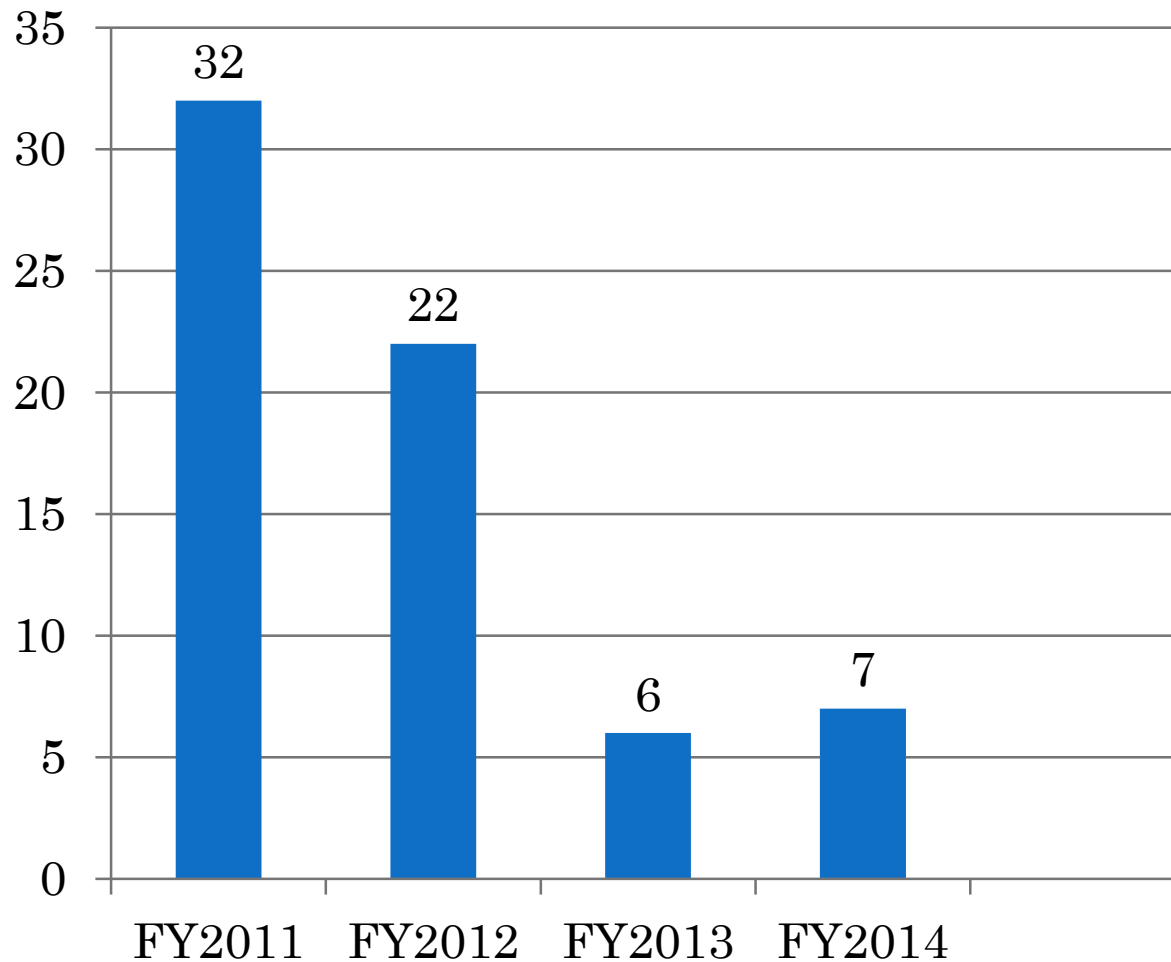


AREAS OF FISCAL FINDINGS IN FY2014

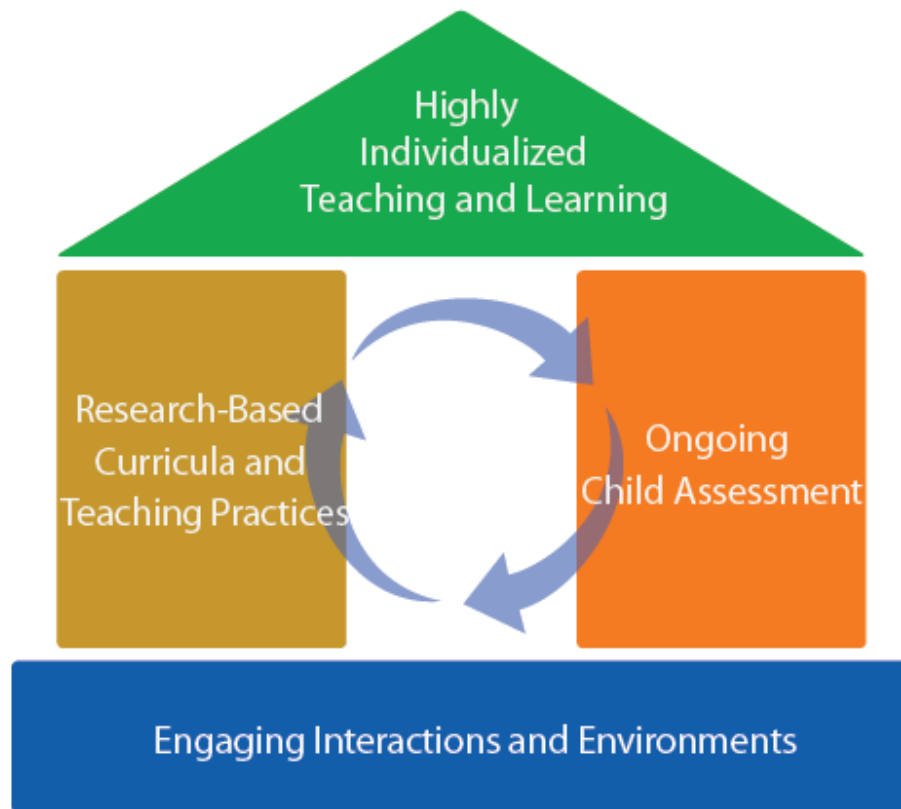


FISCAL NON-COMPLIANCES OVER THE YEARS

Non-compliances



Framework for Effective Practice: Supporting School Readiness for All



ENGAGING INTERACTIONS

“More effective teacher-child interactions are associated with higher scores in vocabulary and math, key skills for children about to enter kindergarten”



Mashburn et al., Early Childhood Research Quarterly 25 (2010)

166–176

REGION 1 CLASS SCORES



WE WANT TO

- Look at CLASS scores from past 3 years
- Discuss possible implications of this data
- Focus on grantees that have high CLASS scores

APPROACH

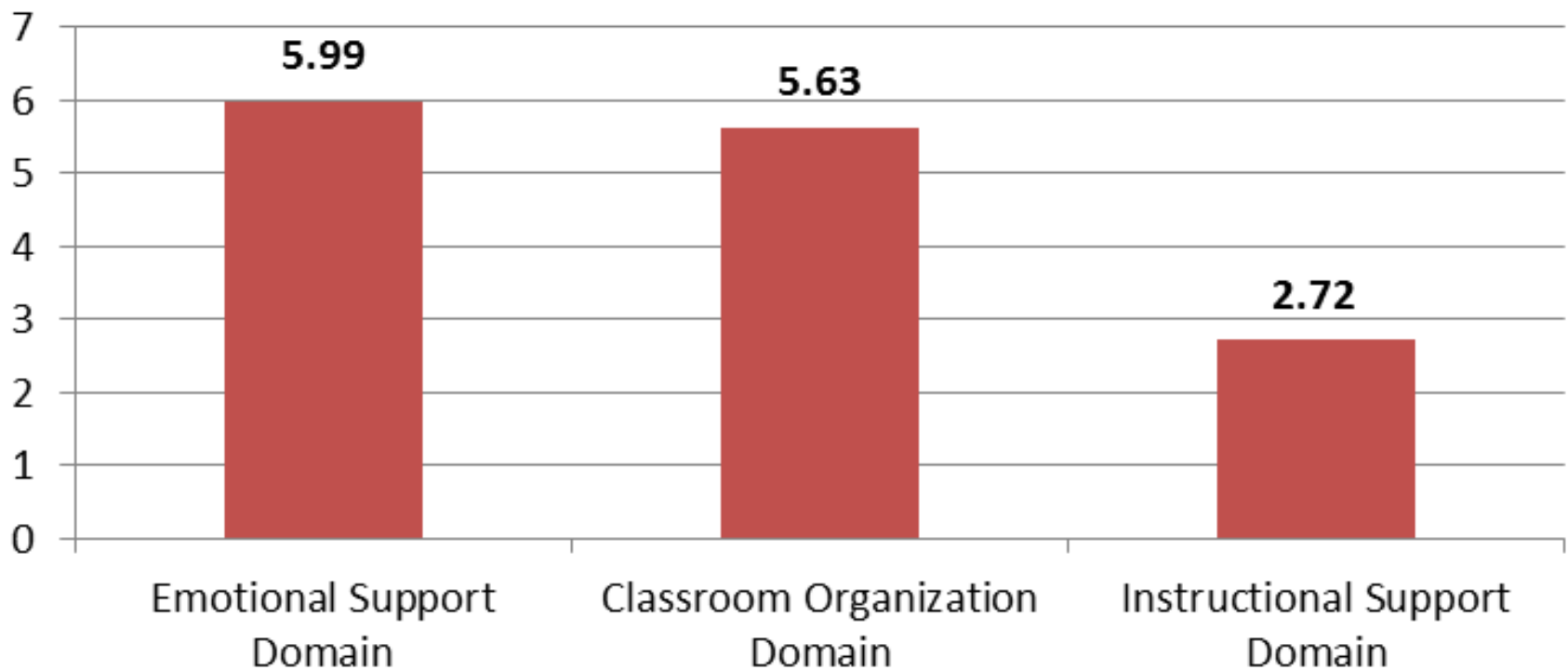


Region 1 CLASS Scores



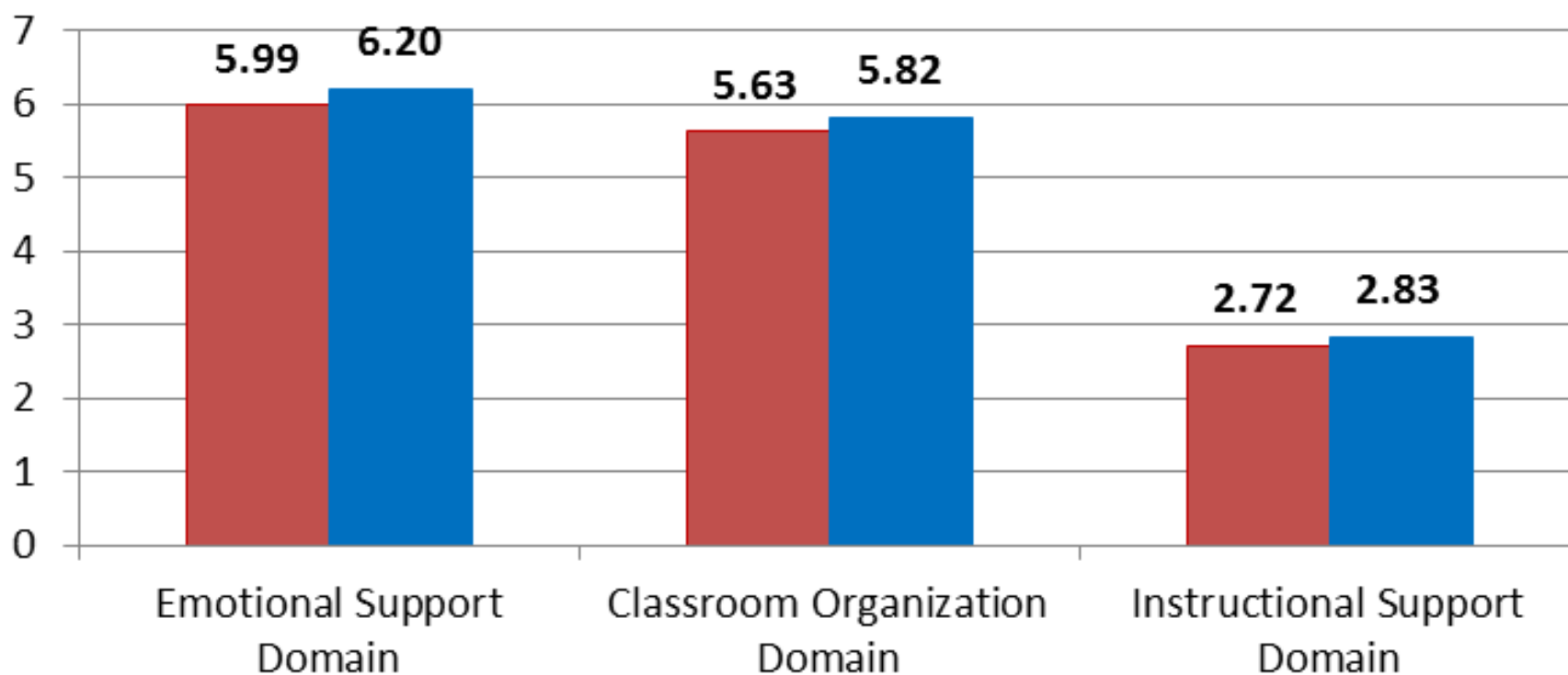
CLASS Scores

■ FY13 National Mean



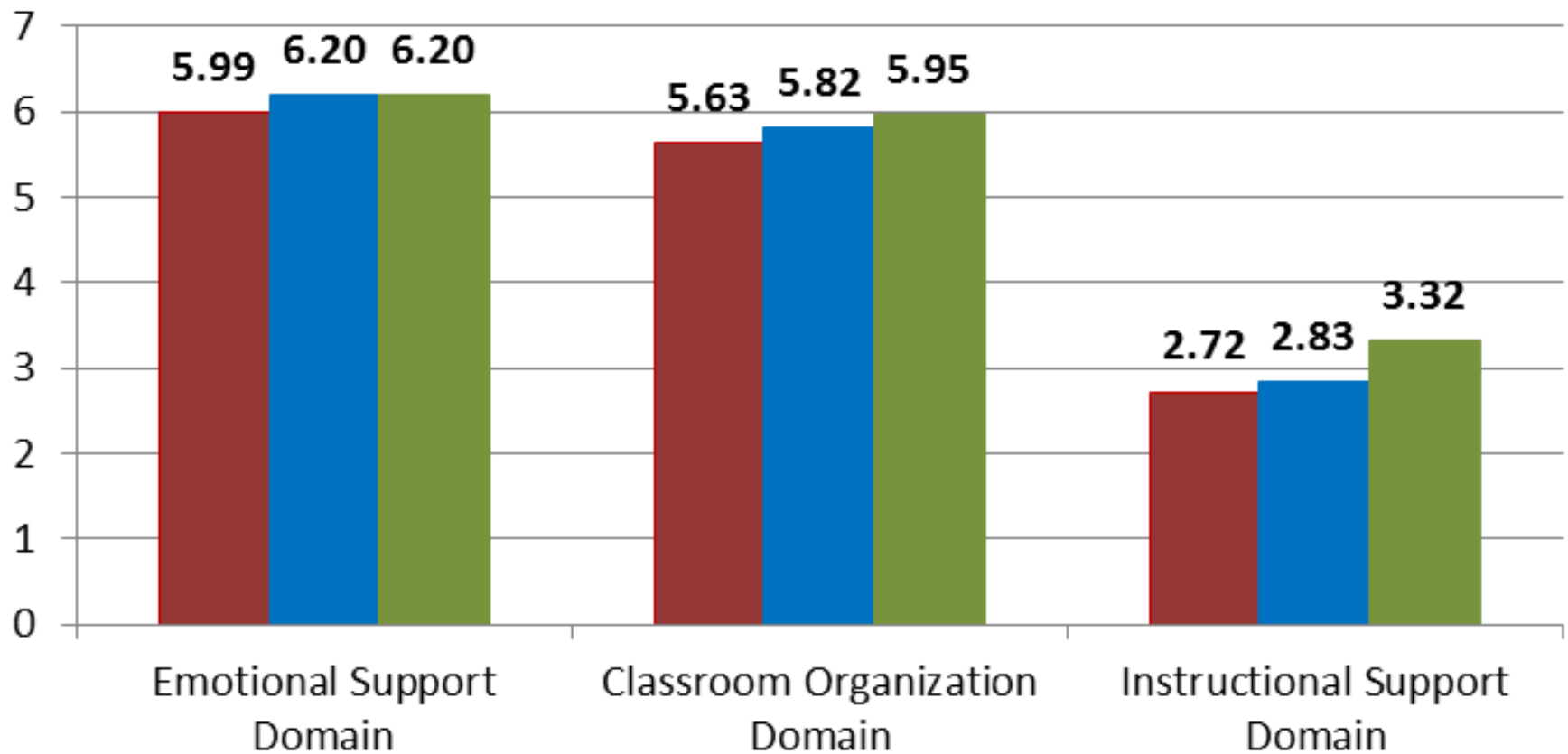
CLASS Scores

■ FY13 National Mean ■ FY13 Region 1 Average



CLASS Scores

■ FY13 National Mean ■ FY13 Region 1 Average ■ FY14 Region 1 Average



CLASS DATA TRENDS

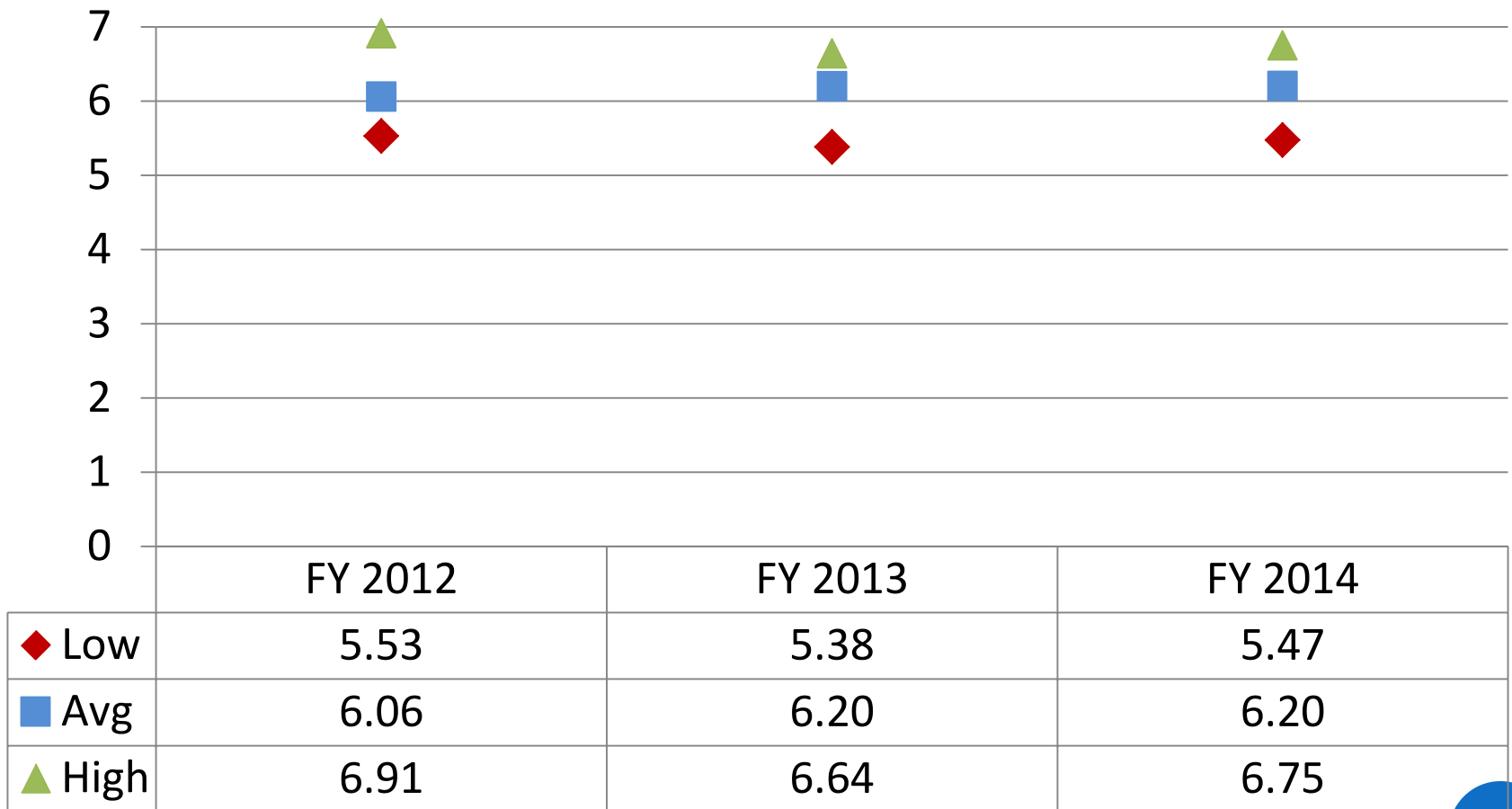
2012-2014





REGION 1 CLASS SCORES FY12- FY14:
EMOTIONAL SUPPORT DOMAIN
LOWEST, AVERAGE & HIGHEST SCORES

Region 1 CLASS Scores FY12- FY14:
Emotional Support Domain
 Lowest, Average & Highest Scores

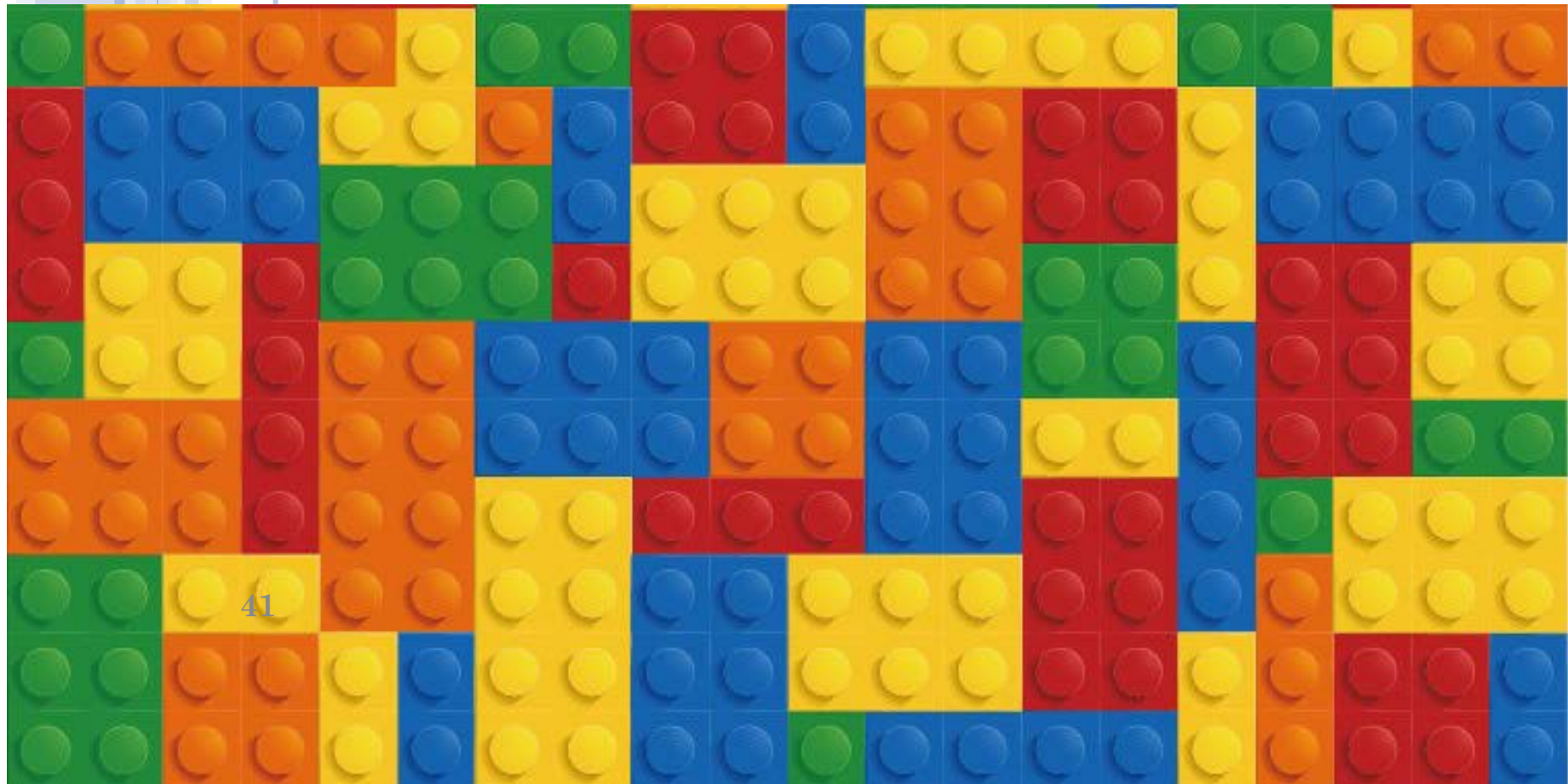


REGION 1 CLASS SCORES FY12- FY14:

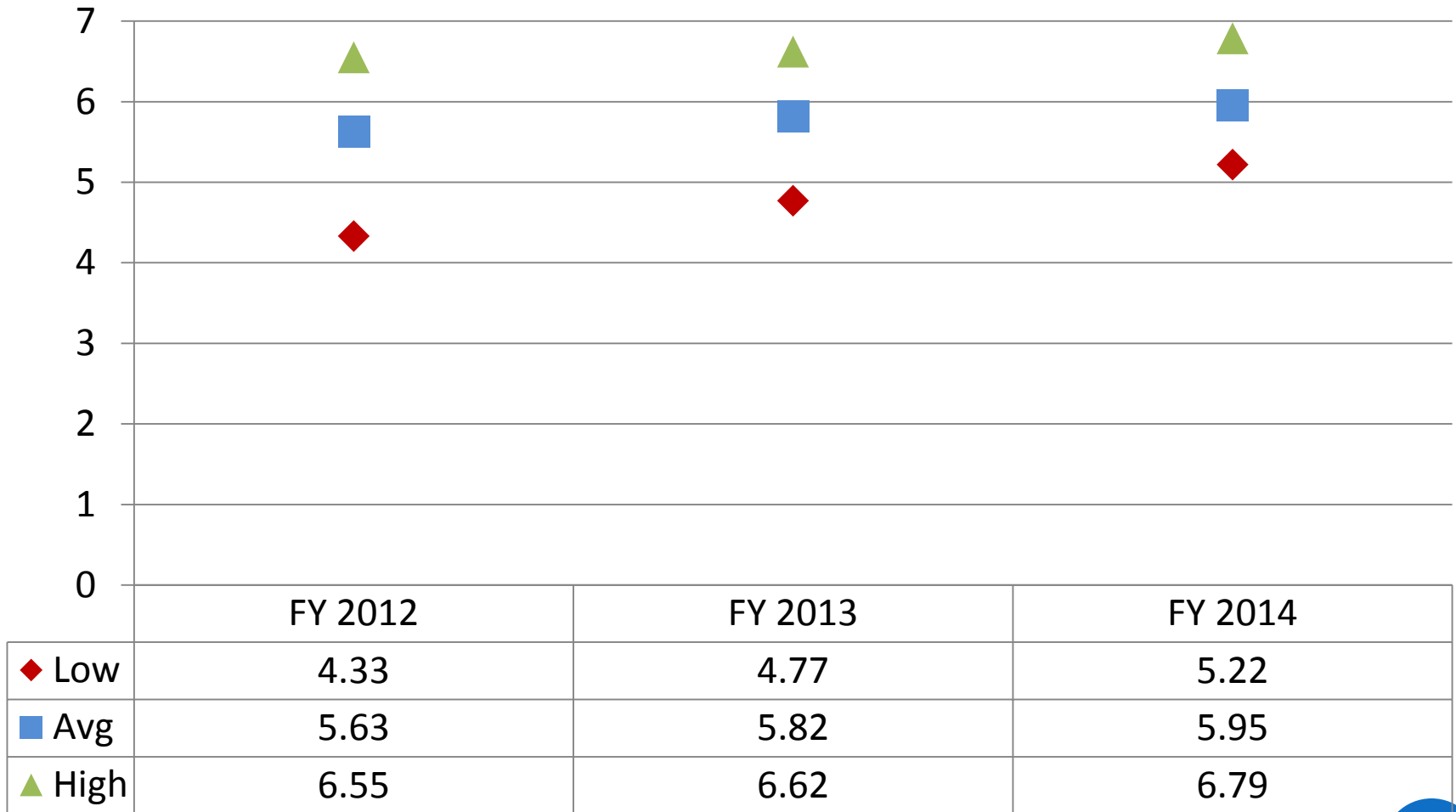
CLASSROOM ORGANIZATION

DOMAIN

LOWEST, AVERAGE & HIGHEST SCORES



Region 1 CLASS Scores FY12- FY14: *Classroom Organization Domain* **Lowest, Average & Highest Scores**





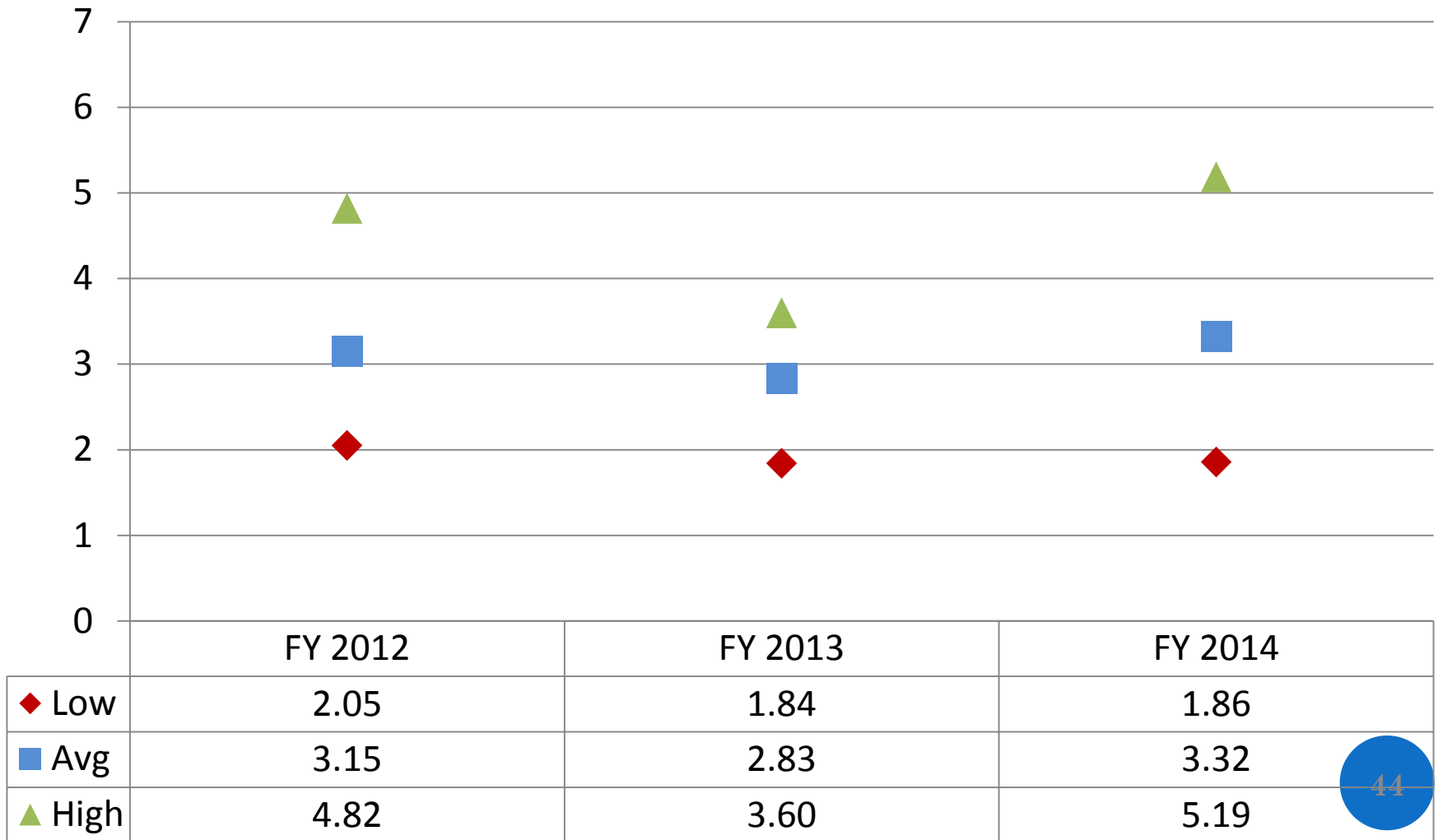
REGION 1 CLASS SCORES FY12- FY14:

INSTRUCTIONAL SUPPORT

DOMAIN

LOWEST, AVERAGE & HIGHEST SCORES

Region 1 CLASS Scores FY12- FY14:
Instructional Support Domain
 Lowest, Average & Highest Scores





STRENGTHS AND BEST PRACTICES

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Focus On Strong Programs





WHAT CAN WE LEARN
FROM PROGRAMS WITH
HIGH CLASS SCORES?

COMMONALITIES AMONG PROGRAMS WITH HIGH CLASS SCORES

- Classroom staff have a thorough understanding of CLASS
- Strong family/community engagement
- Actively using TTA system for support and training
- CSEFEL trained
- Directors and Ed managers active at state level associations
- Low turnover





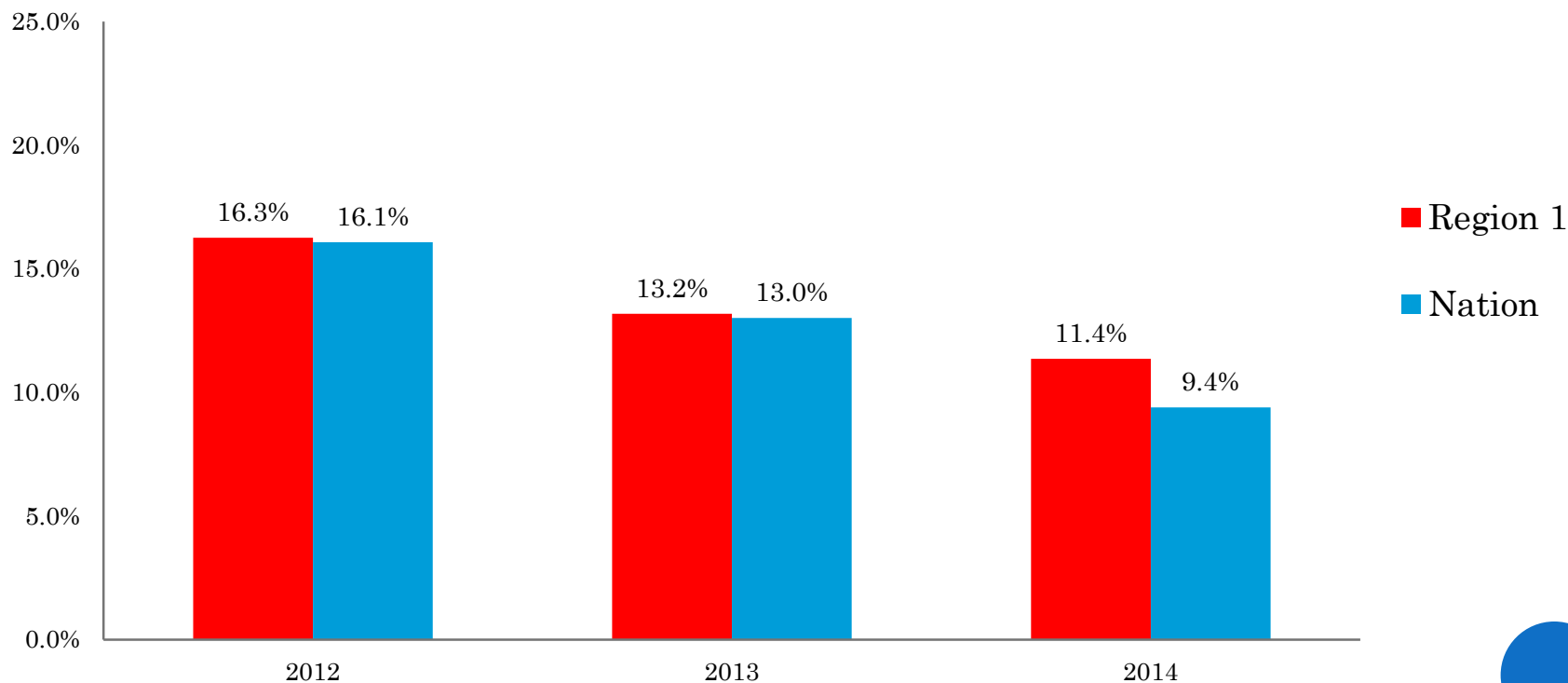
PIR DATA

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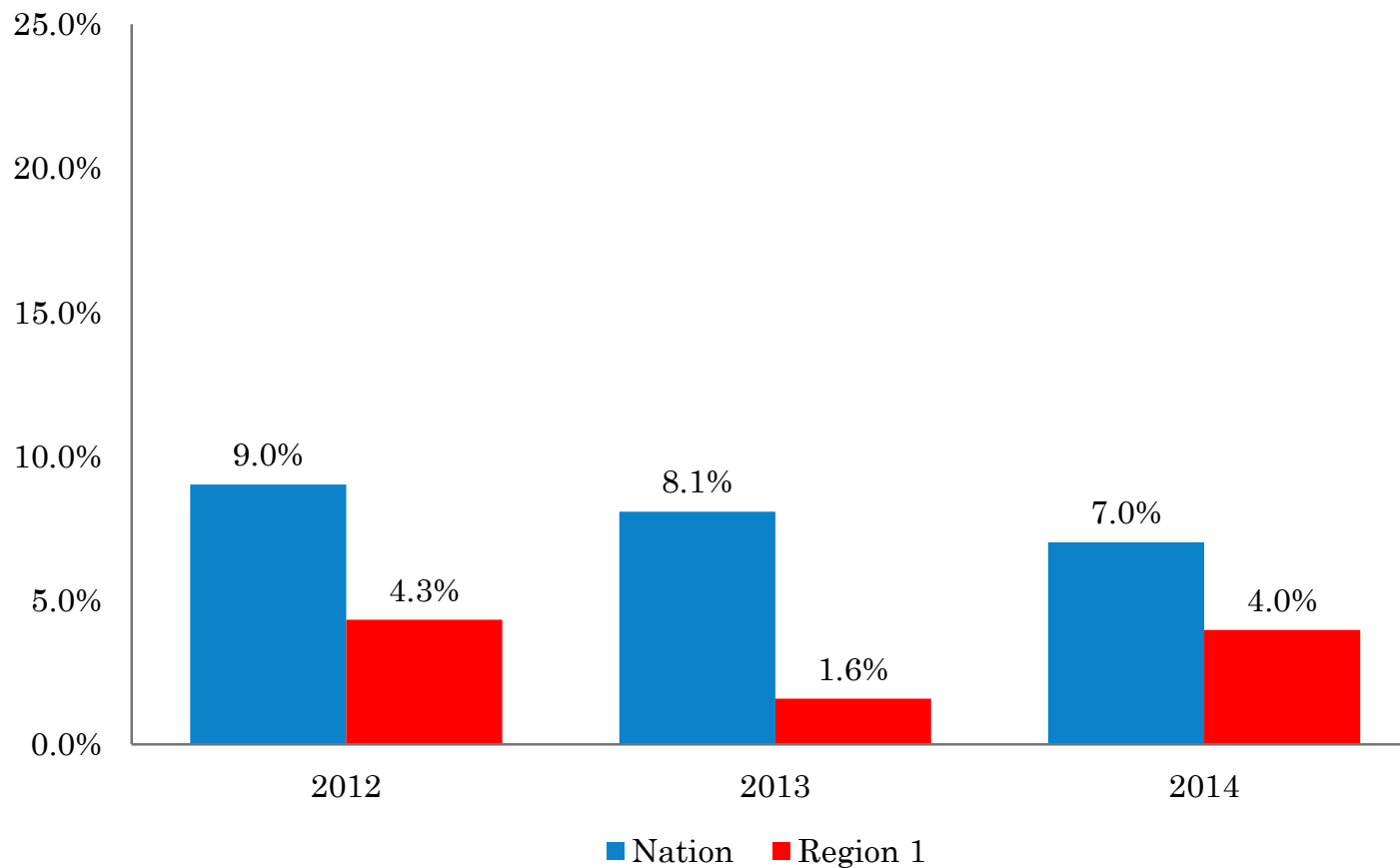
PIR: HS ASSISTANT TEACHER QUALIFICATIONS

HS Assistant Teachers with **no** ECE credential/not enrolled
in an ECE program

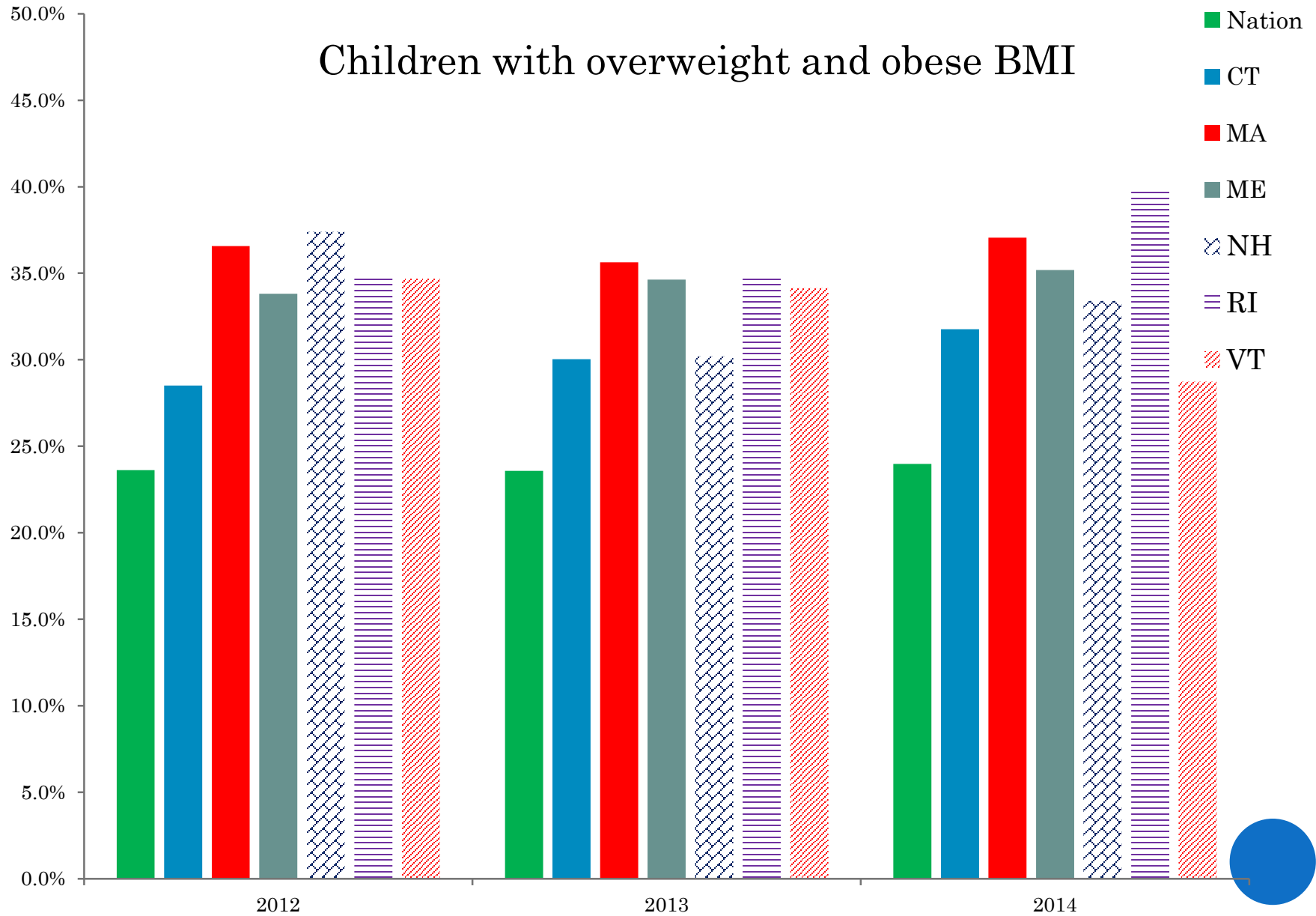


PIR: EHS TEACHER QUALIFICATIONS

EHS Teachers with **no** ECE credential/**not** enrolled in an ECE program

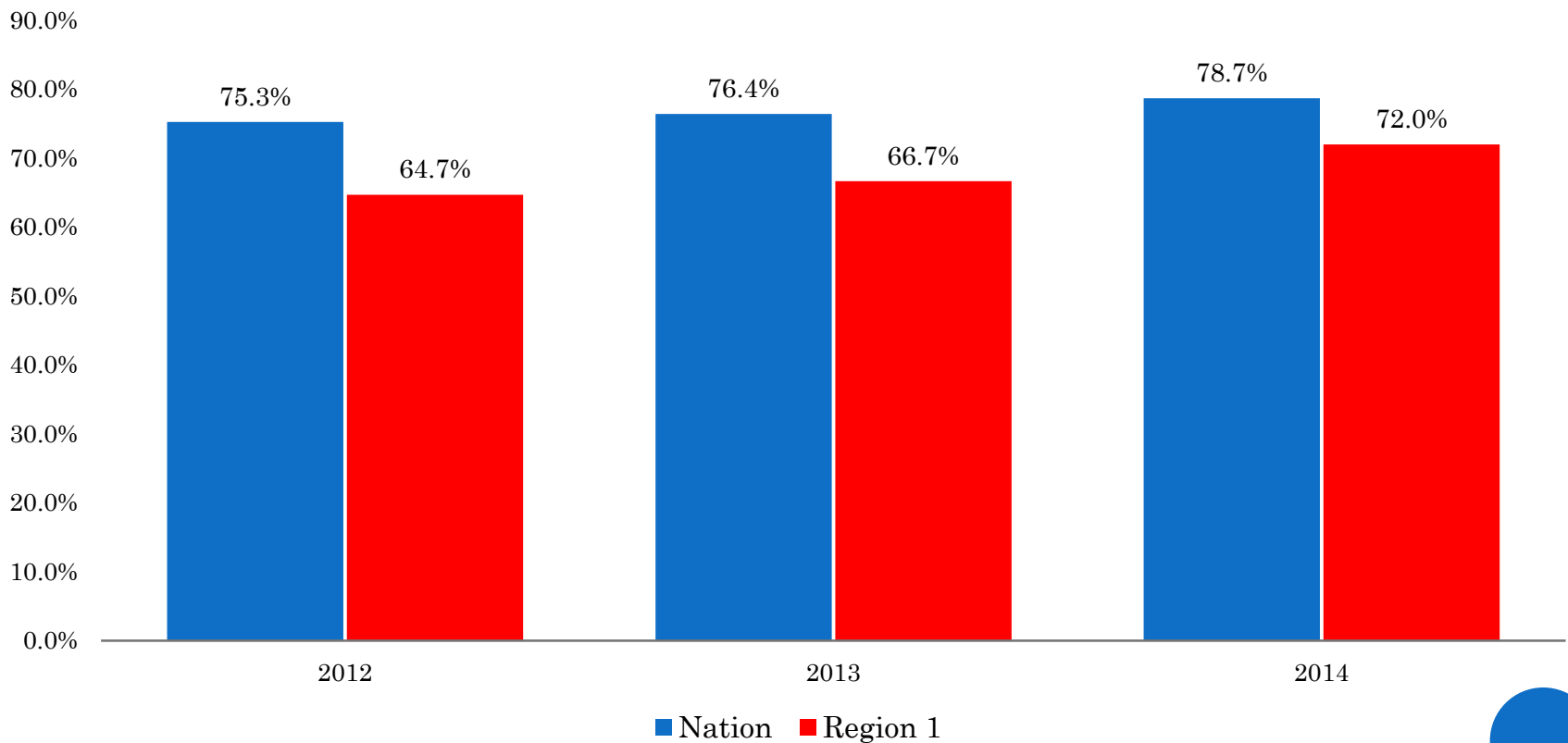


Children with overweight and obese BMI



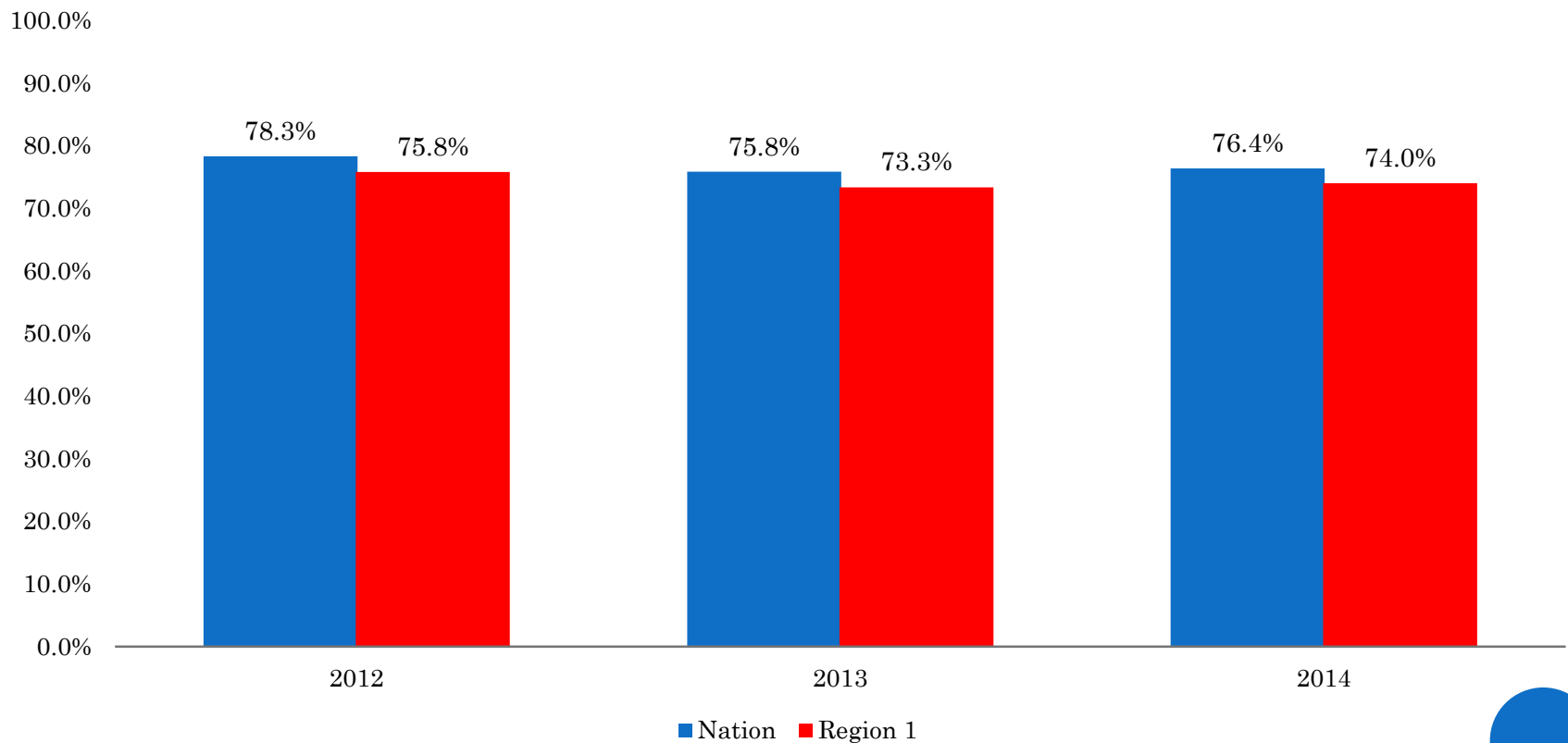
PIR: EHS DENTAL HOME

EHS children with continuous, accessible dental care



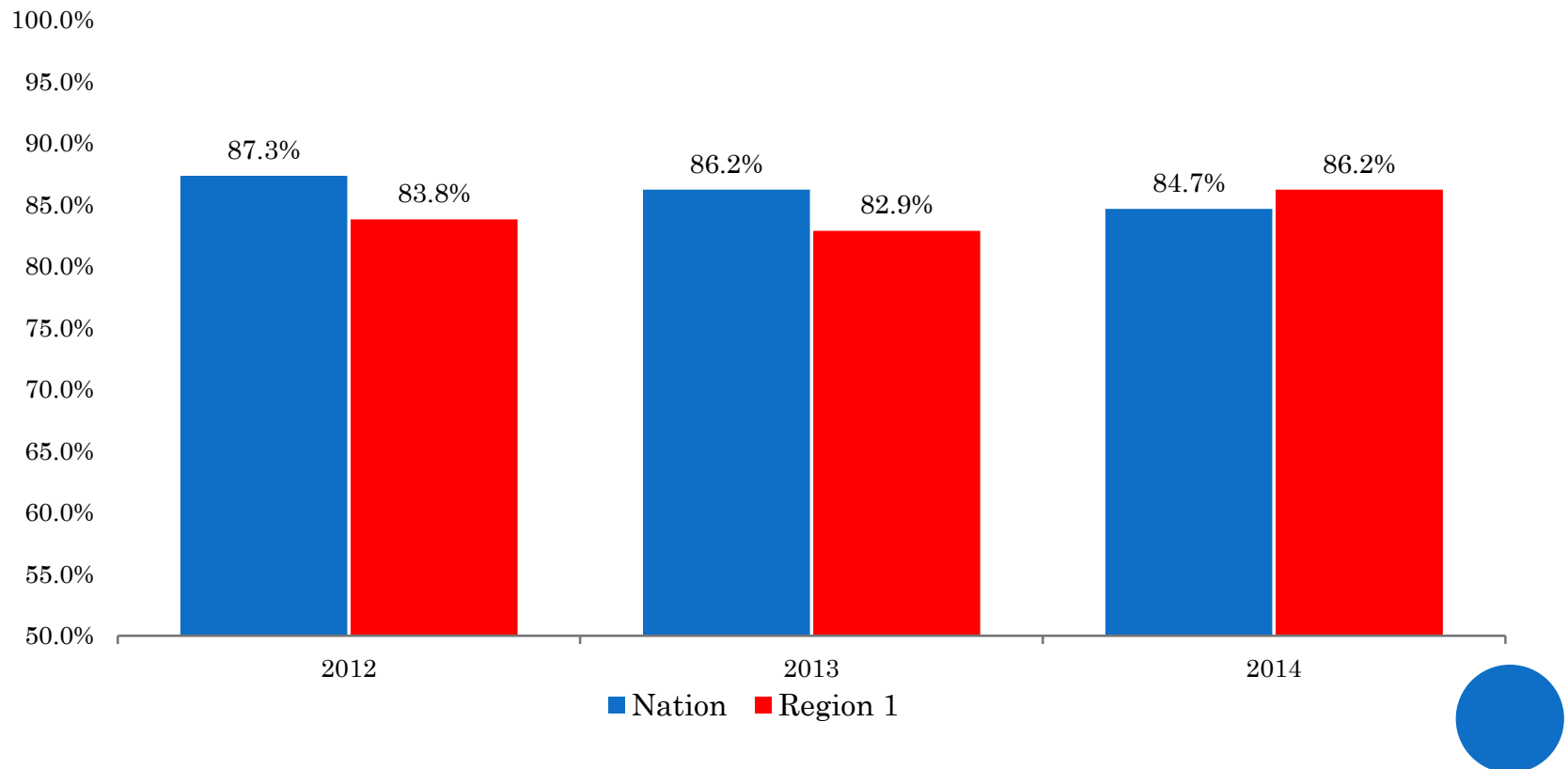
PIR: EHS PREVENTIVE DENTAL SERVICES

EHS Children who received preventive dental services



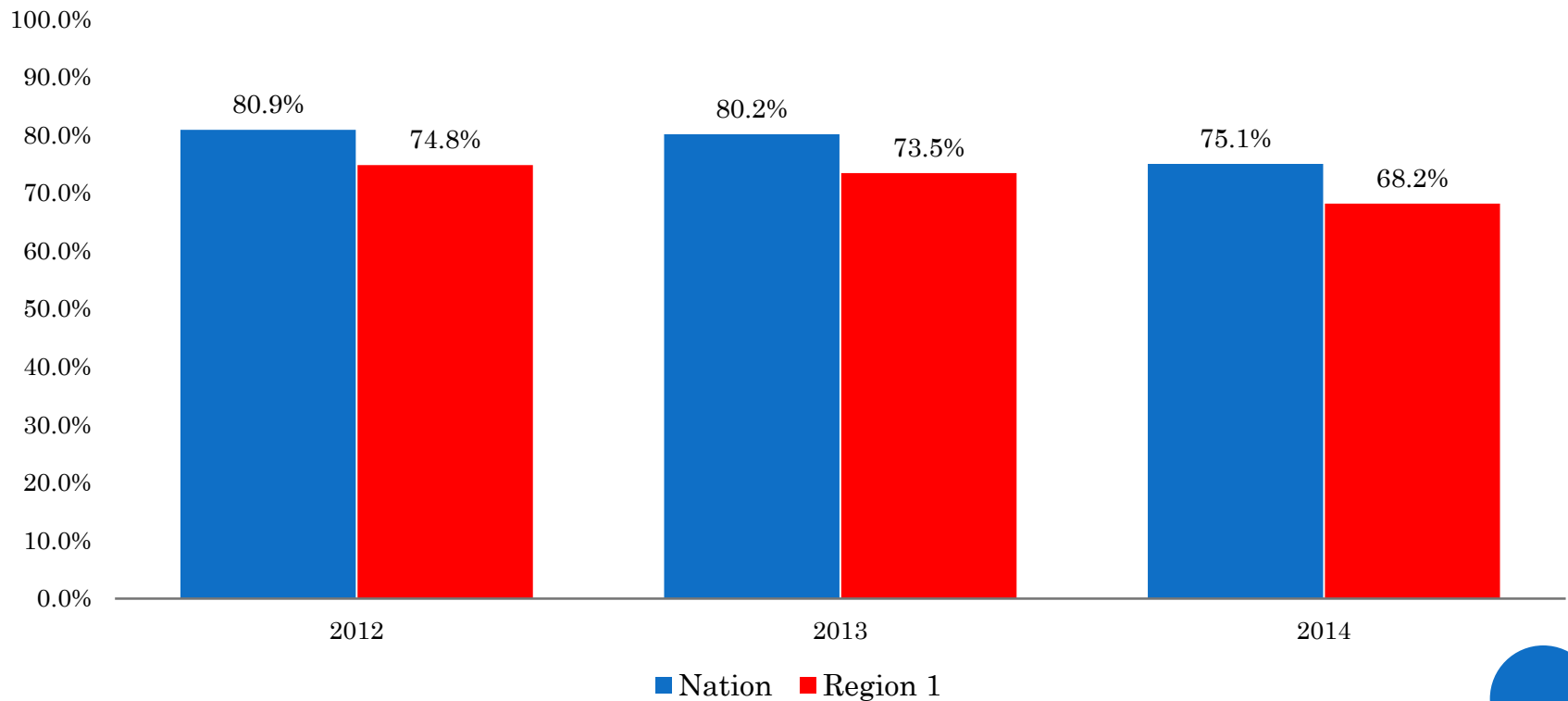
PIR: HS PREVENTIVE DENTAL SERVICES

HS children who completed a professional dental exam



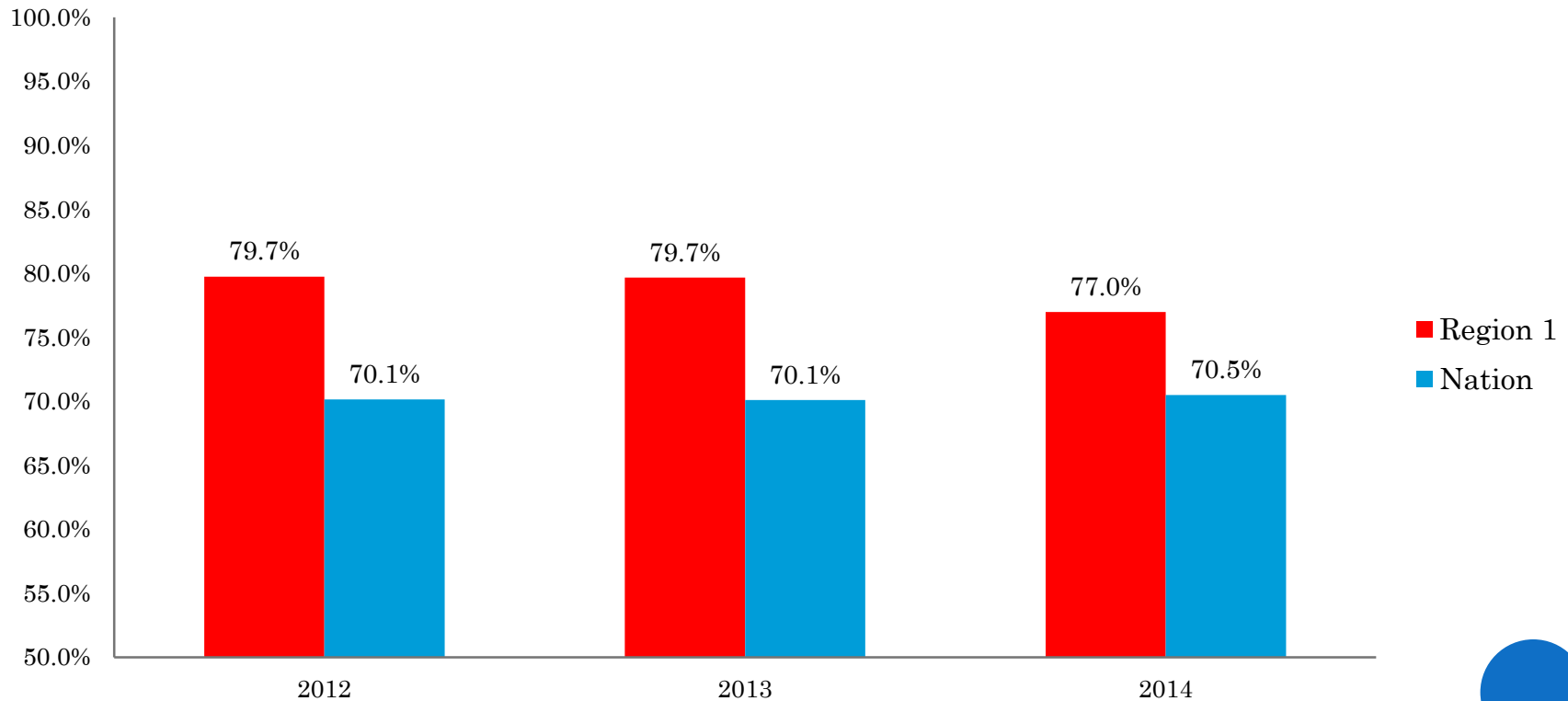
PIR: HS RECEIVED DENTAL TREATMENT

HS children diagnosed as needing dental treatment who received treatment



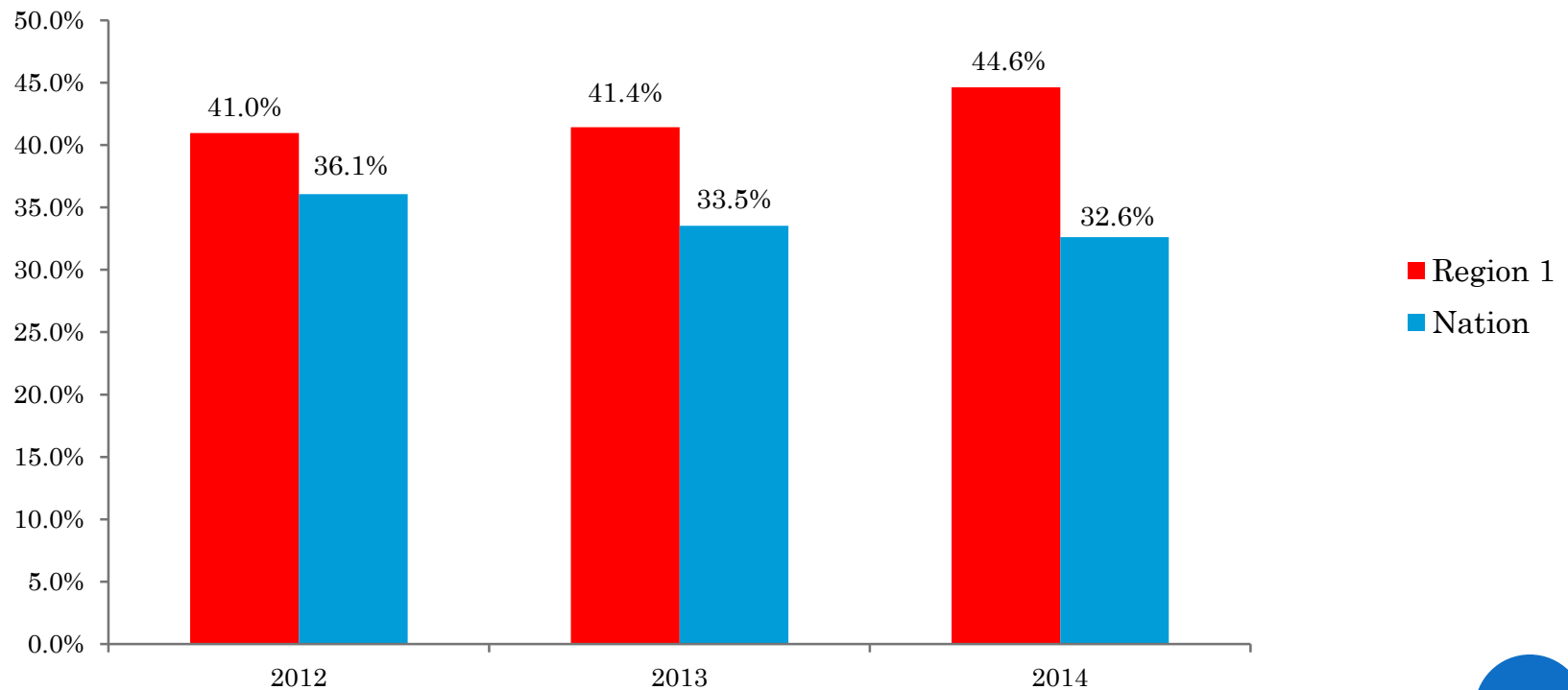
PIR: MENTAL HEALTH REFERRALS VS. SERVICES

Children Referred for Mental Health Services who received services



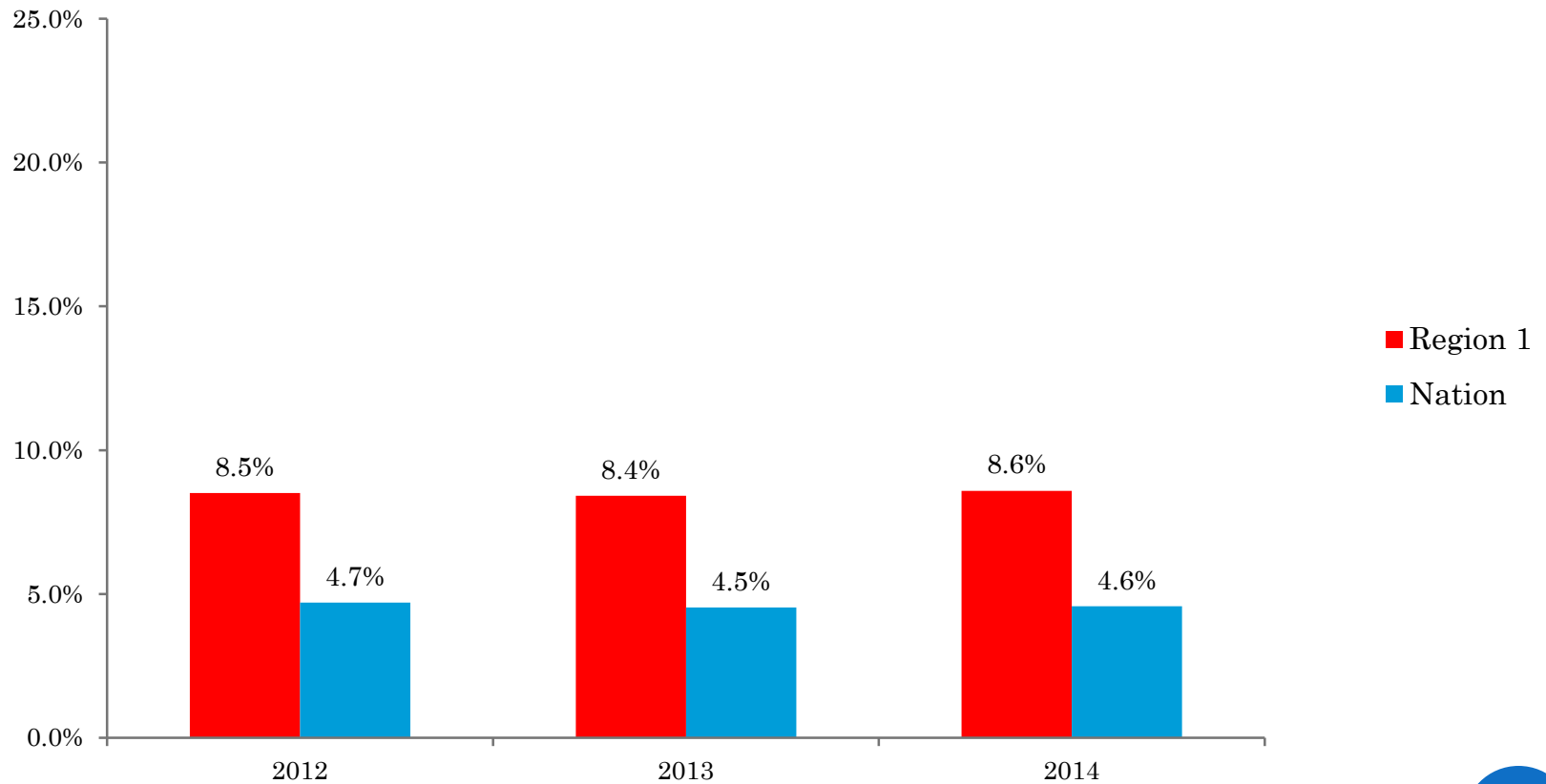
PIR: HOMELESS FAMILIES WHO ACQUIRED HOUSING

Homeless families served who acquired housing during the enrollment year



PIR: HOMELESS FAMILIES

Homeless Families Served





QUESTIONS ?

