

REGION VI HEAD START ASSOCIATION BOARD

Quarterly Reporting Form



Name: Jackie Govan, HSSCO & Jacqueline Burton, AHSA President Date: January 10, 2022

Position: Board Advisor/Friend & State President Board Member

Organizations: HSSCO, AHSA, & Region 6

E-Address: Jackie.govan@arheadstart.org

The HSSCO is working on the following initiatives and activities from the HSSCO's strategic plan. Some of these activities and initiatives include:

The **Arkansas/Region VI Head Start Association Institute** will be held as a face-to-face institute, which will be held in Jonesboro, Arkansas on September 27-30, 2022. The Call for Papers went out on Wednesday, January 5th to all five states. The AHSA Board has approved for the institute to be held at the Red Wolf Convention Center. The AHSA Board will meet on Wednesday, January 19th to approve the following:

- Registration Cost
- Pre-Institute Cost
- Booklet Cover
- Exhibit Fees
- Institute Budget
- Institute Format

Arkansas is also asking the Region VI Board to assist with the following:

1. This Institute for now will be face to face. Encouraging people to register and let them know that their vaccine card is a requirement to attend the Institute.
2. Do you wish to do a special event evening during the institute?
3. We have identified a "Special One day only" for staff to attend (Thursday).
4. Show Institute Flyer to be distributed to all five states (State Presidents).
5. Pre-Institute: OSM {Collaboration Directors}

Region VI Head Start Association's Web-site/Update

The webmaster is in the process of updating the Region 6 web-site with new officers and board members. A request is being made for all Board members to send in a picture of themselves to place on the web-site. Please send these pictures by the end of January (31st).

Newly Elected Region VI Board Representatives from Arkansas

REPRESENTATIVES	ALTERNATES
<p>Susan Templeton NWA Head Start 2109 SE J Street Bentonville, Arkansas 72712 (479) 636-7317 stempleton@nwaheadstart.org</p>	<p>Sara Wilhite, Director – Alt. Little Bitty City Enrichment Center 154 Cornerstone Blvd Hot Springs, AR 71913-6560 (501) 520-0660 swilhite@lbcec.com</p>
<p>Jacqueline Burton, Staff MCAEOC Head Start P.O. Box 1289 Blytheville, AR 72316 (870) 776-1059 ext 58 jhhburton@sbcglobal.net</p>	<p>Tequila Smith, Staff Families and Children Together, Inc. 2720 Vine Street P.O. Box 10670 El Dorado, Arkansas 71730 (870) 862-4545 tequila.smith@fact-inc.com</p>
<p>VACANT, Parent</p>	<p>VACANT, Parent</p>
<p>Jackie Govan, Friend AR Head Start Collaboration Office 1400 W Markham, Ste 406 Little Rock, AR 72201 (501) 371-0740 jackie.govan@arheadstart.org</p>	<p>Rhonda Ahrent, Friend Black River Area Development Corporation 1403 Hospital Avenue Pocahontas, AR 72455 (870) 892-4547, ext 232 rhonda.ahrent@bradcorp.org</p>

Arkansas' Upcoming Events in 2022

- HSSCO Annual Report Due in January
- EHS-CCP Quarterly Meeting in January
- Homelessness Quarterly Meeting in February

- 6DREECE in Arkansas w/Legislators in April
- Arkansas/Region VI Head Start Association Institute in September
- Fatherhood Mentoring Program in October
- School Readiness Summit in November

Region VI Head Start Association Bylaws Report

The Bylaws committee will meet on Friday, January 14th to review the current bylaws and make recommended changes. The committee will have a report for the board to approve after they are sent out to the membership (30 days) and hopefully before the next Board meeting. The committee members are all five of the HSSCO directors from each of the five states.

ACTION ITEMS:

1. *Request for the \$5,000.00 Seed money for the scheduled Institute in September.*
2. *Request payment for Web-master (\$1,100.00) and the web-site (\$806.00), which is due on January 31, 2022.*

Please continue to read the updates for Arkansas that is attached. I have provided a Table of Content to assist you. ***Have a fantastic new year in 2022!***

Signature(s):

Jacqueline Govan, HSSCO Director

Date: _____

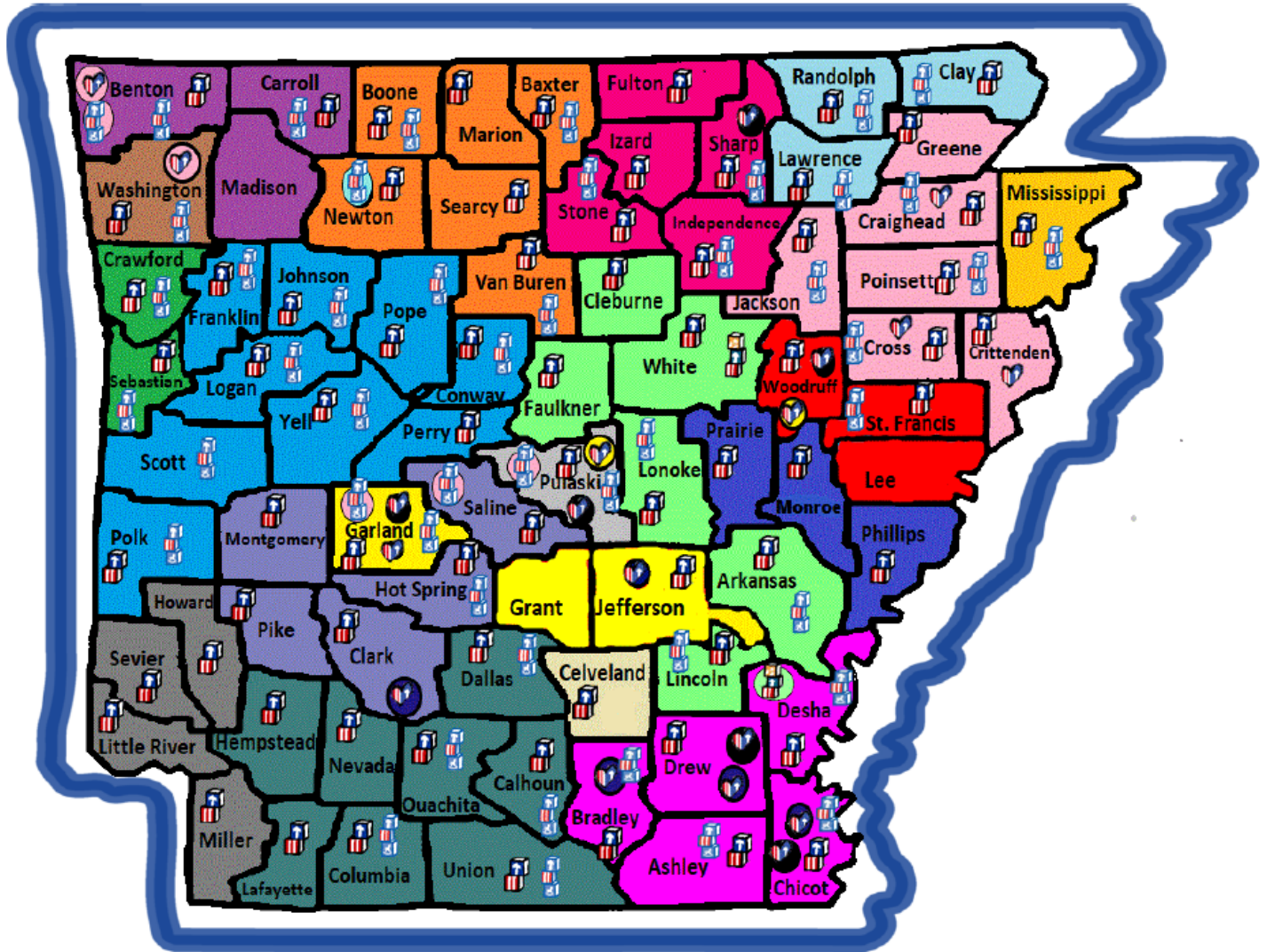
Jacqueline Burton, AHSA Board President





Date: _____

HSSCO - JG

Region VI Head Start Association

January 10, 2022



-  Head Start
-  Early Head Start
-  EHS-Child Care Partnerships
-  Migrant/Seasonal Head Start

Presented by:
Jacqueline Govan, Director
Head Start State Collaboration Office
Little Rock, Arkansas



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Arkansas Head Start Association Officers



Jacqueline Burton, President
Susan Templeton, President-Elect
Kisha Miller, Secretary
Shirley Pulliam, Treasurer
Jana Bays, Parliamentarian

List of Programs

Agency	Main Office	Phone	Counties Served
Arkansas Early Learning, Inc. HS/EHS/EHS-CCP	Jonesboro	870-931-1172	Benton, Craighead, Crittenden, Cross, Garland, Greene, Jackson, Poinsett, Pulaski, Saline, Washington
ARVAC HS/EHS	Russellville	479-219-5292	Conway, Franklin, Johnson, Logan, Perry, Polk, Pope, Scott, Yell
BRAD Early Childhood Programs HS/EHS	Pocahontas	870-892-4547	Clay, Lawrence, Randolph, Cleveland
Central Arkansas Development Council HS/EHS	Malvern	501-332-5426	Clark, Hot Spring, Pike, Montgomery, Saline
Cleveland County HS/EHS	Rison	870-325-6324	Cleveland
Community Action Program of Central AR HS/MSHS/EHS	Conway	501-329-0977	Arkansas, Cleburne, Desha, Faulkner, Lincoln, Lonoke, White,
Community Services Office, Inc. HS/EHS/EHS-CCP	Hot Springs	501-623-3545	Garland, Grant, Jefferson, Pulaski, Woodruff
Division of Child Care EHS-CCP	Little Rock	501-682-8590	Chicot, Garland, Drew, Pulaski, Sharp, Woodruff
EOA of Washington County HS/EHS	Fayetteville	479-521-5571	Washington
Families and Children Together, Inc. HS/EHS	El Dorado	870-862-4545	Calhoun, Columbia, Dallas, Hempstead, Lafayette, Nevada, Ouachita, Union
Head Start Child & Family Services, Inc. HS/EHS	Van Buren	479-474-9378	Crawford, Sebastian
Little Bitty City Enrichment Center HS	Hot Springs	501-520-0660	Howard, Little River, Miller, Sevier
Mid Delta Community Services HS	Helena	870-338-6406	Monroe, Phillips, Prairie
Mississippi County AR EOC HS/EHS	Blytheville	870-776-1054	Craighead, Mississippi
Newton County Special Services Corporation EHS	Jasper	870-446-2682	Newton
Northcentral Arkansas Development Council HS/EHS	Batesville	870-793-3234	Fulton, Independence, Izard, Sharp, Stone
Northwest Arkansas HS	Bentonville	479-636-7317	Benton, Carroll, Madison
Ozark Opportunities, Inc. HS/EHS	Harrison	870-741-9406	Baxter, Boone, Marion, Newton, Searcy, Van Buren
Save the Children HS/EHS	Forrest City	870-494-4010	Lee, St. Francis, Woodruff
Save the Children – Southeast Arkansas HS	Monticello	870-224-8071	Ashley, Bradley, Chicot, Desha, Drew
UAMS HS/EHS	Little Rock	501-570-5000	Pulaski
UAPB EHS-CCP	Pine Bluff	870-575-8809	Bradley, Clark, Chicot, Drew, Jefferson, Pulaski

Arkansas Head Start State Collaboration Office



The purpose of the project is to create a visible presence at the state level, which can assist in the development of significant, multi-agency and public private partnerships between Head Start and the state. The Head Start State Collaboration Office (HSSCO) methods by which they coordinate and lead efforts for diverse entities to work together include:

- ✚ **Communication:** Convene stakeholder groups for information sharing and planning. Be a conduit of information between the regional office and the state and local early childhood system.
- ✚ **Access:** Facilitate Head Start agencies' access to, and utilization of, appropriate entities so Head Start children and families can secure needed services and critical partnerships are formalized.
- ✚ **Systems:** Support policy, planning, and implementation of cross agency state systems for early childhood that include and serve the Head Start community.

The Arkansas office is located at:
Union Station
1400 West Markham Street, Suite 406
Little Rock, Arkansas 72201

For more information, please contact:
Telephone: 1-866-371-0740
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E-mail address: jackie.govan@arheadstart.org
Website: www.arheadstart.org

Head Start-State Collaboration Projects play an important role in helping the Administration and the Governors make progress toward goals, which improve the lives of young children. Collaboration Projects assist with these and other relevant state initiatives and bring the support and perspective of Head Start to the development of early childhood systems. All fifty states were funded as of 1997.

Collaboration grantees build and strengthen linkages among Head Start, child care, education and health care systems in order to build an effective child development and early childhood system. Head Start-State Collaboration grantees are encouraged to consult broadly with the early childhood community, and in particular with the State Head Start Association, as they carry out these projects.

The Head Start - State Collaboration Office funding in Arkansas flows to the Department of Human Services-Division of Child Care/Early Childhood Education and then to the Arkansas Head Start Association. The Arkansas Head Start-State Collaboration Project began in 1996. The Arkansas Head Start Association has the responsibility for implementing the collaboration project in Arkansas.

Priority Areas: The Head Start Act requires the HSSCO to conduct a needs assessment of the Head Start/EHS grantees in the areas of coordination, collaboration alignment of services, and alignment of curricula and assessment. The Head Start Act also requires the HSSCO to use the results of the needs assessment to develop a strategic plan outlining how the office will assist and support Head Start/EHS grantees in meeting the requirements of the Head Start Act. The needs assessment and strategic plan must be updated annually. The HSSCO will continue to work on all priority areas as required by the funding agency, the Administration for Children and Families and the Office of Head Start.

There are twelve federal priorities for the HSSCO. These priority areas include:

- ❖ Health Care
- ❖ Welfare/Child Welfare
- ❖ Child Care
- ❖ Family Literacy
- ❖ Education (School Readiness Partnership Dev.)
- ❖ School Transitions & Alignment with K-12
- ❖ Professional Development
- ❖ Community Services
- ❖ Services for Children with Disabilities
- ❖ Services to Homeless Children
- ❖ Services to Military Families
- ❖ Early Childhood Systems Development and
- ❖ Statewide Initiatives such as Fatherhood, Family Engagement, Racial Equity, and revising the state's Early Learning Standards.

Arkansas Head Start Association Fact Sheet



AHSA DIRECTORS REPRESENTATIVES

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The *Arkansas Head Start Association* is a non-profit membership organization dedicated to meeting the needs of Arkansas children and families. It represents 9,516 children, 3,456 staff, and 21 Head Start, Early Head Start, and Migrant-Seasonal Head Start programs in Arkansas. Directors, Staff, Parents, and Friends work together to promote Head Start and support initiatives that affect children and families.

Mission Statement

The mission is to promote structured leadership and collaboration on the state and local levels by planning, informing, advocating, and delivering innovative and quality trainings, technical assistance, and support to Early Head Start, Head Start, and Migrant-Seasonal Head Start directors, staff, parents, and friends in the state of Arkansas.

Vision Statement

The vision is to demonstrate excellence through Early Head Start, Head Start, Migrant-Seasonal Head Start, and local communities, exhibiting compliance in providing high-quality services to children birth to five and their families, while maintaining a strong commitment to building competent and dependable staff.

Arkansas Programs

- ✦ **Head Start programs** serve low-income three-and-four-year-old children and their families. The purpose is to promote school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families. There are 18 grantees in Arkansas serving 5,798 children and families.
- ✦ **Early Head Start (EHS) programs** serve low-income families with infants and toddlers and pregnant women. The purpose of EHS is to promote healthy prenatal outcomes for pregnant women, enhance the development of very young children, and promote healthy family functioning. There are 16 grantees serving 2,393 children and families.
- ✦ **Early Head Start-Child Care Partnerships (EHS/CCP)** serve low-income families with infant and toddlers in a child care setting with wraparound services from Early Head Start. There are 4 grantees serving 1,000 children and families.
- ✦ **Migrant/Seasonal Head Start programs** serve children birth to five years of age and their families. Migrant families move from one geographic location to another for agriculture work. Seasonal families work primarily in seasonal agriculture and have not moved in two years. There is 1 grantee serving 159 children and families.



Office of Head Start - Services Snapshot

State Arkansas (2020-2021)

This State Level Services Snapshot summarizes key data on demographics and services for children from birth to age five and pregnant women served by Head Start and Early Head Start programs in state Arkansas. The data in this Snapshot is a subset of the annual Program Information Report (PIR) submission to the Office of Head Start.

Funded enrollment

Number of enrollment slots the program is funded to serve.

	<i># of funded enrollment slots</i>	<i>% of funded enrollment slots</i>
Total Funded Enrollment	9,516	100%

Funded enrollment by program option

	<i># of funded enrollment slots</i>	<i>% of funded enrollment slots</i>
Center-based option	9,278	97.5%
Home-based option	160	1.7%
Family child care option	8	0.08%
Locally designed option	0	0%
Total funded pregnant women	70	0.7%

Detail - Center-based funded enrollment

	<i># of center-based funded enrollment slots</i>	<i>% of center-based funded enrollment slots</i>
Number of slots equal to or greater than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	9,219	99.4%
Of these, the number that are available for the full-working-day and full-calendar-year	1,732	
Number of slots with fewer than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	59	0.6%
Of these, the number that are available for 3.5 hours per day for 128 days	0	
Of these, the number that are available for a full working day	0	

Total cumulative enrollment

Actual number of children and pregnant women served by the program throughout the entire program year, inclusive of enrollees who left during the program year and the enrollees who filled those empty places. Due to turnover, more children and families may receive Head Start services cumulatively throughout the program year (all of whom are reported in the PIR) than indicated by the funded enrollment numbers.

	<i># of participants</i>	<i>% of participants</i>
Total cumulative enrollment	9,747	100%
Children total cumulative enrollment	9,578	98.3%
Pregnant women total cumulative enrollment	169	1.7%

Participants by age

	<i># of participants</i>	<i>% of participants</i>
Under 1 year	1,315	13.5%
1 year old	1,465	15.0%
2 years old	1,833	18.8%
3 years old	2,181	22.4%
4 years old	2,541	26.1%
5 years and older	243	2.5%
Pregnant women	169	1.7%

Homelessness services

	<i># of children</i>	<i>% of children</i>
Total number of children experiencing homelessness that were served during the enrollment year	614	6.4%

Foster care

	<i># of children</i>	<i>% of children</i>
Total number of enrolled children who were in foster care at any point during the program year	164	1.7%

Prior enrollment

Children who were enrolled previously in Early Head Start, Head Start, or some combination for at least half of the time that classes or home visits were in session.

	<i># of children</i>	<i>% of children</i>
The second year	3,326	34.7%
Three or more years	1,422	14.8%

Ethnicity and race

	<i># of Hispanic or Latino Origin participants</i>	<i>% of Hispanic or Latino Origin participants</i>	<i># of Non-Hispanic or Non-Latino Origin participants</i>	<i>% of Non-Hispanic or Non-Latino Origin participants</i>
American Indian or Alaska Native	3	0.03%	55	0.6%
Asian	3	0.03%	55	0.6%
Black or African American	77	0.8%	3,845	39.4%
Native Hawaiian or Pacific Islander	2	0.02%	19	0.2%
White	613	6.3%	3,465	35.5%
Bi-racial/Multi-racial	353	3.6%	650	6.7%
Other	357	3.7%	39	0.4%
Unspecified	192	2.0%	19	0.2%

Primary language of family at home

	<i># of participants</i>	<i>% of participants</i>
English	8,841	90.7%
Of these, the number of children acquiring/learning another language in addition to English	381	
Spanish	805	8.3%
Native Central American, South American & Mexican Languages	19	0.2%
Caribbean Languages	0	0%

	# of participants	% of participants
Middle Eastern & South Asian Languages	31	0.3%
East Asian Languages	7	0.07%
Native North American/Alaska Native Languages	0	0%
Pacific Island Languages	15	0.2%
European & Slavic Languages	0	0%
African Languages	2	0.02%
American Sign Language	3	0.03%
Other	4	0.04%
Unspecified	20	0.2%

Health services

<i>Services to All Children at Beginning of Enrollment Year Compared to End of Enrollment Year (based on Cumulative Enrollment)</i>	# at Beginning of Enrollment Year	% at Beginning of Enrollment Year	# at End of Enrollment Year	% at End of Enrollment Year
Children with health insurance	8,990	93.9%	9,195	96.0%
Children with accessible health care	8,739	91.2%	8,956	93.5%
Children with up-to-date immunizations or all possible immunizations to date, or exempt	8,477	88.5%	8,938	93.3%
Children with accessible dental care	7,883	82.3%	8,169	85.3%

Disabilities services

	# of children	% of children
Children with an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP), indicating they were determined eligible to receive special education, early intervention, and related services	1,334	13.9%

Family services

	# of families	% of families
Total Number of Families	8,601	100%

	# of families	% of families
Families Who Received at Least One Family Service	7,039	81.8%

Specific services

	# of families	% of families
Emergency/crisis Intervention	1,280	14.9%
Housing assistance	641	7.5%
Asset building services	562	6.5%
Mental health services	672	7.8%
Substance misuse prevention	274	3.2%
Substance misuse treatment	104	1.2%
English as a Second Language (ESL) training	114	1.3%
Assistance in enrolling into an education or job training program	742	8.6%
Research-based parenting curriculum	3,959	46.0%
Involvement in discussing their child's screening and assessment results and their child's progress	4,804	55.9%
Supporting transitions between programs	2,799	32.5%
Education on preventive medical and oral health	3,944	45.9%

	# of families	% of families
Education on health and developmental consequences of tobacco product use	1,156	13.4%
Education on nutrition	3,953	46.0%
Education on postpartum care	403	4.7%
Education on relationship/marriage	222	2.6%
Assistance to families of incarcerated individuals	126	1.5%

Program Data

Type of Program	Funding	Number of Programs	Number of Centers	Number of Children Served
Head Start Stand Alone	\$ 4,313,662.00	3	15	567
Head Start/Early Head Start Combined	\$ 67,498,658.00	12	109	5760
Head Start/Early Head Start/Early Head Start Child Care Partnerships Combined	\$ 26,994,224.00	2	43	2042
Head Start/Early Head Start/Migrant Seasonal Head Start Combined	\$ 6,116,600.00	1	16	673
Early Head Start Stand Alone	\$ 701,291.00	1	3	52
Early Head Start -Child Care Partnerships Stand Alone	\$ 4,186,072.00	2	13	9350
Total	\$ 109,810,507.00	21	199	9664

Collaboration Partnerships are key to the success of supporting Arkansas's children and families.





Head Start Program Performance Standards Final Rule: General Fact Sheet

SUMMARY

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

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

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

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

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

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

MAJOR PROVISIONS

Promoting Effective Teaching and Learning in Head Start Classrooms

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

The Standards:

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

Expanding Time for Learning and Healthy Development

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

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

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

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

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

The HPPS:

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

Ensuring the Health and Safety of Head Start Children

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

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

Promoting Effective Management and Continuous Improvement of Head Start Programs

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

The Standards:

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

Head Start Comprehensive Services

Head Start programs promote school readiness of children ages birth to five from low-income families by supporting the development of the whole child. Head Start and Early Head Start programs offer a variety of service models, depending on the needs of the local community by focusing on the following comprehensive services:

- Education and Child Development Program Services
- Health Program Services
- Family and Community Engagement Program Services
- Transition Services
- Disability Services
- Enrolled Pregnant Women Services
- Transportation Services

Many Head Start and Early Head Start programs are based in centers and schools. Other programs are located in child care centers and family child care homes. Some programs offer home-based services that assign dedicated staff who conduct weekly visits to children in their own home and work with the parent. Head Start programs support children's growth and development in a positive learning environment through a variety of services, which include

- **Early learning:** Children's readiness for school and beyond is fostered through individualized learning experiences. Through relationships with adults, play, and planned and spontaneous instruction, children grow in many aspects of development. Children progress in social skills and emotional well-being, along with language and literacy learning, and concept development
- **Health:** Each child's perceptual, motor, and physical development is supported to permit them to fully explore and function in their environment. All children receive health and development screenings, nutritious meals, oral health and mental health support. Programs connect families with medical, dental, and mental health services to ensure that children are receiving the services they need.

- **Family well-being:** Parents and families are supported in achieving their own goals, such as housing stability, continued education, and financial security. Programs support and strengthen parent-child relationships and engage families around children’s learning and development.

The *Head Start Early Learning Outcomes Framework: Ages Birth to Five* describes the skills, behaviors, and knowledge that programs must foster in **all** children. The Framework is grounded in a comprehensive body of research about what young children should know and be able to do to succeed in school. It describes how children progress across key areas of learning and development and specifies learning outcomes in these areas. This information will help adults better understand what they should be doing to provide effective learning experiences that support important early learning outcomes.

Programs should use the Framework to guide their choices in curriculum and learning materials, to plan daily activities, and to inform intentional teaching practices. Aligning instruction and opportunities for play, exploration, discovery, and problem-solving with the early learning outcomes described in the Framework will promote successful learning in all children. Programs should also use the Framework with families to help them engage in their children’s learning. This Framework replaces the 2010 Head Start Child Development and Early Learning Framework. The first five years of life is a time of wondrous development and learning. Children grow from infants communicating through babbling and crawling on all fours—to toddlers speaking short sentences and beginning to run—to preschoolers telling detailed stories and kicking a ball to a friend. All young children learn in the context of caring, responsive, and stimulating relationships as they explore the world around them. Yet, the quality of their early experiences can vary dramatically, and this can influence their learning and development. For example, by three years of age, some children have large vocabularies and others have much smaller ones.

These differences usually reflect the everyday language experiences that children have with adults as well as other experiential and developmental factors. Such differences can have a lasting impact on later school success. Head Start and other early childhood programs must create stimulating learning environments and implement intentional teaching strategies that ensure all children are ready to succeed in school. Family engagement and comprehensive services also play critical roles in children’s development and school readiness. They remain essential services in Head Start.

The Framework does not address these service areas because they are detailed in the Head Start Program Performance Standards. The Framework describes the skills, behaviors, and knowledge that programs need to foster in all children.

[Comprehensive Services Video: http://eclkc.vzaar.me/6975934](http://eclkc.vzaar.me/6975934)



Open Competition for Early Head Start/ Head Start Agencies

1304.11 Basis for determining whether a Head Start agency will be subject to an open competition.

A Head Start or [Early Head Start agency](#) will be required to compete for its next five years of funding whenever the [responsible HHS official](#) determines that one or more of the following seven conditions existed during the [relevant time period](#) under [§1304.15](#):

(a) An agency has two or more deficiencies across reviews conducted under section [641A\(c\)\(1\)\(A\)](#), (C), or (D) of the Act during the relevant time period under [§1304.15](#).

(b) An agency has not, based on a review conducted under section [641A\(c\)\(1\)\(A\)](#), (C), or (D) of the Act during the relevant time period under [§1304.15](#):

(1) Established program goals for improving the school readiness of children participating in its program in accordance with the requirements of section [641A\(g\)\(2\)](#) of the Act and demonstrated that such goals:

(i) Appropriately reflect the ages of children, birth to five, participating in the program;

(ii) Align with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, state early learning guidelines, and the requirements and expectations of the schools, to the extent that they apply to the ages of children, birth to five, participating in the program and at a minimum address the domains of language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development;

(iii) Were established in consultation with the parents of children participating in the program.

(2) Taken steps to achieve the [school readiness goals](#) described under paragraph (b)(1) of this section demonstrated by:

(i) Aggregating and analyzing aggregate child-level assessment data at least three times per year (except for programs operating less than 90 days, which will be required to do so at least twice within their operating program period) and using that data in combination with other program data to determine grantees' progress toward meeting its goals, to inform parents and the community of results, and to direct continuous improvement related to curriculum, instruction, professional development, program design and other program decisions; and,

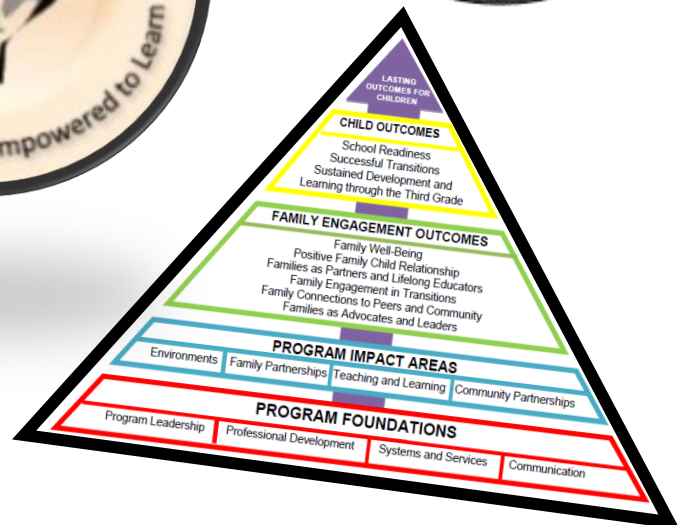
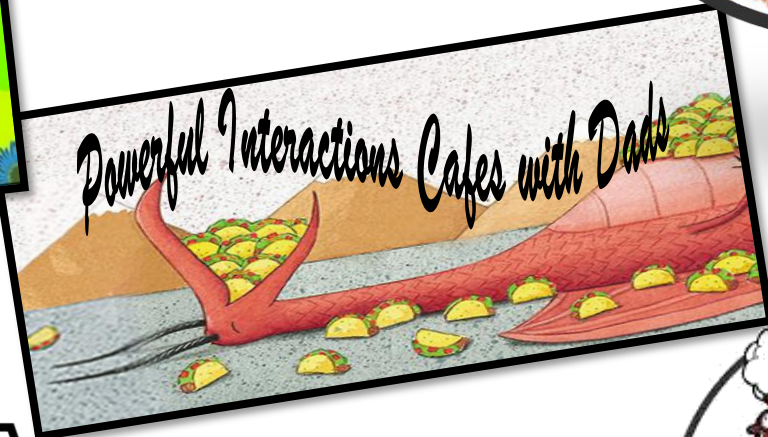
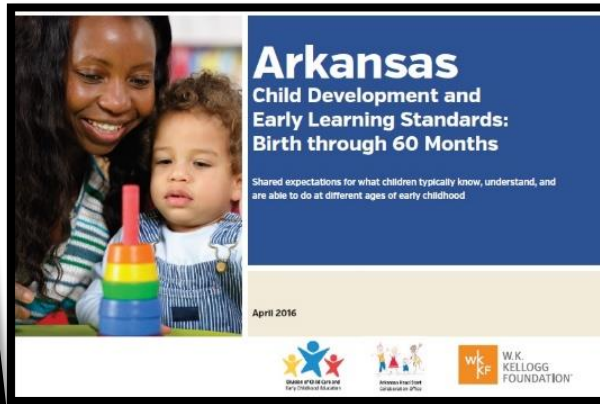
(ii) Analyzing individual ongoing, child-level assessment data for all children birth to age five participating in the program and using that data in combination with input from parents and families to determine each child's status and progress with regard to, at a minimum, language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development and to individualize the experiences, instructional strategies, and services to best support each child.

(c) An agency has been determined during the relevant time period covered by the responsible HHS official's review under [§1304.15](#):

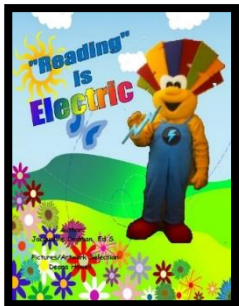
(1) To have an average score across all classrooms observed that is below the following minimum thresholds on any of the three CLASS: Pre-K domains from the most recent CLASS: Pre-K observation:

- (i) For the Emotional Support domain the competitive threshold is 5;
 - (ii) For the Classroom Organization domain, the competitive threshold is 5;
 - (iii) For the Instructional Support domain, the competitive threshold is 2.3 through July 31, 2025, and 2.5 on and after August 1, 2025.
- (2) If an agency is determined to have an average score across all classrooms observed below the quality threshold on any of the three CLASS: Pre-K domains, the Office of Head Start will support the program to strengthen its coordinated approach to training and professional development as required in [§1302.92\(b\)](#) and (c), to help promote improvement in teaching practices and teacher-child interactions. The quality threshold for each domain is as follows:
- (i) For the Emotional Support domain, the quality threshold is 6;
 - (ii) For the Classroom Organization domain, the quality threshold is 6;
 - (iii) For the Instructional Support domain, the quality threshold is 3.
- (d) An agency has had a revocation of its license to operate a Head Start or Early Head Start center or program by a state or local licensing agency during the relevant time period under [§1304.15](#), and the revocation has not been overturned or withdrawn before a competition for funding for the next five-year period is announced. A pending challenge to the license revocation or restoration of the license after correction of the violation will not affect application of this requirement after the competition for funding for the next five-year period has been announced.
- (e) An agency has been suspended from the Head Start or Early Head Start program by ACF during the relevant time period covered by the responsible HHS official's review under [§1304.15](#) and the suspension has not been overturned or withdrawn. If the agency did not have an opportunity to show cause as to why the suspension should not have been imposed or why the suspension should have been lifted if it had already been imposed under part [1304](#), the agency will not be required to compete based on this condition. If an agency has received an opportunity to show cause and the suspension remains in place, the condition will be implemented.
- (f) An agency has been debarred from receiving federal or state funds from any federal or state department or agency or has been disqualified from the Child and Adult Care Food Program (CACFP) any time during the relevant time period covered by the responsible HHS official's review under [§1304.15](#) but has not yet been terminated or denied refunding by ACF. (A debarred agency will only be eligible to compete for Head Start funding if it receives a waiver described in 2 CFR 180.135.)
- (g) An agency meets one of two fiscal criteria, if the agency:
- (1) Is at risk of failing to continue functioning as a going concern within the current project period. The final determination is made by the responsible HHS official based on a review of the findings and opinions of an audit conducted in accordance with section [647](#) of the Act; an audit, review or investigation by a state agency; a review by the National External Audit Review (NEAR) Center; or an audit, investigation or inspection by the Department of Health and Human Services Office of Inspector General; or
 - (2) Has a total of two or more audit findings of material weakness or question costs associated with its Head Start funds in audit reports submitted to the Federal Audit Clearinghouse (in accordance with section [647](#) of the Act) for a financial period within the current project period.

Arkansas Head Start Association/Head Start State Collaboration Office Early Childhood Grants and Initiatives

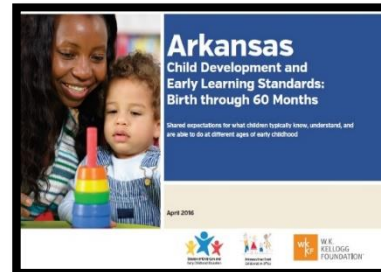


Overview of Initiatives



Reading is Electric: The Arkansas Head Start Association/Head Start State Collaboration Office utilizes “Reading as Electric” to support the Arkansas Grade Level Reading Campaign. Each year we host an annual Read-A-Thon among local Head Start programs to promote reading in centers. The three agencies that have volunteers read the highest percentage of books per child are recognized at our annual institute. In addition, the “Reading is Electric” book written in a storytelling format to provide essential tips to families that makes reading more interactive.

The Arkansas Child Development and Early Learning Standards: Birth through 60 Months was developed through a grant from the W.K. Kellogg Foundation. The Arkansas Child Development and Early Learning Standards provide a set of common expectations for what children typically know, understand, and are able to do at different ages in early childhood. The standards are research-based; culturally and linguistically appropriate; comprehensive; and are written with the understanding that children reach developmental milestones at different times. The standards are to be used to assist in developing age-appropriate learning goals for children, to support developmentally appropriate curriculum and assessment, and to outline a progression of development and learning that supports success in school and in life.



Collaborating for School Readiness Summit: Since 2011, the Arkansas Head Start State Collaboration Office, Division of Child Care and Early Childhood Education, and the Arkansas Department of Education has sponsored an annual school readiness summit. Each team must have a representative in the following categories: Child Care (CCDF/Voucher), Head Start Representative, Infant/Toddler Representative, PreK Teacher, PreK Director, ABC Teacher, HIPPY Representative, Special Education Representative, Principal, Kindergarten Teacher, and Parent.

Arkansas Head Start Institute: The Arkansas Head Start Association sponsors an annual institute for local Head Start, Early Head Start, and other early childhood programs. In 2022 AHSA will host the Region VI five-state institute (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas). The institute will be held September 27-30, 2021 at the Embassy Suites by Hilton Jonesboro Red Wolf Convention Center.



Powerful Interactions Cafes for Dads! The Head Start State Collaboration Office received funding from Arkansas Better Dads to support five cafes throughout the state. There are over 24 million children in America that grow up without their father in the home. However, that does not mean that dads do not have to interact with their child or children. These powerful interaction cafes will provide meaningful activities and resources for dads and their children to do at home (storytelling through reading, preparing a taco meal, making a dragon, role playing, asking fat and skinny questions, and so much more).

Arkansas Dolly Parton Imagination Library: Jackie Govan, Director, Head Start State Collaboration Director serves on the State Board for the Arkansas Dolly Parton Imagination Library. Arkansas is very close to having an entity in place in all 75 counties. Each year the Arkansas Head Start Association makes a donation to support the effort of the state team to expand this initiative statewide to ensure that all families with young children in Arkansas will have access to books in their homes.

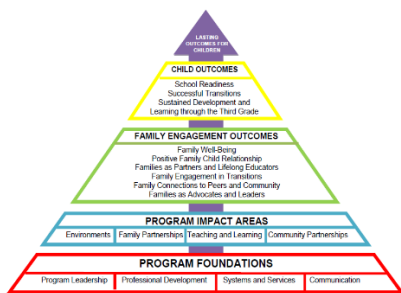


THE ARKANSAS FATHERHOOD & FAMILY INITIATIVE MISSION:

Fathers Engaged and Empowered to Learn (FEEL) is to strengthen family foundations and reverse the absentee fatherhood trend by helping fathers to understand the challenges of parenting as well as increase skills in building and maintaining healthy relationships. This initiative began in 2014 and has grown to support several initiatives such as Dads Reading on the Carpet, the Arkansas Fatherhood Mentoring Program, High Fives for Dads, March Madness, and fatherhood training.

Powerful Conversations with Dads: In 2022, we have added Powerful Conversations with Dads Virtual Meetings to engage fathers in powerful conversations based on their needs and what they would like to share. We are also conducting interviews with dads in order for them to share their stories and how being “a father” has impacted their lives.

Arkansas Equity Leaders Action Network: The ELAN Team formed in 2016 to look at ways to address racial inequities in the early childhood system. After four years of study, research, and observations with the National BUILD Initiative in implementing the ELAN Project, Arkansas has moved forward to address racial equity issues creating five goals and a professional development model that would focus on eliminating racial equity disparities in classrooms all across the state. This will be done by analyzing and using racial equity data and creating a strong statewide racial equity collaborative early childhood system with courageous partners and intentional teamwork. **Arkansas’s vision for a comprehensive, racially equitable, high-quality early childhood system is one that ensures that all children have an opportunity to develop and reach their full educational potential without experiencing discrimination or bias.** The HSCO will continue the Six Degrees for Racial Equity in Early Childhood Education (6DREECE) summits in 2022. Parents



The Arkansas Guide for Promoting Family Engagement was developed by the Arkansas State Parent Advisory Council and funded by the Arkansas Head Start State Collaboration Office through a grant from the W. K. Kellogg Foundation. The guide, modeled after the Head Start Parent, Family and Community Engagement Framework, offers a statewide system for promoting family engagement to meet the needs of young children and families in Arkansas.

For more information on Head Start in Arkansas, contact:

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Notes: