Implementing the Head Start Program Performance Standards: A Systems Approach

Objectives

Participants will:

- Gain an enhanced understanding of Head Start management systems
- Learn how to support systems building and ongoing sustainability
- Apply this knowledge through the lens of the Head Start Program Performance Standards

Head Start Management Systems

Five-Year Project Period
Leadership and Governance

- Governing Body/Tribal Council
- Policy Council
- Management Staff

Part 1301 – Program Governance

Questions to consider

- How do you know that Governing Body/Tribal Council and Policy Council members are knowledgeable about their roles and responsibilities as Head Start program leaders?
- How is the required expertise (e.g. financial, legal, and early education) represented on the governing body/Tribal Council? If exceptions have been made, how are these documented?
- What is the makeup of the Policy Council? How are program options represented on the Policy Council?
- How does communication between governing body/Tribal Council, Policy Council and key management staff take place in support of decision-making?
- If applicable, how are governing body/Tribal Council members involved in strategic planning activities?

Program Management, Planning and Oversight Systems

1302 Subpart J – 1302.101 (a)(1-4)
- Management System
1302 Subpart J – 1302.103 (a and b)
- Implementation of PPS
1304 – Federal Administrative Procedures
1305 – Definitions
Twelve Management Systems

- Guides programs through their five-year journey
- Includes coordinated approaches that ensure inclusion of all children and families
- Focuses on how data informs planning process

Questions to consider

What is the timeline for our annual program planning process? This should include:
- Conduct and/or update Community Assessment
- Goal and objective development/review
- Coordinated approaches
- Action planning
- Ongoing monitoring
- Self-assessment

How are the following stakeholders engaged in our program planning process?
- Program staff
- Governing body/Tribal Council members
- Policy Council members
- Community members
Questions to consider

• How do we collect and use data to inform ongoing monitoring and continuous improvement?
• How are staff utilized in our data management process?
• What well-chosen and well-implemented methods for data collection and analysis are used to determine impact?
• How does our approach to data management support the availability, usability, integrity, and security of data?
Questions to consider

- What is the timeline for our fiscal management activities?
- How are our staff, governing body/Tribal Council and Policy Council members engaged in fiscal management activities?
- How do our policies and procedures inform our fiscal management efforts?
- How does our budgeting process relate to our program planning activities? Inform resource development efforts?
- If applicable, how are we using advisory committees to support fiscal management activities?

- Initiates the program planning process
- Provides the right services to the right population (external focus)
- Supports continuous quality improvement (internal focus)

Questions to consider

- How does our community assessment align with the service needs of children and families?
- Does our community assessment include school and child care data? How does the community assessment inform our program planning process?
- Who is engaged in the process?
- What is the timeline of our self-assessment process? How is it informed by our program planning process?
- How are the results of our self-assessment shared with staff and program leadership?
Questions to consider

- How does our system for managing and monitoring facilities and learning environments ensure that we meet health and safety requirements?
- How do our indoor and outdoor learning environments support the needs of children, families, and staff?
- How is facilities management addressed from the perspectives of program planning and fiscal management?
Questions to consider

• How is our transportation system aligned with the needs of our families?
• How do we monitor compliance of our transportation system with state and federal regulations?
• What backup systems are in place to ensure all children are accounted for after each trip?
• What are the budget implications of our maintenance and repair efforts?

Questions to consider

• How does our technology (hardware or software) align with our program operations and planning activities?
• How are technological issues addressed in fiscal management?

Maintain the infrastructure needed to address the increased reliance on data collection and analysis.
Select and manage the appropriate hardware and software needed to monitor progress.

1302.102(c) – Using data for continuous improvement
1303.20 – Establishing procedures
1303.24(b) – Maintaining records – using web-based system
1303.21 – Program procedures – confidentiality
• Emphasizes the importance of training and technical assistance for every grantee
• Offers a range of instructional resources including federal and regional T/TA staff and key resources on the ECLKC website

Questions to consider
• How do our training and professional development plans address the knowledge and skills needed to meet our program’s goals and objectives?
• In addition to training and technical assistance resources (both regional T/TA and the national centers), how are our training and technical assistance funds being used to access additional professional development resources?

• Builds relationships with internal and external stakeholders
• Helps programs “tell their stories” as they pursue program and school readiness goals
Questions to consider

• How does our communication plan address both internal and external communication among and between program leadership, staff, families, and the community?

• How do our communication policies and procedures address key issues such as social media management and confidentiality?

• What communication approaches are used to meet the needs of culturally and linguistically specific populations?

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• Builds and maintains a program’s institutional memory
• Oversees and distribute strategic reports and recordkeeping activities
• Informs staff, leadership, and external partners

1302 Subpart J – 1302.102 (d)
1303 Subpart C – Protection for the Privacy of Child Records

Questions to consider

• How does our recordkeeping and reporting system use technology to manage information?

• How do our recordkeeping and reporting policies and procedures address key issues such as confidentiality?

• How does our reporting system provide program leadership (governing body/Tribal Council, Policy Council) with key information to make decisions in a timely and thorough manner?

• How does our recordkeeping and reporting system generate real-time reports that improve program services?
• Allows a program to adjust to better address goals and objectives
• Shares data with staff, Policy Councils, and governing bodies to engage all in the program planning process

Questions to consider
• How does ongoing monitoring inform our program operations and planning process?
• What is the timeline for ongoing monitoring activities?
• How are staff trained and engaged in ongoing monitoring efforts?
• How are the results of our ongoing monitoring shared with staff and program leadership?

• Reminds us that a Head Start program is only as good as its people
• Ensures that staff and volunteers have the credentials and competencies needed to fulfill responsibilities
Questions to consider

- How does our organizational structure support our staff to provide high-quality services to children and families?
- What is our process for hiring and onboarding staff?
- Does our process for hiring and onboarding include culturally responsive practices?
- How do we ensure that staff members have the appropriate credentials and have acquired the needed competencies to fulfill their job responsibilities?
- How does our program promote sustainability?
- How do our human resource activities inform our budgeting efforts?

Comprehensive Services
- ERSEA
- Education
- Health (Physical and Mental)
- Community & Family Engagement

ERSEA
Eligibility, Recruitment, Selection, Enrollment, Attendance
1302 Subpart A
**Education**

1302 Subpart C – 1302.30 – 1302.36 – includes inclusion and providing supports for children not eligible for IDEA
1302 Subpart F – 1302.60 – 1302.63 – additional services for children with disabilities
1302 Subpart G – transition services
1302 Subpart J – Coordinated approach for program management (includes DLL)
1302 Subpart I – staff requirement for language

**Health (Physical and Mental)**

1302 Subpart D

**Community and Family Engagement**

1302 Subpart E
1302 Subpart G
– Transition Services
1302 Subpart H
– Services to Enrolled Pregnant Women
Resources

Contact PMFO

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https://eclkc.ohs.acf.hhs.gov/hsic/tta-system/operations

Call us: 888.874.5469