Planning: The Key to a Proactive and Productive Year

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Grantee Specialists: OHS Region XI AIAN TTA Network
Region XI AIAN TTA Network
As a Head Start Director or Manager, you know that effectively leading and managing your program is a quite complex task. During our session we will explore strategies to help you as a leader move from a reactive “putting out fires” approach to a proactive “prepared for the expected and unexpected” stance. We will explore ways to establish order and predictability in a chronically changing environment through the use of administrative and programmatic calendars built around the Head Start Planning Cycle. We will highlight and compare the different types of plans that emerge from the grantee planning process including Five Year Plans, Annual Action Plans, School Readiness Plans, Training and Technical Assistance Plans and Written Service Plans.

Work Smarter-Not Harder!
Outcomes:

• Identify effective strategies that support directors and managers to move from a “reactive” to “proactive” management approach.
• Utilize the program planning cycle to develop a planning calendar unique to each individual program.
• Compare and contrast different types of plans utilized by Head Start programs.
• Practice accessing resources on ECLKC related to Program Planning.
Warming Up

Moving from a “Reactive” to “Proactive” Leadership Stance
Moving from “Reactive” to “Proactive” Leadership

*Tips from an Experienced Director*

1. Create calendars and to do lists.
2. Prioritize to do’s and complete most important tasks first.
2. Learn to say “no”.
3. Devote your entire focus to the task at hand.
5. Get an early start.
6. Don’t allow unimportant details to drag you down.
9. Delineate a time limit in which to complete task.
10. Leave buffer-time between tasks.
11. Don’t think of the totality of your to-do list.
12. Lock yourself in. Create a block of uninterrupted work time.
13. Commit to your plan to do something.
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Linking Your Work to the Program Planning Cycle

Every 5 Years: Decide on Broad Goals and Initial Short-Term Objectives
Anually: Review Goals and Revise if Necessary. Generate Objectives and Expected Outcomes

Develop an Action Plan and Budget that Reflect Goals

Implement an Action Plan

Evaluate Progress through Ongoing Monitoring

Evaluate Progress through Self-Assessment

Continually Respond with Course Corrections

Conduct or Update Community Assessment

From Planning in Head Start: Topic # 1
Building Your own Calendar

First Day of New Grant Year * Submit Grant Application *
   PC and Board approval of Federal Grant Application
Develop an Action Plan and Budget that Reflects Goals * Five Year Goals (Annually review & revise if needed and generate objectives and expected outcomes)
   * Self-Assessment – Started/Evaluate progress on goals * Self-Assessment Completed
Compile and Analyze Ongoing Monitoring Results * Community Assessment (Update or Complete)
Quarterly Ongoing Monitoring * Monthly Reports to PC/Board or Tribal Council
   Annual PIR* Monthly Enrollment Reporting (ACF-PI-HS-08-06) *
   SF 425 through PMS (ACF-PI-HS-16-01 Changes in Federal Reporting)
School Readiness Plans* TTA plan * Transition Plan * Service Plans * Emergency Service Plans

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### Building Your own Calendar

**ECEC Policy Council Plan of Action – Salt River Pima-Maricopa Indian Community**

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<td><strong>Program Governance training with Policy Council and Education Board</strong>&lt;br&gt;Policy Council Meeting:&lt;br&gt;• Review by-laws, update if needed&lt;br&gt;• Budget review&lt;br&gt;• Program Manager’s report&lt;br&gt;• Review Parent Committee Meeting minutes&lt;br&gt;• Annual Report (funds only)&lt;br&gt;• Review Program Plan (Action - if needed)&lt;br&gt;• Ongoing Monitoring report reviewed&lt;br&gt;<strong>Head Start Systems Training</strong>&lt;br&gt;Policy Council Meeting:&lt;br&gt;• Program Manager’s report&lt;br&gt;• Budget review&lt;br&gt;• Program Planning&lt;br&gt;• Ongoing Monitoring report reviewed&lt;br&gt;• Review &amp; approve Policy Council rules of order&lt;br&gt;Prepare for Federal Monitoring Review (if needed)&lt;br&gt;<strong>Budget Development Training</strong>&lt;br&gt;Policy Council Meeting:&lt;br&gt;• Budget review&lt;br&gt;• Program Manager’s report&lt;br&gt;• Ongoing Monitoring report&lt;br&gt;Prepare for Federal Monitoring Review (if needed)&lt;br&gt;<strong>Self-Assessment training</strong>&lt;br&gt;Policy Council Meeting:&lt;br&gt;• Budget review&lt;br&gt;• Program Manager’s report&lt;br&gt;• Ongoing Monitoring report&lt;br&gt;• Review Criteria-Point Scale for upcoming SV (Action - if needed)&lt;br&gt;<strong>Quarterly Mtgs. P.C and Ed. Board (Joint Sharing)</strong>&lt;br&gt;<strong>Mail</strong>&lt;br&gt;<strong>Policy Council Meeting:</strong>&lt;br&gt;• Budget review&lt;br&gt;• Program Manager’s report&lt;br&gt;• Ongoing Monitoring report&lt;br&gt;• SA Teams begin self-assessment process&lt;br&gt;• Program planning&lt;br&gt;• Approve criteria for recruitment, enrollment, selection&lt;br&gt;• Update/Revise the Parent Handbook&lt;br&gt;<strong>Policy Council Meeting:</strong>&lt;br&gt;• Budget review&lt;br&gt;• Program Manager’s report&lt;br&gt;• Ongoing Monitoring report&lt;br&gt;• Review Parent Committee Minutes&lt;br&gt;• Review Self-Assessment &amp; corrective action plan, if necessary</td>
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| **Policy Council Meeting:**<br>• Budget review<br>• Program Manager’s Report<br>• Ongoing Monitoring report<br>• Approve Criteria-Point Scale for new SY (April)<br>• Approve ECEC Parent Handbook for this new SY<br>**Quarterly Mtg. P.C and Ed. Board**<br>**Policy Council Meeting:**<br>• Program Planning review and approve; finalize remaining needs of the upcoming year<br>• Begin Continuation Grant Applications (due Oct 31)<br>• Review Parent Committee Mtg Minutes<br>• Approve criteria for recruitment, enrollment, selection<br>• Review & approve HR policies<br>**Policy Council Meeting:**<br>• Review and approve selected Policy & Procedures<br>• Review and update selected program plans<br>• Budget review<br>• Program Manager’s report<br>• Ongoing Monitoring report<br>• Recruit new Policy Council members<br>**Policy Council (Break – No Mtg)**<br>• Grant planning/development action plan (July/August)<br>**Policy Council Meeting:**<br>• Program Manager’s report<br>• Ongoing Monitoring report<br>• Policy Council Election<br>• Review Enrollment, Health Screenings, and other Needs of the Programs<br>• Review Parent Committee Mtg Minutes<br>• Budget review<br>• New HSEHS Continuation Applications<br>**Policy Council Meeting:**<br>• Program Manager’s report<br>• Ongoing Monitoring report<br>• Review Parent Committee Mtg Minutes<br>• Review selected service plans<br>• Program Information Report (PIR) Mtg only<br>**Quarterly Mtg. P.C and Ed. Board (Joint Sharing Mtg)**
Plans Linked to the Program Planning Process

- Five Year Plans
- School Readiness Plans
- Written Service Plans
- Emergency Preparedness Plans
- Annual Action Plans
- Training and Technical Assistance Plans
- Transition Plans
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Common Features of Head Start Plans

Plans describe how the local program intends to implement the Head Start Act and the Head Start Program Performance Standards (HSPPS) to respond to its community’s unique needs and resources.

Plans are developed with input of and approval by the Tribal Council and Policy Council. Plans are also frequently shaped and informed through feedback from community partners, parents, and such groups as the Health Services Advisory Committee.
Five-Year Plans

Broad Outlines of what the program intends to accomplish over the 5-year project period.

Establish 5-year goals and include expected outcomes.
Annual Action Plans

- Spells out how the program intends to accomplish its overall goals and objectives from year to year.
- Outline the steps the program needs to take in order to achieve objectives and to measure progress.
- Breaks down the goals and objectives from the five-year plan into a series of steps to be carried out over the one-year period by particular, assigned individuals.
- Include schedule of events or activities
- Focus on when things will take place, where they will happen, and who will carry out the series of steps necessary to achieve the goal.
- Include measures of success, including evidence or data sources that confirm successes.
Plan of action for achieving the establish school readiness goals.

Goals must be established in consultation with families whose children are participating in the program.

Draws on aggregated data from sources such as TS Gold reports, conversations with families during home visits and parent/teacher conferences.
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Support compliance with HSPPS 1304.51(a)(iii) and 1308.4(a), requires programs to develop written plans for implementing services for:

- Early Childhood Development and Health Services;
- Family and Community Partnerships, and
- Program Design and Management.

Introduce protocols, calendars, descriptions, and staff assignments for the activities required to deliver services.

Reflect on the values that underlie service delivery.

Show how service areas and systems support the program's goals and objectives.

Reviewed and approved annually by the Tribal Council and Policy Council and revised and updated as needed.
Transition Plans

Describes the process for supporting children and families as they move from EHS to HS, or from HS to kindergarten, or new early learning placements.

Include memoranda of understanding (MOUs) with the receiving Local Education Agencies (LEAs) or local providers.

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Describe how the program will keep children safe during weather emergencies and other natural disasters.

Identifies steps the program will take to minimize any possible risk to children from violence, fire, or other occurrences while they are in the care of Head Start.
Technology Plans

Assist organizations to make wise decisions about securing up-to-date technology, networks that give access to information, and applications that are appropriate for an organization’s mission.

Well-thought-out technology plans can lead to greater productivity, increased staff morale, and improved service to clients.
Program Planning is a cyclical process.

Each plan is a living document to guide compliance with the HSPPS.

Each plan is a living document to guide your work to support children to meet optimal outcomes and help families to thrive.

Plans are reviewed and approved annually by the Tribal Council and Policy Council.

Plans include input from parents, community partners and Health Services Advisory Committee.

Calendar timelines to update, review and approve plans to annual planning calendar.
From Fighting Fires to Innovation: An Analogy for Learning

Learning is an essential attribute of high-performing organizations. Effective, well-deployed organizational learning can help an organization improve from the early stages of reacting to problems to the highest levels of organization-wide improvement, refinement, and innovation.

1. Reacting to the problem
   Run with the hose and put out the fire.

2. General improvement orientation
   Install more fire hoses to get to the fires quickly and reduce their impact.

3. Systematic evaluation and improvement
   Evaluate which locations are most susceptible to fire. Install heat sensors and sprinklers in those locations.

4. Learning and strategic improvement
   Install systemwide heat sensors and a sprinkler system that is activated by the heat preceding fires.

5. Organizational analysis and innovation
   Use fireproof and fire-retardant materials. Replace combustible liquids with water-based liquids. Prevention is the primary approach for protection, with sensors and sprinklers as the secondary line of protection.

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First Day of New Grant Year * Submit Grant Application * PC and Board approval of Federal Grant Application

Develop an Action Plan and Budget that Reflects Goals * Five Year Goals (Annually review & revise if needed and generate objectives and expected outcomes)

Self-Assessment Completed* Self-Assessment –Started/Evaluate progress on goals

Compile and Analyze Ongoing Monitoring Results*Community Assessment (Update or Complete)

Quarterly Ongoing Monitoring (4 stickers)* Monthly Reports to PC/Board – Tribal Council (12 stickers)

Monthly Enrollment Reporting (ACF-PI-HS-08-06) * SF 425 through PMS (3 stickers) (ACF-PI-HS-16-01 Changes in Federal Reporting)

Annual PIR

School Readiness Plans* TTA plan * Transition Plan * Service Plans * Emergency Service Plans

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Resources

• Five-year Plans—http://eclkc.ohs.acf.hhs.gov/hslc/grants/5-yr-cycle
• School Readiness Plans—http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/steps
• Training and Technical Assistance Plans—http://eclkc.ohs.acf.hhs.gov/hslc/tta-system
• Written/Service Plans—http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/health-services-management/program-planning/health_art_00580_090105.html
• Transition Plans—https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/transition/plan.html
• Technology Plans—http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/mangsys/planninWhatsInvolvedi.htm