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Leadership in Head Start: What Do the New HSPPS Mean for You as a New Leader?





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Anticipated Outcomes

Participants will:

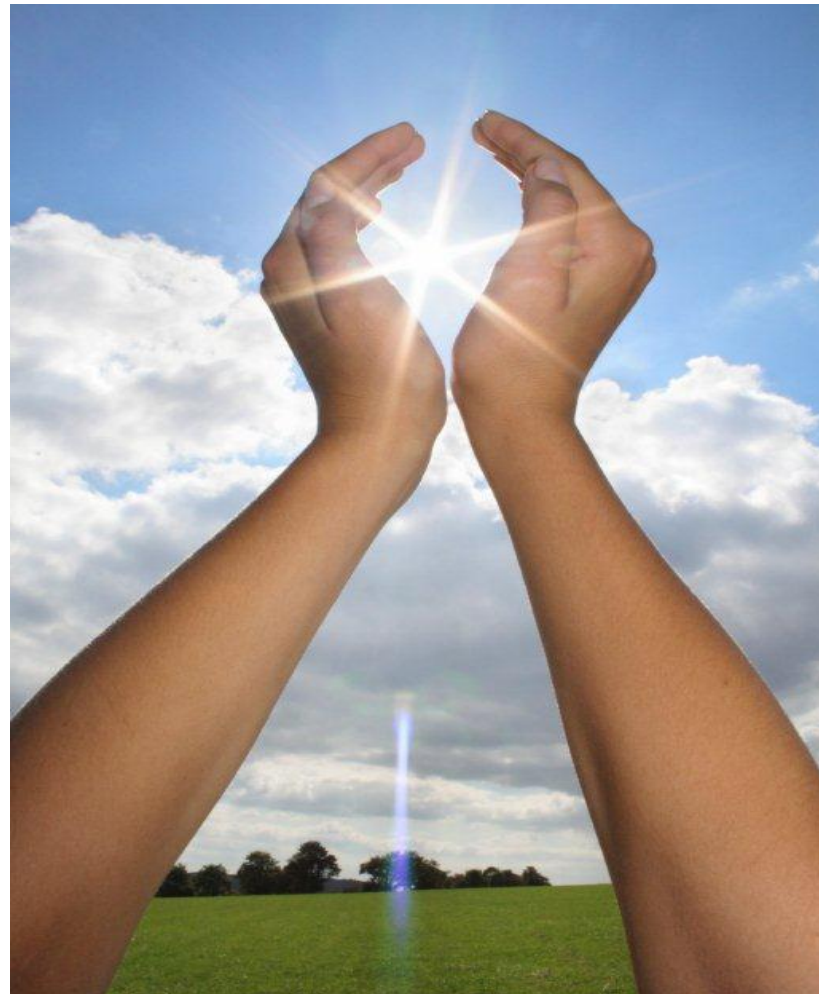
- Describe leadership styles and leadership qualities
- Align specific leadership qualities to identify how the qualities will support successful implementation of the new Head Start Program Performance Standard
- Apply knowledge through the systems lens of the new Head Start Management Systems Wheel as they focus on specific Head Start Program Performance Standards.
- Identify resources available to them to support the success of implementing high quality services for children and families.



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Using Leadership Skills to Support a Culture of Continuous Improvement





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“Leadership is the art of accomplishing more than the science of management says is possible.”

—The Leadership of Colin Powell





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“Leadership is the skill of influencing people to work enthusiastically toward goals identified as being for the common good.”

—The Servant



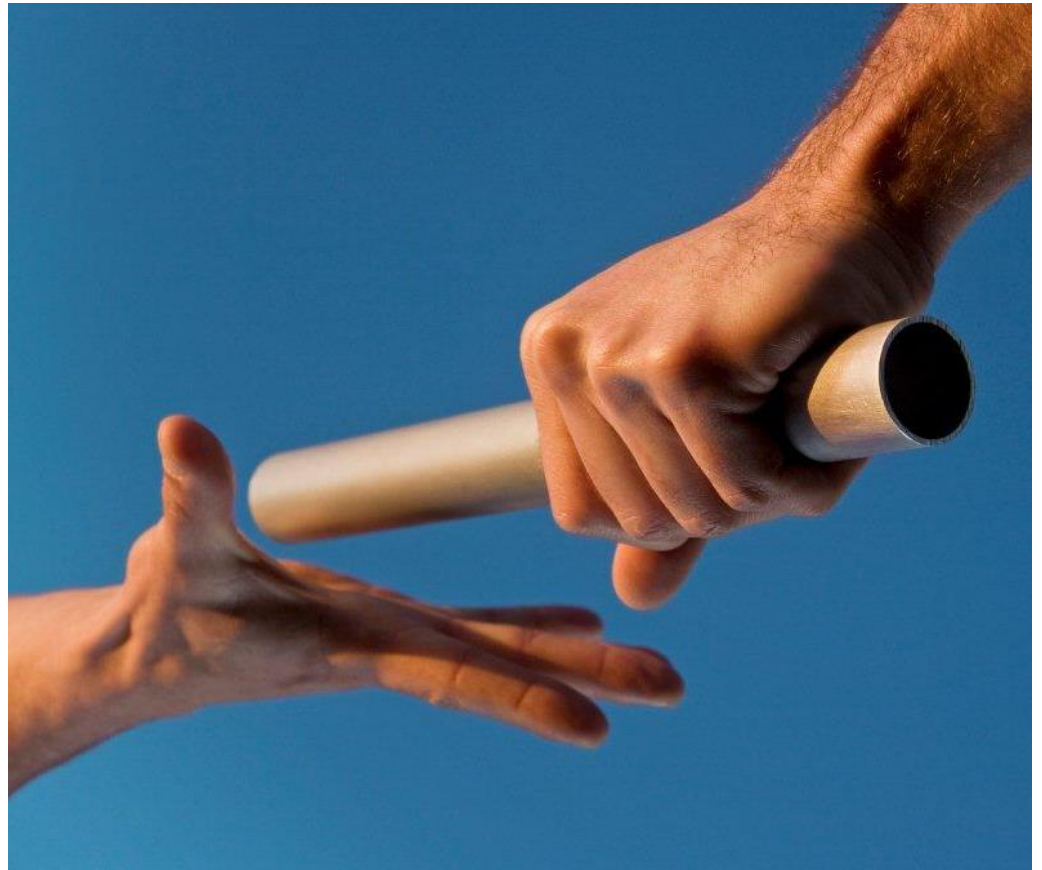


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**Leadership is the
exercise of
power and
influence.**

—Resonant Leadership





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**Which quote
resonates
with you?**

- Create your own leadership quote or illustration.



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How is your work driven by Mission Statements:

- Tribal Government; and
- Head Start?





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3 . . . 3 . . . 3 Gallery Walk

1. Form a group of **3**.
2. As a group, visit each chart.
3. Discuss the phrase on the chart with your group.
4. Respond to the question on the following PowerPoint slide.
5. Write your response on the chart paper.
6. Move to the next chart.
7. Repeat steps 2–6 until your group has visited all **3** charts.
8. Spend **3** minutes for each chart



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How can I practice this strategy
in my daily work?



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Leadership Self-Assessment Tool

Leadership Self-Assessment Tool

[Home](#) > [About Us](#) > [Areas of Expertise](#) > [Reflective Practice & Program Development](#)

Is My Supervisory Style Reflective?

The articles in this issue of the *Zero to Three* Journal have described the value of reflection for supervisors and their staff members. Reflective leadership is characterized by self-awareness, careful and continuous observation, and respectful, flexible responses that result in reflective and relationship-based programs. The following Leadership Self-Assessment is a series of statements and reflective questions that offer insight into your leadership style to help you identify your strengths and opportunities for growth.

Instructions:

Rate yourself on a scale of 1 (Rarely), 2 (Sometimes) or 3 (Almost Always) on the following statements.

- | | |
|--|-------|
| 1. In a discussion, I can see areas of agreement among differing opinions. | 1 2 3 |
| 2. I lead by example, not just by words. | 1 2 3 |
| 3. I notice good work and I give staff positive feedback. | 1 2 3 |
| 4. I recognize the value of humor in the workplace. | 1 2 3 |
| 5. I have a vision of where the agency/center/project I lead is going and can communicate it to others. | 1 2 3 |
| 6. When something is not going right for one of my staff members, I take the time to help them think it through and develop an approach to solving it. | 1 2 3 |
| 7. I am comfortable telling others when I don't know the answer to a particular questions. | 1 2 3 |
| 8. I make sure we celebrate as a team when we meet milestones. | 1 2 3 |
| 9. I have ways of handling the pressures of my position that allow me to think and strategize even in the midst of crisis. | 1 2 3 |
| 10. I focus the work of the agency/center/project I lead around the children and families we serve. | 1 2 3 |
| 11. I make sure people know that it is safe to share their opinions and to say what they really think and feel. | 1 2 3 |
| 12. I encourage people to let me know what they need in order to work well, and whenever possible, ensure that they get it. | 1 2 3 |
| 13. I gather input from others and involve staff in decision-making. I devolve decision-making whenever appropriate. | 1 2 3 |
| 14. I make opportunities to stay current about issues in the field. | 1 2 3 |
| 15. I think before I act. | 1 2 3 |
| 16. I meet regularly with the staff who report to me. | 1 2 3 |
| 17. I solicit feedback from my staff about my own performance. | 1 2 3 |
| 18. I have a mentor or supervisor in the organization. | 1 2 3 |



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CHILDREN & FAMILIES
pmfo@ecetta.info • <https://eclkc.ohs.acf.hhs.gov/hslc/ta-system/operations>



NATIONAL CENTER ON
Early Childhood Development
Program Management and Policy Operations
Tel: 888 874-5469



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Leadership Styles

- **Flowing** -planning, taking things one-step at a time
- **Staccato** -command-control-direct-protect, crisis-emergency-time bound situations
- **Chaos** -emergent order without predictability
- **Lyrical** -relational and emotionally intelligent, need to influence without power/authority or control
- **Stillness** (being the change you wish to see, values/beliefs change where powerful present role modeling needed).

***Dance of Leadership (Robin Johnson)**



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Leadership Qualities that Drive High Quality Head Start Services

- Focus on Strengths
- Being a good Role Model
- Integrity
- Strong Communication Skills
- Good Organization Skills
- Being a Visionary
- Life-long Learner

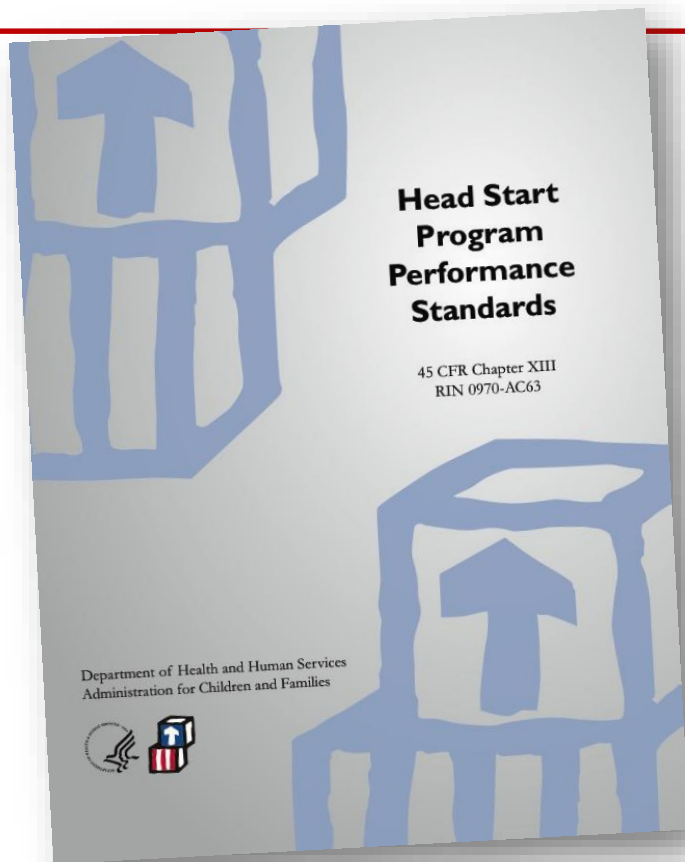




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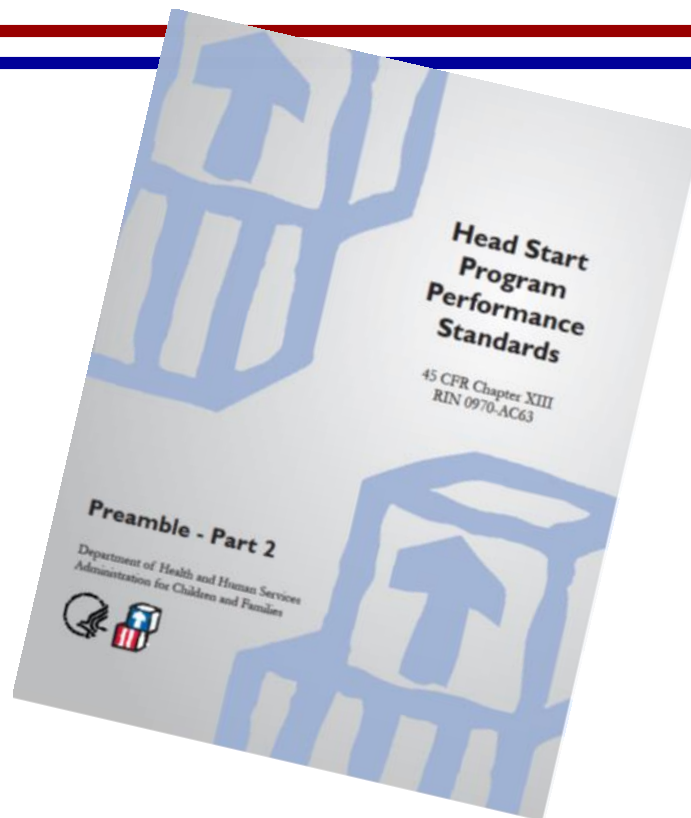
Leadership and Implementation of the New Head Start Program Performance Standards





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<https://eclkc.ohs.acf.hhs.gov/hslc/hs/docs/preamble-part1.pdf>

https://eclkc.ohs.acf.hhs.gov/sites/default/files/docs/pdf/hsp/s-preamble-part-02_1.pdf



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Sections of the Head Start Program Performance Standards

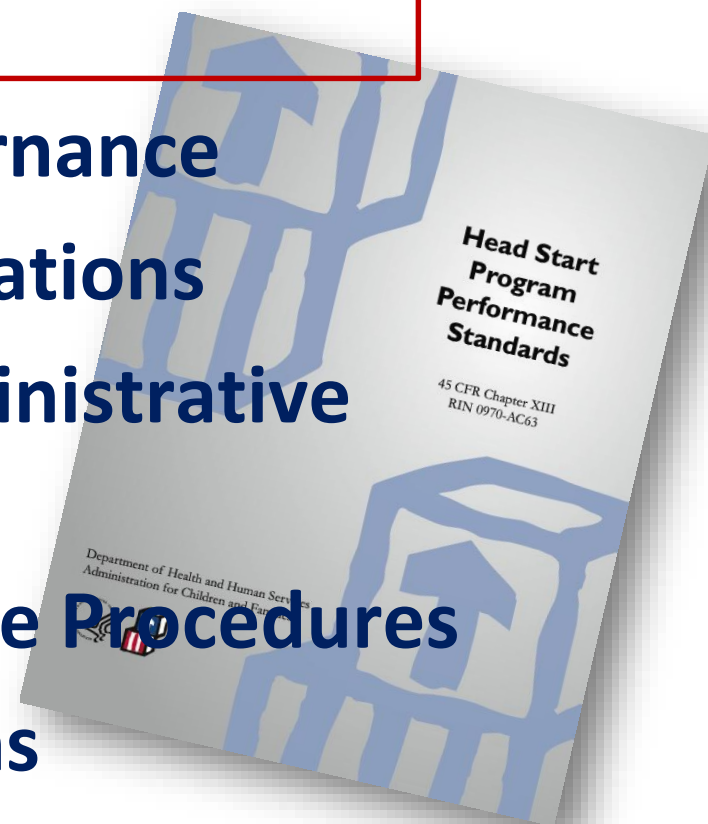
1301 - Program Governance

1302 - Program Operations

1303 - Financial and Administrative Requirements

1304 - Federal Administrative Procedures

1305 - Definitions

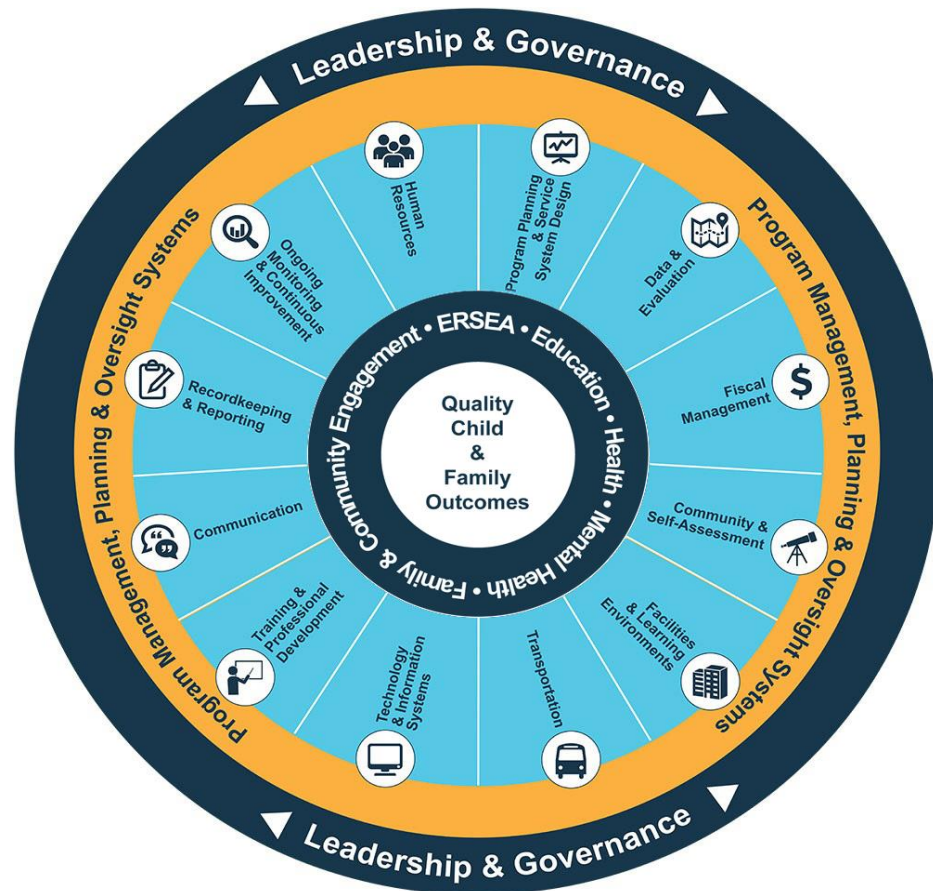




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Consider using the Head Start management systems wheel as a visual representation of the twelve program management, planning, and oversight systems that are critical to sound program infrastructure and high-quality service delivery.





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Implementing the Head Start Program Performance Standards 1302.103

Supporting Exploration and Discovery
Contributing to Success



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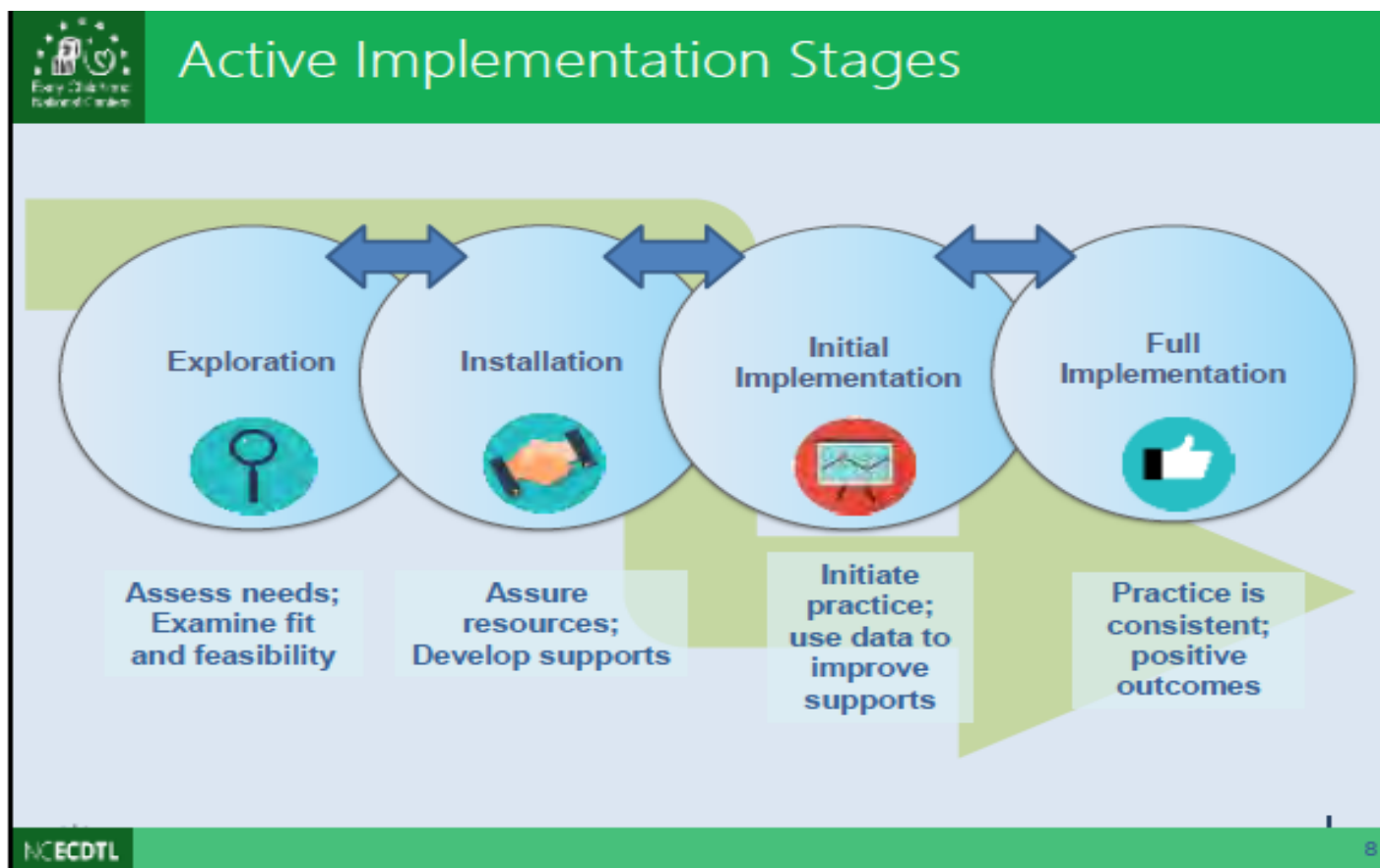
§ 1302.103 Implementation of program performance standards

- As of November 7, 2016, must implement a program-wide approach for the effective and timely implementation of the changes to the HSPPS, including the purchase of materials and allocation of staff time, as appropriate.
- At a minimum,
 - review of community assessment data to determine the most appropriate strategy for implementing required program changes, including assessing any changes in the number of children who can be served, purchase of and training on any curriculum, assessment, or other materials,
 - assessment of program-wide professional development,
 - development of coordinated approaches,
 - development of appropriate protections for data sharing, and
 - children enrolled in the program are not displaced.



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<https://eclkc.ohs.acf.hhs.gov/policy/presenting/webcast>



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Leadership Qualities to Support Program Planning

Subpart J – 1302.100 – Purpose: must provide management and a process of ongoing monitoring and continuous improvement for achieving program goals that ensures child safety and the delivery of effective, high quality program services.

Subpart J – 1302.101 (a) Implementation. A program must implement a management system that.....

Subpart J – 1302.101 (b) Coordinated approaches. At the beginning of each program year, and on an ongoing basis throughout the year, a program must design and implement program-wide coordinated approaches that ensure.....



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Leadership Qualities to Support the Achievement of Program Goals

Subpart J 1302.102 – Achieving program goals.

§ 1302.102(a) – Establishing program goals. A program, in collaboration with the governing body and policy council, must establish goals and measureable objectives that include.....

§ 1302.102(b)(1) – Monitoring Program Performance. Ongoing compliance oversight and corrections. 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:....



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Leadership Qualities to Support the Achievement of Program Goals

§1302.102(c) – Using data for continuous improvement.

§ 1302.102(c)(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.



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§1302.102(c) – Using data for continuous improvement, continued.

§ 1302.102(c)(2) – This process must:

- i. Ensure data is aggregated, analyzed and compared to assist timely identification of risk and continuous improvement
- ii. Ensure child-level assessment data is aggregated and analyzed at least three times annually
- iii. If, operating less than 90-days, child assessment data is aggregated and analyzed at least twice during the program operating period
- iv. Use data to identify program needs and develop and implement plans for program improvement
- v. Use program improvement plans to either strengthen or adjust content and strategies for professional development, change program scope and services, refine school readiness, and program goals.



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Leadership Qualities to Support Recordkeeping and Reporting

§1302.102(d) – Reporting.

§ 1302.102(d)(1) – A program must submit:

- i. Status reports, determined by ongoing oversight data, to the governing body and policy council, at least semi-annually.
- ii. Reports as appropriate, to the responsible HHS official immediately or as soon as practicable, related to any significant incidents affecting the health and safety of program participants, circumstances affecting the financial viability of the program, breaches of personally identifiable information, or program involvement in legal proceedings, any matter for which notification or a report to state, tribal, or local authorities is required by applicable law, including at a minimum:.....



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Leadership Qualities to Support Tracking and Ongoing Monitoring

- Health Services
 - Immunizations
 - Screenings
 - Dental Exams
 - Well-Child Exams

- Progress on Program Goals

- Progress on School Readiness Goals

- Family Outcomes Towards Meeting Goals

- Self-Assessment Report

- Follow-up on action items captured during TC, PC & Staff Meetings

- Proposed Budget vs. Actual Budget
 - Non-federal share Match at 20%
 - Administrative Cap at 15%
 - Indirect Cost Cap at 15%

- Disability Services
 - Progress towards goals
 - Services as stated on IEP

- Training/Technical Assistance Plan

- Home Visits

- Parent Teacher Conferences

- Follow-up on child health or family needs



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Take 2





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Your Time is Appreciated

Your Team is Here to Support!
Program Specialist
Grants Specialist
National Centers
AI/AN Training/Technical Assistance

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