# Connecting the New HSPPS to Management Systems: Providing High Quality Services

Presented by:

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# Anticipated Outcomes

- Recognize the ten Head Start Systems and the Federal Regulations they support.

- Recognize and demonstrate how Head Start systems support Positive Child and Family outcomes.

- Demonstrate team work when applying a systems approach to resolving scenarios.

- Demonstrate the ability to access and utilize Early Childhood Learning and Knowledge Center (ECLKC) resources.

# Basket Story
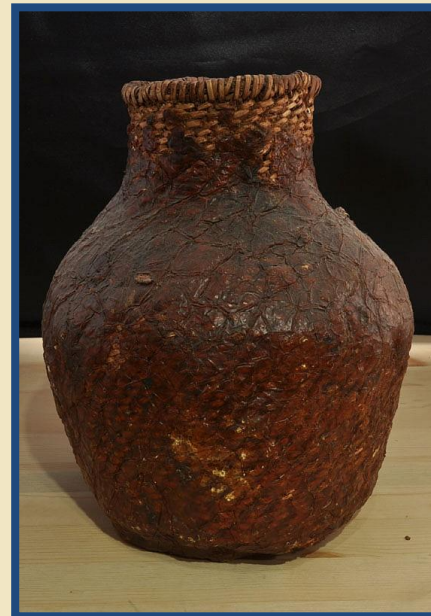
# HER FIRST BASKET

Adapted from the TULALIP TRIBAL stories

# Child and Family Outcomes

- Education

- Disabilities

- Health

- Family Engagement

- Community Partnerships

# Set Goals



Head Start Program Performance Standards

45 CFR Chapter XIII
September 2016

U.S. Department of Health and Human Services
Administration for Children and Families
Office of Head Start

# School Readiness

| | Central Domains | | | | |
|---|---|---|---|---|---|
| | **Approaches to Learning** | **Social and Emotional Development** | **Language and Literacy** | **Cognition** | **Perceptual, Motor, and Physical Development** |
| **Infant / Toddler Domains** | Approaches to Learning | Social and Emotional Development | Language and Communication | Cognition | Perceptual, Motor, and Physical Development |
| **Preschooler Domains** | Approaches to Learning | Social and Emotional Development | Language and Communication / Literacy | Mathematics Development / Scientific Reasoning | Perceptual, Motor, and Physical Development |

# Plan and Implement



Highly Individualized Teaching and Learning

Research-Based Curricula and Teaching Practices

Ongoing Child Assessment

Engaging Interactions and Environments

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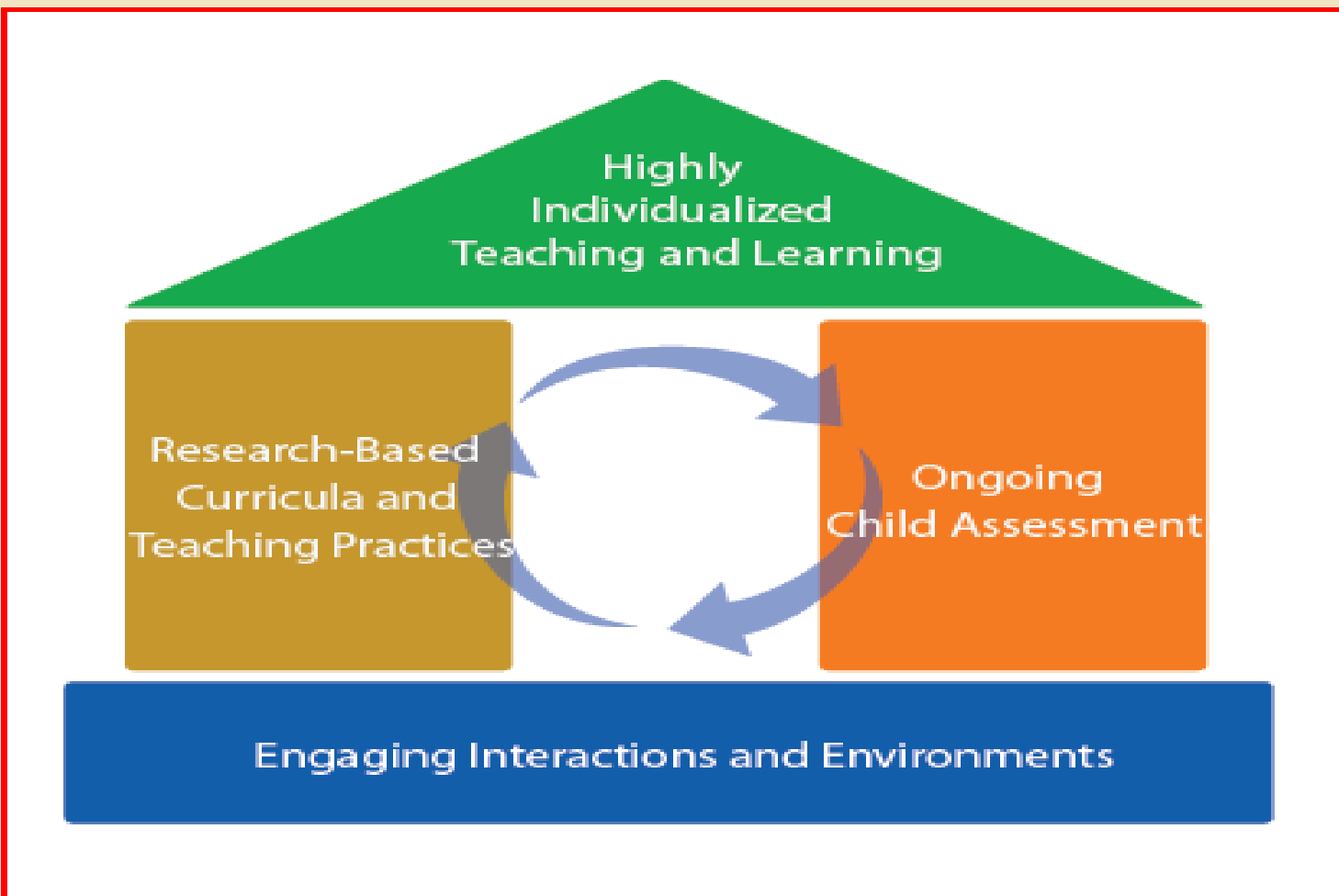
# Family Engagement



➤ Is Developmental

➤ Crosses Learning Contexts

➤ Includes both, involvement and engagement

➤ Is made with reciprocal, culturally responsive relationships

# Engagement is Important Because…..

"When you work hand-in-hand with families to build trusting relationships, you help families support their children to reach their fullest potential."
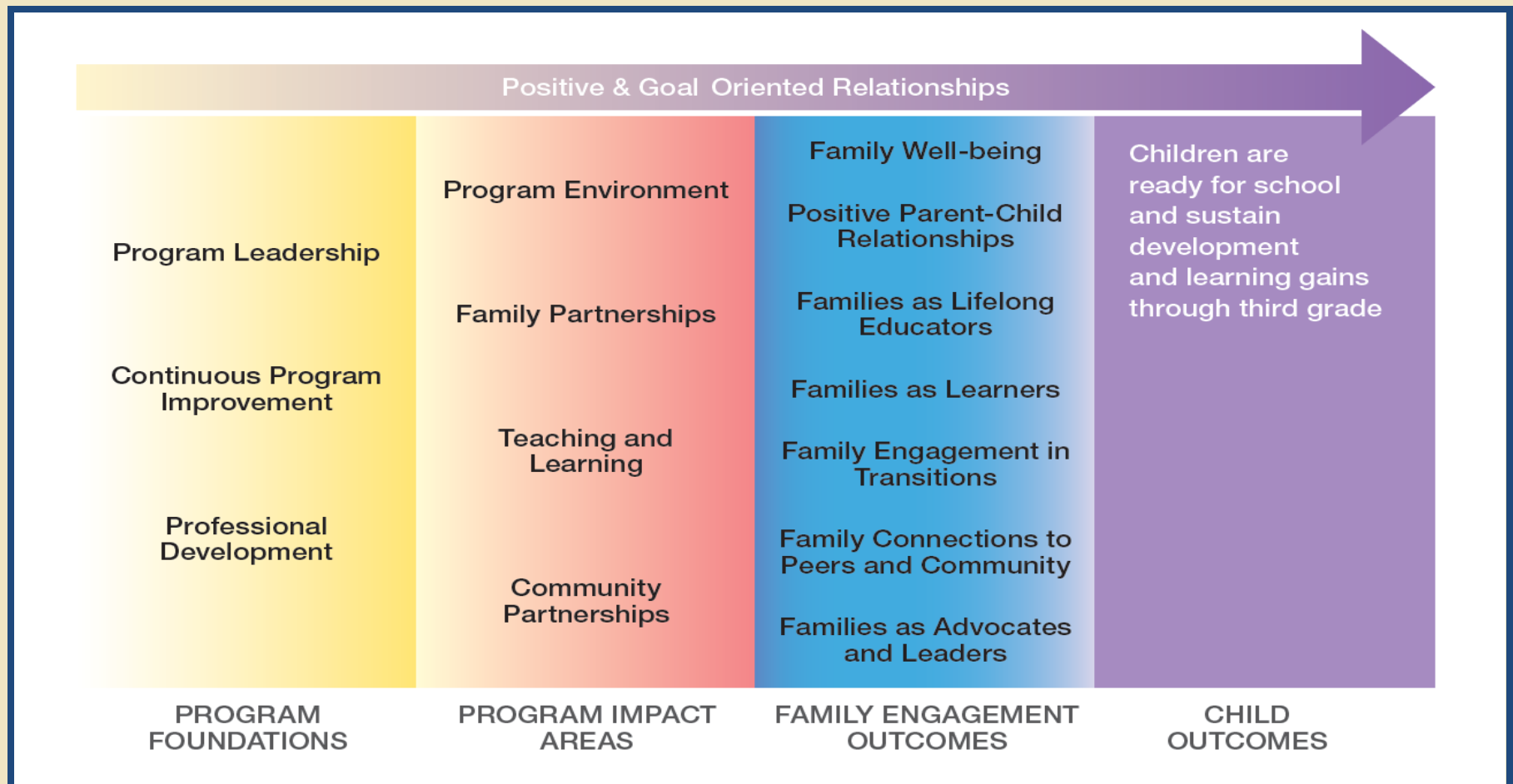
*Makers of Progress*

PMFO

# Parent, Family and Community Engagement Framework

When parent and family engagement activities are systematic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families.

Positive & Goal Oriented Relationships

**PROGRAM FOUNDATIONS**
- Program Leadership
- Continuous Program Improvement
- Professional Development

**PROGRAM IMPACT AREAS**
- Program Environment
- Family Partnerships
- Teaching and Learning
- Community Partnerships

**FAMILY ENGAGEMENT OUTCOMES**
- Family Well-being
- Positive Parent-Child Relationships
- Families as Lifelong Educators
- Families as Learners
- Family Engagement in Transitions
- Family Connections to Peers and Community
- Families as Advocates and Leaders

**CHILD OUTCOMES**
- Children are ready for school and sustain development and learning gains through third grade

# Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

Goal:

To strengthen the capacity of Head Start and Child Care to promote the social and emotional foundations of early learning.



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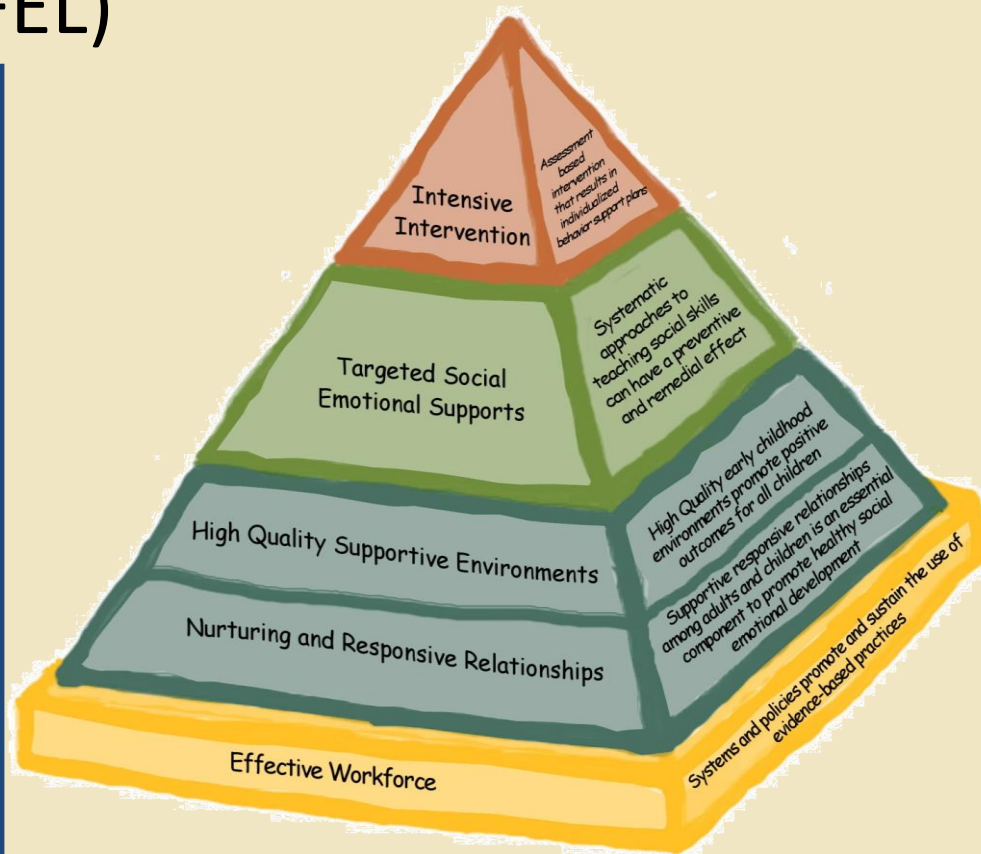
# YOUNG CHILDREN WITH SPECIAL NEEDS REQUIRE:

**1** **Their families, early care and education staff, and other service providers to work together as early as possible because …**

this creates a solid foundation to support optimal development.

**2** **Early intervention screening, evaluation, and appropriate services as early as possible because …**

strengthening brain and physical development early on can reduce the prevalence of ongoing and future challenges.

# Assess and Aggregate: Four Data Activities
## to Support Progress Toward Positive Outcomes

# Determine Priorities for Continuous Quality Improvement

# Health

- ➤ Health Services Management

- ➤ Physical Health

- ➤ Oral Health

- ➤ Mental Health Services

- ➤ Nutrition

- ➤ Safety and Injury Prevention

- ➤ Health Literacy and Family Engagement

# Head Start A to Z

*Leadership, & Systems, for High Quality Services*

# Leadership

**"Leadership is the art of accomplishing more than the science of management says is possible."**

—*The Leadership of Colin Powell*

# "Credibility is the foundation of leadership."

*—The Truth About Leadership*
Kouzes and Pozner

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

*—The Servant*

# Leadership is the exercise of power and influence.

*—Resonant Leadership*

**"Leadership is a matter of how to be . . . not how to do."**

*—Frances Hesselbein*
*CEO of American  Girls of the USA*
*(1976–1990)*
*Founder of the Drucker Foundation*
*School of Management*

# Leadership

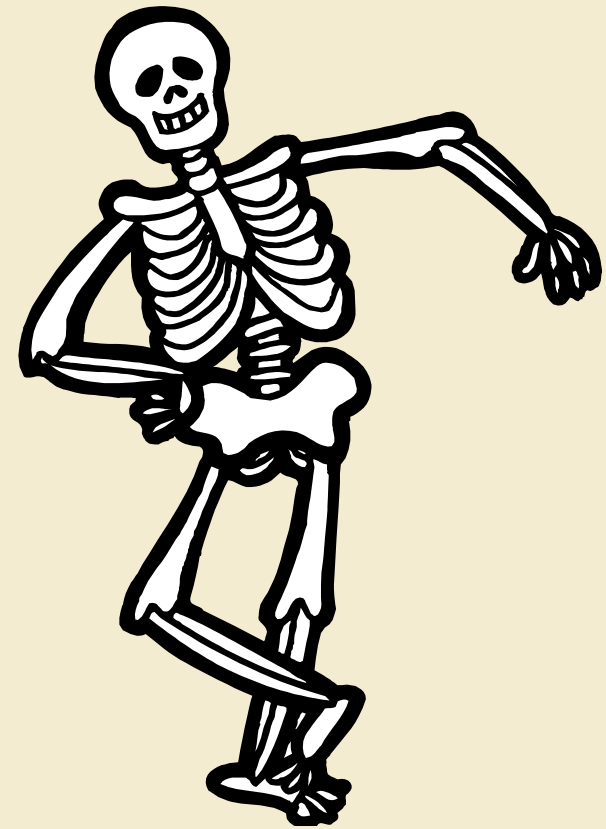**New leaders need support . . .**

. . . to keep the passion;

. . . through the pain; and
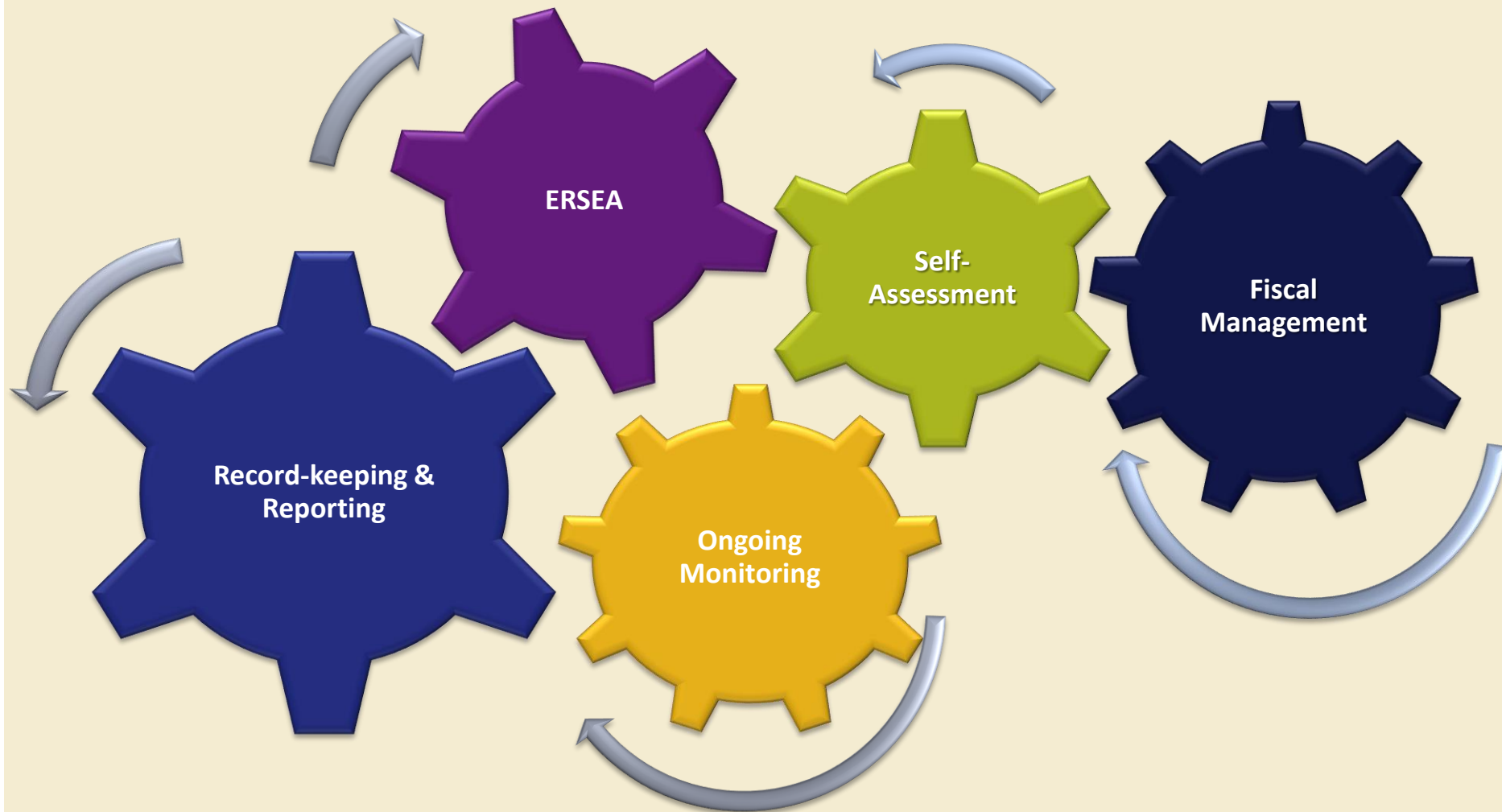
. . . to establish and maintain priorities.

# What Is a System?

A set of interacting, interrelated, or interdependent parts that form a complex and unified whole that has a specific purpose
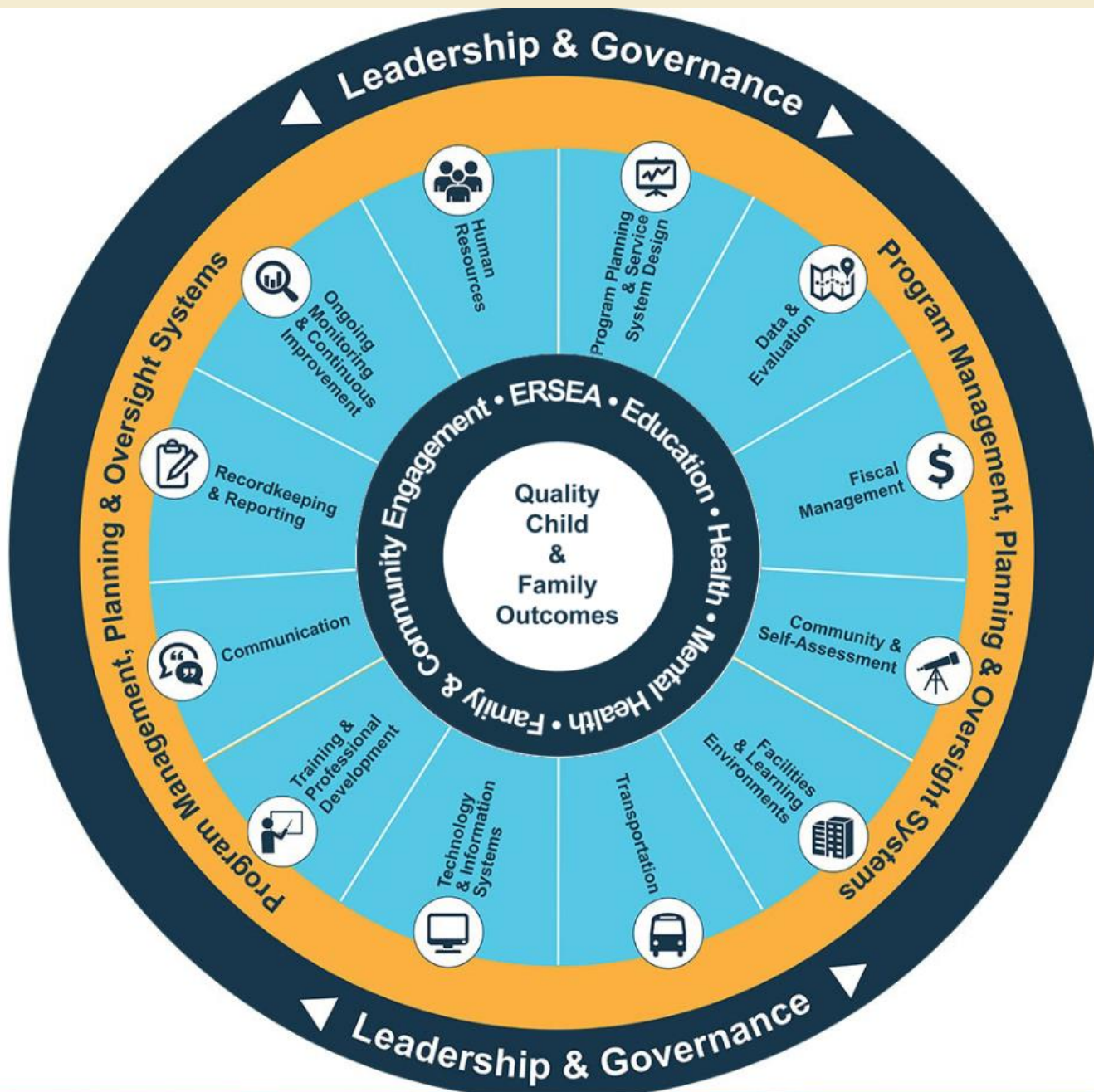
# Systems Are Linked

Leadership & Governance

Program Management, Planning & Oversight Systems

Quality Child & Family Outcomes

ERSEA • Education • Health • Mental Health • Family & Community Engagement

Human Resources

Program Planning & Service System Design

Data & Evaluation

Fiscal Management

Community & Self-Assessment

Facilities & Learning Environments

Transportation

Technology & Information Systems

Training & Professional Development

Communication

Recordkeeping & Reporting

Ongoing Monitoring & Continuous Improvement

THE NATIONAL CENTER ON
Program Management and Fiscal Operations

# Diving Deep into One Management System

1.  Review all of the information in the tool kit on your
    table related to your assigned system.

2. Using the material in the tool kit respond to
    the guiding questions.

3. Be prepared to present your tables responses
    to the large group in a 3 minute presentation.

# Guiding Questions

- Define the purpose of the system in one sentence.

- How does your system influence at least one other system?

- What are the key Performance Standards that relate to this system?

- What are the three resources from ECLKC that you would recommend others review to learn more about your system?

- What are methods used to monitor the systems?

- What are the duties and/or responsibilities of each manager to support the system?

- What are key activities of the system?

- How does the system produce high quality child and family outcomes?

- Identify two or three insights from this activity.

# Applying A Systems Approach

- Each break out group will explore a scenario examining it from the perspective of each of the ten management systems.

- Group will use the tool kits to refer to HSPPS and regulations.

- Groups will have:

  - 30 minutes to review scenario and systems tool kits

  - 30 minutes to conduct a staff meeting to determine the best outcomes of the scenario

  - 15 minutes to draft a report to share with the whole group

- Participants can take on roles of key management team members, i.e. Ernie ERSEA, Eloise Education, Heather Health, and Frances Finance. You may also choose roles such as meeting leader, note taker, time keeper and parliamentarian.

# Building a Web of Support for our Children and Families

# Resources

Early Childhood Learning & Knowledge Center-Quality Teaching and Learning - http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching

Early Childhood Learning & Knowledge Center-Parent, Family, & Community Engagement - http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family

Center on the Social and Emotional Foundations for Early Learning - http://csefel.vanderbilt.edu/

Early Childhood Learning & Knowledge Center – Health - http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health

Early Childhood Learning & Knowledge Center – Program Design & Management - http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations