Learning for New Leaders: Head Start A to Z, 2.0
Foundation I: Values, Regulations, and Decision-Making

The Head Start Program Performance Standards (HSPPS) are the foundation on which Head Start programs design and deliver comprehensive, high-quality individualized services to support the school readiness of children ages birth to 5 and their families. The HSPPS set forth the requirements local grantees must meet to support the cognitive, social, emotional, and safe development of all young children. They also encompass requirements to provide education, health, mental health, nutrition, and family and community engagement services, as well as rules for local program governance and aspects of federal administration of the program.

Foundation I: Values, Regulations, and Decision-Making offers leaders the opportunity to become familiar with the underlying tenets of Head Start, and to practice decision-making based on the HSPPS. The first section discusses Head Start's core values, the Code of Federal Regulations (CFR), the Head Start Act, and the Notice of Proposed Rulemaking (NPRM), the process which explains how federal regulations are developed. It concludes with an overview of the HSPPS.

Head Start Core Values
The Office of Head Start's (OHS) core values guide our professional work and actions. No two programs are the same and change in Head Start is constant. However, one constant that doesn't change is how we support children and families by engaging the community to design and deliver comprehensive, individualized services to support the school readiness of children. These core values keep us intentionally focused on providing high-quality services to children and families.

Code of Federal Regulations
The CFR is a systematic collection of the rules enacted in the Federal Register by the executive departments and agencies of the federal government. The code is divided into 50 titles that represent broad areas of federal regulation. A portion of these are devoted to common regulations that apply across several different departments of the government, such as Title 5: Administrative Personnel and Title 41: Public Contracts and Property Management. Other titles contain only the regulations of a single department, such as Title 7: Agriculture, Title 29: Labor, and Title 49: Transportation.

Some of the regulations pertaining to the U.S. Department of Health and Human Services (HHS) are Title 21: Food and Drug Administration, Title 42: Public Health Service, and for human services, Title 45: Public Welfare. Title 45 is further divided between Subtitle A—General Administration and Subtitle B—Regulations Relating to Public Welfare. Title 45 contains the regulations governing the Head Start program.

Title 45, Subtitle A—Parts 1 to 199 contain the department-wide regulations that apply to all grants and contracts funded by HHS. Most important among these in terms of the day-to-day operation of a Head Start program is Part 75, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for HHS Awards. Part 75 contains the procedures governing the administration of grants and cooperative agreements issued by HHS. The subparts cover such topics as cash management, financial reports, allowable and unallowable costs, and property and procurement. It is important for every Head Start administrator to be familiar with the appropriate regulation and the relationship of the more general set of regulations to the Head Start-specific regulations.

The Office of Management and Budget (OMB) issued new uniform administrative requirements, on which Part 75 is based, covering cost principles and audit requirements effective Dec. 26, 2014. They are applicable to all Head Start and Early Head Start agencies and sub-recipients, including delegate agencies.

Part 75 supersedes all former audit circulars and cost principle guidance codified under Title 2 in the CFR (2 CFR 215, 2 CFR 220, 2 CFR 225, and 2 CFR 230).

The Statute: Improving Head Start for School Readiness Act of 2007

As with all programs of the federal government, Head Start owes its existence to a public law passed by the U.S. Congress and signed into law by the president. The Head Start Act, as it is commonly called, authorizes the appropriation of funds at specific levels. It also prescribes the methodologies for allotment of funds to the various functions of the program and the methods for the distribution of the funds nationally and locally to Head Start agencies. The Head Start Act spells out the intent of Congress in terms of the purpose of the program, the types of services to be provided, the populations to be served, reporting and evaluation requirements, and a variety of administrative requirements.

It is important for administrators to be familiar with those sections of the Act that have relevance to day-to-day operations. For example, the change in composition of the governing body/Tribal Council and the 10 percent of enrollment slots to be reserved for services to children with disabilities are specifically delineated in the Act.

Throughout, the Act directs the HHS Secretary to develop regulations to guide the implementation of the program.

Regulatory Process

The federal regulatory development process is designed as a way to receive input from those whose work or lives will be affected by pending regulation. In the first step of the process, the agency that administers the program prepares an NPRM.

After clearing internal and departmental review, the NPRM is submitted to OMB for review. As the review arm of the executive branch of government, OMB must ensure the proposed regulation complies with the intent of the public law under which it was prepared and that its implementation will not unfairly burden the public.

Once an agreement is reached between the issuing agency and OMB, the NPRM is published in the Federal Register, which is the official federal publication for notifying the public of proposed and final regulations. Following publication of the NPRM, interested parties may submit written comments during a "comment period," which typically lasts 90 days, on the merits of the regulation.

After considering the public comments, the NPRM is modified or changed as deemed necessary by the agency and returned to OMB as the Final Rule. Once approved by OMB, the Final Rule is published in the Federal Register and is incorporated as part of the body of the regulations contained in the CFR for the issuing agency.

HSPPS and Other Regulations

In addition to the agency-wide regulations that guide Head Start, 45 CFR contains regulations that apply only to Head Start programs. These regulations are contained in 45 CFR Chapter 13. The Administration for Children and Families (ACF) enacted the revised HSPPS on Nov. 7, 2016.

Older, hard-copy versions of the HSPPS included guidance, which provided illustrations of how the regulations could be implemented. In the 2016 HSPPS, these illustrations were intentionally eliminated. There is a deliberate shift in the new HSPPS from compliance-only to include responsiveness, innovation, and high performance. OHS provides leadership and support to programs as they implement the HSPPS. Therefore, programs seeking support in developing methods of implementation should seek assistance from their program specialists and regional training and technical assistance (T/TA) system.

The purpose and scope of 45 CFR Parts 1301, 1302, 1303, 1304, and 1305 are provided below:

Part 1301 Implements the statutory requirements of Section 642(c) and (d) of the Act. Provides regulations about program governance; composition and responsibilities for the governing body, advisory committee, Policy Council, policy committees, and parent committees. Governing bodies

have a legal and fiscal responsibility to administer and oversee the agency's Head Start and Early Head Start programs. Policy Councils, and policy committees at the delegate level, are responsible for the direction of the agency's Head Start and Early Head Start programs. This part covers training for governing bodies and includes regulations setting the impasse procedures for resolving disputes between governing body and Policy Council.

Part 1302 Implements the statutory requirements in Sections 641A, 645, 645A, and 648A of the Act by describing all of the HSPPS that are required to operate Head Start, Early Head Start, American Indian and Alaska Native (AIAN), and Migrant and Seasonal Head Start programs. This part covers the full range of operations from enrolling eligible children and providing program services to those children and their families to managing programs to ensure staff are qualified and supported to effectively provide services. It also focuses on using data through ongoing program improvement to ensure high-quality services. As required in the Act, these provisions do not narrow the scope or quality of services covered in previous regulations. Instead, these regulations raise the quality standard to reflect science and best practices and streamline and simplify requirements so programs can better understand what is required for quality services. Subparts A–J are covered in Part 1302.

Part 1303 Specifies the financial and administrative requirements of agencies. Subpart A of this part outlines the financial requirements consistent with sections 640(b) and 644(b)–(c) of the Act. Subpart B of this part specifies the administrative requirements consistent with Sections 644(a)(1), 644(e), 653, 654, 655, 656, and 657A of the Act. Subpart C of this part implements the statutory provision at Section 641A(b)(4) of the Act that directs the secretary to ensure the confidentiality of any personally identifiable data, information, and records collected or maintained. Subpart D of this part prescribes regulations for the operation of delegate agencies consistent with Section 641(A)(d). Subpart E of this part implements the statutory requirements in Section 644(c), (f), and (g) related to facilities. Subpart F prescribes regulations on transportation consistent with section 640(i) of the Act.

Part 1304 Contains the HSPPS relating to federal administrative procedures. Subpart A of this part focuses on the monitoring process. It discusses areas of noncompliance, deficiencies, and corrective action through quality improvement plans, and includes administrative procedures for the suspension or termination of grantees and the appeals process. Subpart B sets forth policies and procedures for the designation renewal of Head Start and Early Head Start programs. It is intended that these programs be

administered effectively and responsibly; that applicants to administer programs receive fair and equitable consideration; and that the legal rights of current Head Start and Early Head Start grantees be fully protected. Subpart C sets forth policies and procedures for the selection of grantees through competition. Subpart D provides regulation for the replacement of AIAN grantees. Finally, Subpart E sets forth policies and procedures relating to the selection process, placement, restriction, duration, and status of Head Start fellows.

Part 1305 Defines terms for the purposes of this subchapter.

The Principles Behind the HSPPS

The founders of the Head Start program recognized from the beginning that, to truly foster the social competence of low-income children, it would be essential to acknowledge the integrated nature of cognitive, social, emotional, and physical domains of child development with proper health care, nutrition, and mental health support. They also understood that children develop in the context of their families, that parents are the child's first teachers, and that families exist in the context of neighborhoods and communities. Another early goal of Head Start was to address the issues of childhood disability by providing early intervention services; since 1972, the program has had a legislative mandate to make at least 10 percent of its enrollment available to children with disabilities and their families.

The HSPPS have played a central role in defining quality services for low-income children and their families for over 50 years. The Performance Standards were created to advance the primary goal of Head Start to increase social competence and school readiness of children. Head Start defines "increasing social competence" as promoting each child's everyday effectiveness in dealing with his or her present environment and later responsibilities when beginning school. Head Start defines "school readiness" as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. Programs must establish school readiness goals that are appropriate for the ages and development of enrolled children in the following domains:

- Language and Literacy
- Cognition
- Approaches to Learning
- Perceptual, Motor, and Physical Development
- Social and Emotional Development

These principles provided the solid, lasting foundation for the creation and subsequent revisions of the HSPPS:

- Comprehensive, individualized child development services
- Parent and family engagement and a family-centered approach
- Community-based partnerships and services
- Strong, effective management systems and procedures

The following foundational values continue to scaffold the HSPPS:

- Parent engagement
- Comprehensive services
- Inclusion
- Individualization
- Cultural and linguistic responsiveness

Federal Oversight in the Five-Year Project Period

As required by the Head Start Act, HHS established the Designation Renewal System (DRS) to determine whether Head Start and Early Head Start agencies deliver high-quality and comprehensive services to the families they serve. DRS established five-year project periods for all Head Start service awards. The DRS ensures only organizations of the highest quality continue to provide Head Start services and opens the service areas of others to competition.

The Relationship Between the HSPPS and the Federal Monitoring Process

Each Head Start grantee is held accountable for ensuring the HSPPS are fully implemented. A monitoring team, comprised primarily of contract staff that might include federal staff, conducts a review of each grantee to understand their performance as it relates to the HSPPS and other regulations. The team uses a monitoring instrument developed by OHS. The monitoring instrument places an emphasis on a program's ability to provide management and processes for ongoing monitoring and continuous improvement to achieve program goals that ensure child safety and the delivery of effective, high-quality program services.

Head Start Policies

The Head Start Act and regulations represent the first two levels of program development. The third level is referred to as policy. As regulations are developed to define a requirement in the Head Start Act, policies are likewise developed to guide the implementation of a regulation. Generally, OHS develops new policies and refines existing policies in response to changes in the body of knowledge or concerns about best practice, or because of consistent misinterpretation of the meaning of a regulatory requirement.

Policy issuances have the force of regulations, since compliance with the regulation cannot be achieved without adherence to the policy. Policies are often issued in the

form of an Information Memorandum (IM) or a Program Instruction (PI) that is sent to every Head Start program. IMs inform programs and may be issued to clarify existing regulations. PIs are issued to alert and instruct programs of changes that affect how a program operates. Program leaders can access Head Start policies and regulations, including IMs and PIs that are still in force, on the Early Childhood Learning and Knowledge Center (ECLKC).

Overarching Theme

Foundation I: Values, Regulations, and Decision-Making offers leaders the opportunity to become familiar with the underlying tenets of Head Start. The module affirms the solid foundation on which Head Start was built.

Head Start: A Nation's Pride captures a moment in time of the ever-evolving Head Start program. A 12-minute video produced by the National Head Start Association in 1990, it opens with an added section from Head Start: Leading the Way for Children, Families, and Communities. See President Johnson in 1965 announcing Project Head Start as an eight-week summer program. During this segment, Head Start leaders are asked to reflect on the programs for which they provide leadership and to consider the depths to which the core values of Head Start are evidenced in the daily operations of their programs. The video has been included in this training to provide a context to Head Start's history.

Objectives

In this module, participants will:

- Identify existing Head Start core values in the video, Head Start: A Nation's Pride
- Identify ways in which the Head Start core values are evident in program services
- Review the HSPPS Preamble—Part I to identify existing core values
- Describe the federal regulatory process used to develop the revised HSPPS
- Solve Head Start scenarios using the HSPPS and Effective Decision-Making Tool handout

Planning Ahead

- Time required for the session will vary based on the size of group, level of knowledge, and content selected to be covered.
- Make copies of the following handouts:
  - Head Start A to Z Guiding Principles
  - Head Start Core Values
  - HSPPS Preamble—Part I
- Review the Head Start Core Values handout before your session begins to ensure that you are clear about the meaning of each statement.
- Preview the Head Start A to Z version of Head Start: A Nation's Pride.

- Check to ensure there is functioning audio in the presentation room.
- Be prepared to prompt responses to the following question on the handout: "What core values are in evidence in the video?"
- Prepare in advance to ensure you have facts for any of the items you choose to highlight related to how Head Start has changed.
- Prepare to make the transition from the Head Start Core Values activity to the regulatory process.
  - Which Part Is It? (cards), 8.5 x 11 cardstock
- In advance, prepare the materials for the Reg Map activity:
  - Chart paper
  - Reg Map handout
  - Sticky notes
  - Colored envelopes
- Review the Reg Map handout and process information before the session to ensure that you are familiar with the sequence and are able to guide groups as they engage in the activity.
- Prepare some notes to help make the transition to the next lesson.
- Prepare materials in advance for the decision-making activity. Materials include:
  - Apple Cinnamon Bread Dilemma
  - Effective Decision-Making Tool
  - Using the Head Start Regulations to Guide Decision-Making
  - Using the Head Start Regulations to Guide Decision-Making (answers) with pertinent regulations for the scenarios
- Compile a packet of materials for each table.
- Review the introductory statement about decision-making.
- Prepare questions in advance to facilitate a debriefing activity.

Materials Required

- Internet access
- PowerPoint presentation
- Head Start: A Nation's Pride video (Head Start A to Z version)
- Other supplies as noted in script (e.g., pens, paper, masking tape, etc.)
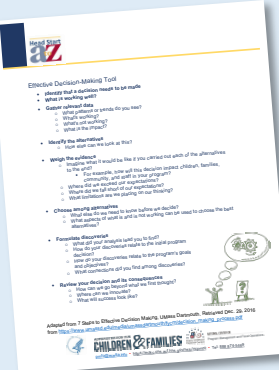- Handouts

Content and Activities Map:
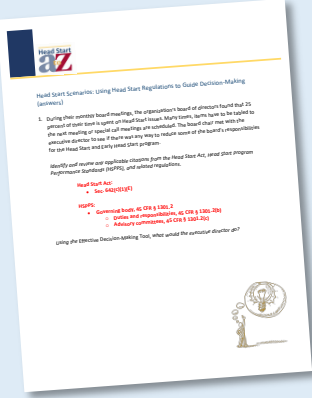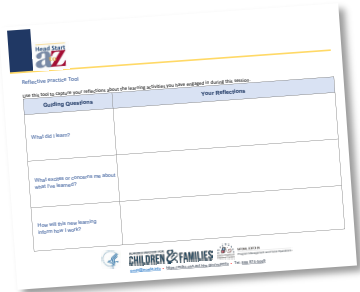**Foundation I: Values, Regulations, and Decision-Making**

The Learning for New Leaders: Head Start A to Z, 2.0, is a collection of training resources designed to address the unique needs of new Head Start and Early Head Start leaders. This module can be used by T/TA providers or consultants in face-to-face group and distance learning settings to orient and support directors and managers in their new leadership roles. While each training offers a comprehensive exploration of a given topic, they are designed to be flexibly adapted. The following table describing content and activities is a blueprint of all the resources in this module. Use it to pick and choose the resources you need most to address your specific training needs and time constraints.

Focus	Slide(s)	Handouts	Suggested Timing*
Welcome	Slide 1	None	3 min
Learning objectives	Slide 2	None	5 min
Understanding program management and fiscal operations (PMFO) guiding principles	Slide 3	Guiding Principles	5 min
Warm-up activity: Stand Up and Be Counted	Slide 4	None	5 min

Focus	Slide(s)	Handouts	Suggested Timing*
Core Values			
Identifying Head Start core values in the Head Start: A Nation's Pride video	Slide 5	None	15–25 min
Identifying ways in which Head Start core values are evident in program services	Slide 6	Head Start Core Values	10 min
Reviewing HSPPS Preamble—Part I for evidence of existing and additional core values	Slide 7	HSPPS Preamble—Part I	20–30 min
Sharing evident Head Start core values in small groups	Slide 8	Head Start Core Values (see image for Slide 6)	20–30 min
Exploring the Early Childhood Learning and Knowledge Center (ECLKC) homepage	Slide 9	None	15 min

Focus	Slide(s)	Handouts		Suggested Timing*
Regulations				
Understanding current Head Start regulations in 45 CFR Parts 1301–1305	Slide 10		Which Part Is It?	30 min
		1301	Which Part Is It? (cards)	
			Which Part Is It? (answers)	
Exploring the ECLKC: Head Start Resources App and HSPPS Showcase	Slide 11 Slide 12	None		15 min
Understanding the federal regulatory process used to develop the HSPPS	Slide 13		The Reg Map Envelopes with pieces of The Reg Map (p. 2) cut out	30 min

Focus	Slide(s)	Handouts	Suggested Timing*
Understanding processes for decision-making	Slide 14	None	10 min
Decision-Making			
Practicing decision-making	Slide 15	Apple Cinnamon Bread Dilemma Effective Decision-Making Tool	25 min
Practicing decision-making using the HSPPS (45 CFR Parts 1301–1305)	Slide 16	Head Start Scenarios: Using Head Start Regulations to Guide Decision-Making	40 min

Focus	Slide(s)	Handouts	Suggested Timing*
		Using Head Start Regulations to Guide Decision-Making (answers) Effective Decision-Making Tool (see image for Slide 15)	
Summarizing and reflecting on learning	Slide 17 Slide 18	Reflective Practice Tool	10 min
Sharing related ECLKC resources	Slide 19	None	5 min
Providing PMFO contact information	Slide 20	None	10 min

* Timing is based on group training; may vary for self-paced or one-on-one sessions.

Let's Get Started

Slide 1
Facilitator Notes:

Introduce yourself. Invite co-facilitators to introduce themselves, too. It is recommended that facilitators start the session with an introductory activity to create a positive group climate and begin the engagement process.

Say to Participants: "The National Center on Program Management and Fiscal Operations, or PMFO, updated the Head Start A to Z materials to align with the Head Start Program Performance Standards that became effective Nov. 7, 2016. It is designed for leaders in the Head Start community.

"Head Start A to Z, 2.0, emulates the concept of the "learning organization." We recognize key characteristics of learning organizations, including a supportive learning environment, openness to new ideas, and time dedicated for reflection. Each participant has an important role to play in the success of this session. Those with experience remind us where we've come from and what we must do to maintain our identity and uniqueness. New members bring a fresh perspective and remind us what we must do to prepare for the future. All roles are essential for Head Start to be a learning organization that continues to grow and flourish.

"These modules are most successful when they help us share the best of what we have to offer with a strength-based focus. As you engage in this session, we hope you will support one another in the learning process by generously sharing your knowledge, experience, and perspectives."

Slide 2
Facilitator Notes:

Review the learning objectives on the slide with participants, and guide them to the Reflective Practice Tool handout.

Say to Participants: "At the end of our session, you will be asked to use this Reflective Practice Tool to write down some key thoughts from your learnings. We also encourage you to jot down some preliminary thoughts as we move through this session."
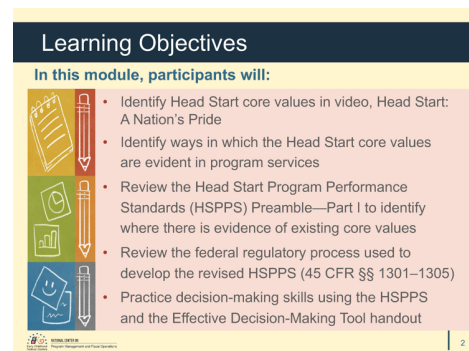
Slide 3
Facilitator Notes:

Prepare by reviewing the guiding principles. Head Start A to Z, 2.0, is based on six guiding principles. These guiding principles are foundational to its design and thinking, and have been aligned with the HSPPS.

With participants, discuss the fact that Head Start leaders come from all walks of life and with a wealth of experiences, yet we all share an enduring commitment to providing comprehensive high-quality early childhood experiences. We also recognize that to promote school readiness and be responsive to the needs of our communities, we must engage in ongoing professional development. Head Start A to Z, 2.0, provides opportunities for professional development that are built on a set of guiding principles.

Review the six guiding principles of Head Start. Each one is described below.

1. **Successful programs are learning organizations.** Head Start is a dynamic organization with high expectations, values, and traditions. In addition, programs are constantly responding to changing community needs and evolving best practices. To cultivate a learning organization that thrives in this environment, program leaders must support all staff in becoming life-long learners who embrace challenges as opportunities for collective problem-solving and innovation.

2. **The effective delivery of services grows out of strong systems.** Program leaders must regularly refine their program's management and fiscal systems. To target community needs and deliver comprehensive services, leaders need to understand systems thinking, view their program through a systems lens, and recognize the relationship between systems, services, and child and family outcomes.

3. **Sound decision-making is informed by quality data.** Used in planning, evaluating, and communicating information, quality data is integral in cultivating a culture of continuous quality improvement. To this end, it is critical for leaders to establish efficient processes for collecting, aggregating, analyzing, and synthesizing data. This will involve training teachers, home visitors, family advocates, health services workers, and other staff on how to integrate data management into their day-to-day work.

4. **Relationship-building is at the heart of transformational leadership.** Robust Head Start communities build on authentic relationships among all of their stakeholders, from children, families, staff, and managers to governing bodies,
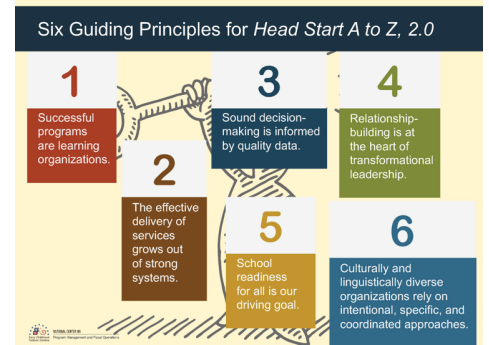
Tribal Councils, and Policy Councils. To cultivate these communities, leaders need to communicate effectively, empower others, foster team-building, and nurture collaboration.

5. **School readiness for all is our driving goal.** Head Start leaders play an integral role in conceiving and promoting an inclusive vision of school readiness. To support children with diverse abilities and backgrounds to develop the skills, knowledge, and attitudes needed to be successful in school, effective leaders must stay informed on developments in early childhood education. They also must actively collaborate with parents, staff, governing bodies, local education agencies, and community partners in embedding these best practices into services and programming.

6. **Culturally and linguistically diverse organizations rely on intentional, specific, and coordinated approaches.** To ensure the full and effective participation of dual language learners and their families, Head Start leaders must coordinate program-wide plans that involve all service areas and multiple staff. This includes staying connected to the communities served, implementing targeted strategies, and articulating how programs and services address specific linguistic and cultural needs.

Say to Participants: "In addition to anchoring the content in Head Start A to Z, 2.0, you will revisit these guiding principles in all of the trainings offered by PMFO."

Slide 4
Facilitator Notes:
Explain to participants that they are going to engage in a fast-moving activity to acquaint themselves with each other.

Below are some suggested statements that may be of interest for a variety of audiences. Feel free to develop others to suit your particular audience. Read each statement and wait for participants to stand up, and then count the number of participants that stood up. Make sure you keep a fast pace for this activity.

Stand Up and Be Counted

Say to Participants: "We would like to conduct a quick survey to help everyone become aware of who's who in the room. First, I will read a statement. If that statement applies to you, stand up for three seconds and take a quick look around the room. Then, sit back down quickly. Are you ready to stand up and be counted?"
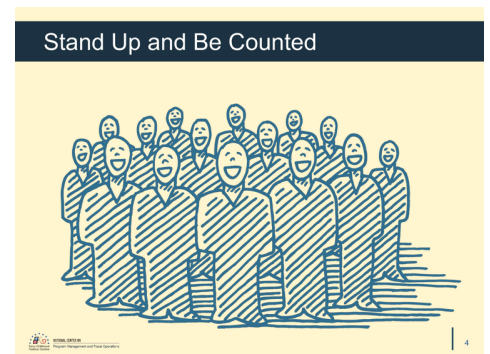
Stand up and be counted if you:
- Are new to Head Start within the past year
- Have worked in Head Start two to five years
- Have worked in Head Start six to 10 years
- Have worked in Head Start more than 10 years
- Are a leader in Head Start; if "director" or "manager" is in your title
- Were working in Head Start before the 1998 HSPPS were developed
- Are a Head Start community partner
- Know the date the current HSPPS were enacted
   - Answer: Nov. 7, 2016
- Are a Head Start governing body member
- Are a Tribal Council member
- Are a Head Start Policy Council or policy committee member
- Are a Head Start director
- Attended Head Start as a child
- Are a Head Start decision-maker
- Were involved in any part of the regulatory process for the HSPPS
- Have experienced a set of revised HSPPS twice
- Are a coach in Head Start
- Are an Early Head Start child care partner

Slide 5
Facilitator Notes:

Explain to the participants that they are going to watch a video called Head Start: A Nation's Pride. (Note: Review the next slide before starting the video.) Ask the group if they have seen the video. Explain that the video was produced in 1990 by the National Head Start Association. PMFO asked permission to add an additional segment to the beginning of the video, so this version will differ slightly from the original.


Head Start: A Nation's Pride
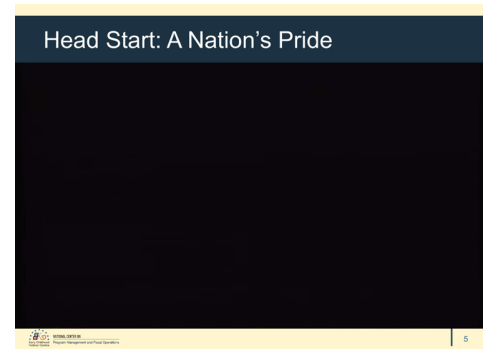
Slide 6
Facilitator Notes:
Guide participants to their Head Start Core Values handout.

Explain to participants that, as they watch the video, they should note where they see evidence of the Head Start core values in action. Invite the group to jot down a couple of significant words or phrases on the first page of their Head Start Core Values handout. Explain that, after the video, they will have an opportunity to share what they saw.
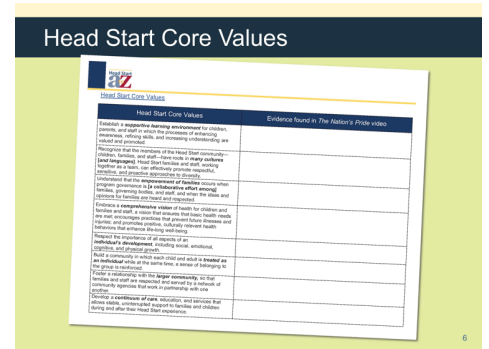
Caution the group that in this video they will hear and see some things that are different from Head Start today. Ask them to jot down some of their thoughts about these changes on the second page of the Head Start Core Values handout.

Watch the video.
After watching the video, allow the participants five minutes to talk about what they wrote with their tablemates.

Debrief by asking the participants to share their comments.

Expand the conversation about what has changed to emphasize where Head Start is today and implications for the group members' roles as leaders in the Head Start community. You may have to prompt participants.

Here are some terms and concepts that participants may highlight from the video:
- "Mainstreaming" is no longer used; the preferred term is "inclusion."
- The Office of Head Start now has a birth-to-5 vision that includes pregnant women, infants, toddlers, and preschoolers.
- There are important changes in the composition of the governing body.
- "Family engagement" is now the emphasis, in addition to "parent involvement."
- Social competence and school readiness have both become primary goals.
- Head Start defines "increasing social competence" as promoting each child's everyday effectiveness in dealing with his or her present environment and later responsibilities when beginning school.
- Head Start defines "school readiness" as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life.
- There is increased emphasis on data-informed decision-making.
- Program options now include home-based and family child care.

Trends reinforced since the 2016 HSPPS were published:
- Transition to the five-year project period
- Coaching requirements
- Family services credentialing
- Home-based curriculum
- Duration
- Emphasis on health and safety
- EHS-CC partnerships

After five minutes of conversation, introduce the next part of the Head Start core values topic.

Slide 7
Facilitator Notes:
Distribute the Head Start Preamble—Part I handout to participants.

Say to Participants: "The Head Start Preamble—Part I explores the executive summary and discussion of the comments for the HSPPS.

"Let's examine the Preamble—Part I to explore how it supports the core values.

"First, please take about five minutes to read and review it. Tap your pen on the table when you are finished, and we will proceed to the next part of this activity."

After hearing most of the pen taps on the table, ask the question: "How does the Preamble bring the core values to life?" Next, ask the group to use the same Reflective Practice Tool to jot down their examples.

After another five minutes, invite the group to share examples with their tablemates. After three to four minutes, bring the group back together and solicit volunteers to share their findings and reflections. Call out any important points from the discussion and engage participants in summarizing their learning. Chart the participants' responses and post around the room.

Think About Your Program

Supportive learning environment

Many languages and cultures   **Larger community**   **Treated as an individual**

What Head Start core values are evident in your program?

Individual development
Empowerment of families
Comprehensive vision
Continuum of care

Slide 8
Facilitator Notes:
Divide participants into groups of three or four.

If there are people from the same program in attendance, encourage them to work as a group. Guide the groups to look at page two of their Head Start Core Values handout, which focuses on the core values that are evident in their program.

Say to Participants: "Think about your program. As a leader, imagine that you are visiting your Head Start centers. During your visit, what two Head Start core values would be evident?"

Allow three minutes for the groups to jot down their thoughts.

Say: "Next, let's examine the Preamble—Part 1 of the Head Start Program Performance Standards to determine how they are grounded in the core values identified earlier in this activity. Should there be additional core values? Review them to identify primary core values and additional core values."

Refer participants to page one of the Core Values handout. Allow participants 15 minutes to complete the activity. After 10 minutes, remind them to jot down their findings. Once complete, chart participants' responses and post around the room.

ECLKC

Slide 9
Facilitator Notes:
You must have Internet access to use this section.
Open a new tab on your browser, already queued to the ECLKC homepage at https://eclkc.ohs.acf.hhs.gov/.

Say to Participants: "We are going to use the ECLKC to look at the current Head Start regulations."

Ask participants if they are familiar with the ECLKC. Explain that the ECLKC is the Early Childhood Learning and Knowledge Center, and it is the official website for the Office of Head Start (OHS).

Ask participants if they have subscribed to receive information through the ECLKC. Explain that it is important to register as soon as possible. Advise participants that registering on the ECLKC is the best way to receive all OHS communications.

Show the ECLKC homepage displayed on the screen; explain to the group that there is a great deal of useful information on the ECLKC. Take a few minutes to explore the homepage, pointing out its features and how to navigate it.
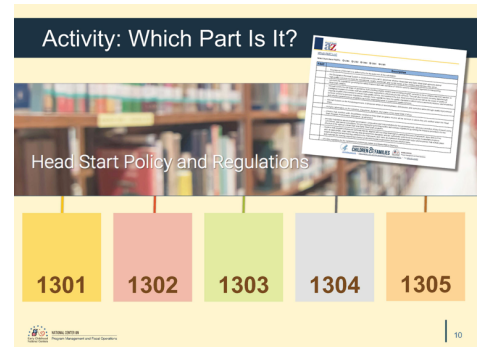
Say to Participants: "Before we begin, let's have a little fun."

Slide 10
Facilitator Notes:
To complete the next activity, make sure there is a Which Part Is It? (card) on each table, and direct participants to the Which Part Is It? (no answers) handout.

Explain to participants that most of the current regulations that guide Head Start are contained in 45 CFR Parts 1301–1305.

Say to Participants: "You will have five minutes to match the part number to the correct part description on the handout."

Everyone should get at least one correct (the one that's on their table). Let participants know they can work in groups.

Tell participants to begin. After five or six minutes, bring the group back together.

Distribute the Which Part Is It? (answers) handout and allow participants to self-correct.

Debrief with the group by calling on different participants to read a description for one of the "parts."

Slide 11
Facilitator Notes:
Review the Head Start Resources mobile app features and resources with participants, highlighting ways it can benefit programs.

Mobile App Information:
- Find resources and materials to support your work in Head Start programs!

- Discover techniques and strategies to prepare children for school and support family well-being.
- Search the ECLKC website to find more tools and information from OHS.
- Review the Performance Standards, fiscal regulations, Program Instructions, Information Memoranda, and the Head Start Act in the Policy and Regulations tab.
- It is available for Apple (App Store) and Android (Google Play) devices.

Slide 12
Facilitator Notes:
Guide participants back to the menu at the top of the ECLKC homepage, and talk them through the following steps for locating the Head Start Program Performance Standards Showcase:

- Open navigation menu to Head Start Policy & Regulations
- Choose Head Start Program Performance Standards
- Scroll down to Related Resources
- Select Head Start Program Performance Standards Showcase

Describe useful features of the Head Start Policy & Regulation Showcase and demonstrate how to search within the policies here. Go to the search box on the page and enter a keyword or phrase. Provide participants with the direct link to this page: https://eclkc.ohs.acf.hhs.gov/policy/showcase.

Slide 13
Facilitator Notes:
Transition participants to the next activity: The Reg Map.

Ask Participants: "Are you aware of how the 2016 Head Start Program Performance Standards came into existence? What was the process used by the Office of Head Start?"

Give participants a couple of minutes to share their thoughts.

Ask Participants: "How many of you are familiar with the federal regulatory process? Some of you may be familiar, and others may have an idea but are not sure how it really happens."
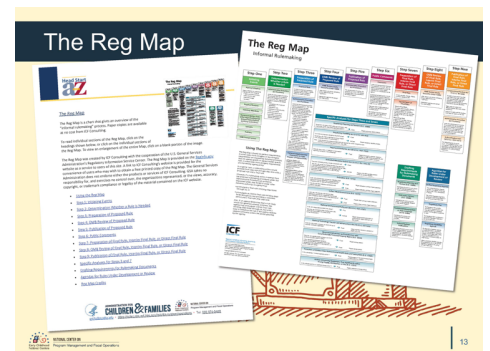
Allow five minutes for participants to respond, then describe how understanding the process can benefit programs.

Distribute envelopes with regulatory map pieces; make sure each table/group has one.

Advance to next slide so that The Reg Map image is no longer displayed.

Say to Participants: "Each group should have an envelope. These envelopes contain clues about the regulatory process. In this activity, your task is to map out the process in sequence. You will have 15 minutes to work in groups and come to a consensus on the order in which the steps occur. Please assign a timekeeper to keep the group on task. Once you have reviewed the map and come to consensus, use the chart paper posted around the room to post your group's final decision."

Distribute copies of The Reg Map handout and use it to debrief the activity. Assist participants in reflecting on why they selected the sequence of steps that they did, and reinforce understanding the steps in the proper order.

Point out the public comments step on The Reg Map.

Ask Participants: "How many of you personally or with your program have contributed comments during the public comment period of a regulatory process? How can understanding this process assist you in leading your program?"

Slide 14
Facilitator Notes:
This section takes the form of a mini-lecture.

Say to Participants: "Now that we understand the regulatory process that was involved in finalizing the Head Start Program Performance Standards, let's see how we can use the standards to make effective decisions as we consider six Head Start scenarios.
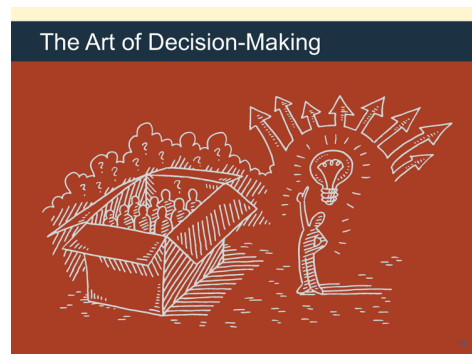
"As important as effective decision-making is, many leaders might not use a formal decision-making process. Since making the wrong decision can affect successful programming, in today's Head Start, it makes sense to follow a structured process for making decisions.

"Over the years, many scholars have devised decision-making models. Models of decision-making have been developed that result in well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences.

"Three useful models of decision-making include the:
- Decision tree
- Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis
- Design thinking model."

Slide 15
Facilitator Notes:
This activity uses a generic decision-making model to analyze the Apple Cinnamon Bread Dilemma (ACBD). Distribute the Effective Decision-Making Tool and the ACBD handouts to each participant.

Instruct participants to take five or six minutes to read the ACBD handout.

Say to Participants: "Using questions from the Effective Decision-Making Tool handout, discuss the ACBD and whether Maya would have made a different decision if she had used this decision-making process."

Let participants know that every question in the Decision-Making Tool handout will be relevant to this particular scenario.

After 10 minutes, guide participants in sharing their responses to the handout questions.

Slide 16
Facilitator Notes:
For the next activity, divide participants into small groups, with three or four participants in each. Explain that each group will receive a packet that includes a Head Start scenario, the pertinent regulations, the Using Head Start Regulations to Guide Decisions handout, and the Using Head Start Regulations to Guide Decisions (answers) handout. There are eight different scenarios, and each group should receive only one.
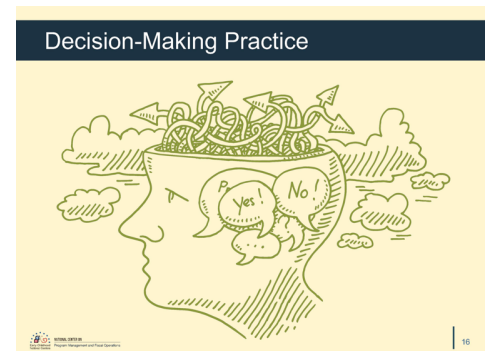
Distribute one packet to each group. Draw their attention to the questions included with each scenario, and remind them not to look at the answers before completing the activity.

Say to Participants: "As you review the Head Start scenarios, keep in mind that in addition to focusing on compliance, the Head Start Program Performance Standards focus on responsiveness to the local community, innovation, and the promotion of high-performing, sustainable organizations."

Give the groups 20 minutes to complete the task, then solicit volunteers to share their findings and reflections. Reinforce or add any key points based on the discussion and engage participants in summarizing their learning.

End the activity with a statement that conveys the message that the current HSPPS, other relevant regulations, and an effective decision-making tool, will help grantees design a program that meets the needs of their local communities.

Say to Participants: "Remember, the art of decision-making is to empower, not to inhibit; to promote confidence, not doubt."

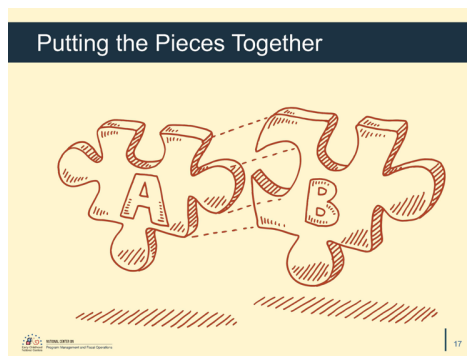
Slide 17
Facilitator Notes:
Before the closing reflection, summarize the content you've covered with participants.

Putting the Pieces Together

Say to Participants: "To bring our time together to a close, let's take a few moments to review what we've learned as part of this Head Start A to Z: Foundation I presentation.
- We identified ways in which the Head Start core values are evident in program services.
- We reviewed the Head Start Program Performance Standards Preamble—Part I to determine where there is evidence of existing core values and if additional core values should be added.
- We described the federal regulatory process used to develop the revised standards.
- We practiced the art of decision-making using the current HSPPS (45 CFR Parts 1301–1305) and an Effective Decision-Making Tool handout."

Encourage comments and questions.
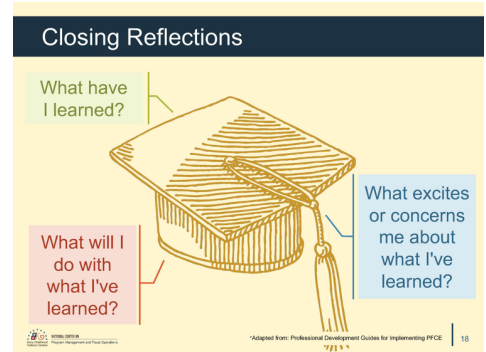

Slide 18
Facilitator Notes:

The final exercise is intended to help participants reflect on and reinforce what they've learned.

Say to Participants: "Now, let's take some time to turn inward, to digest and reflect honestly on what we've learned, and how we will use this information to benefit our Head Start work after we leave.

"Using your Reflective Practice Tool handout, please take a few minutes to reflect and write down your thoughts about each question. Think about what you have learned that is new for you; what excites or concerns you about what you learned; and concrete ways you can apply what you've learned in your day-to-day work."

If time permits, allow volunteers to share their responses aloud and process the activity as a group.

Ask Participants: "What themes did you hear? What insights do you need to remember? How can you apply these insights?"

Slide 19
Facilitator Notes:
Say to Participants: "Looking for more resources focused on building your PMFO knowledge? Be sure to check out these additional resources."

Briefly describe each of the following resources listed on the slide.

- **About Us** https://eclkc.ohs.acf.hhs.gov/about-us
  Learn more about how OHS administers grant funding and oversight to the agencies that provide Head Start services. OHS also provides federal policy direction and a T/TA system to assist grantees in providing comprehensive services to eligible young children and their families.
- **Programs** https://eclkc.ohs.acf.hhs.gov/programs
  Head Start programs prepare America's most vulnerable young children to succeed in school and in life. To achieve this, programs deliver services to children and families in core areas of early learning, health, and family well-being while engaging parents as partners every step of the way. More guidance is available to grantees through their program specialist.

- **Head Start Policy and Regulations** https://eclkc.ohs.acf.hhs.gov/policy
  Head Start policies and regulations include the Head Start Program Performance Standards and the requirements set forth in the Head Start Act of 2007. OHS also offers direction through Program Instructions (PIs) and Information Memoranda (IMs). More guidance is available to grantees through their federal program specialist.

Slide 20
Facilitator Notes:
Contact information.

Contact PMFO

🔗 pmfo@ecetta.info

🏠 https://eclkc.ohs.acf.hhs.gov/ncpmfo

📞 Call us: 888-874-5469

ADMINISTRATION FOR CHILDREN & FAMILIES

NATIONAL CENTER ON Program Management and Fiscal Operations

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