NATIONAL CENTER ON
Program Management and Fiscal Operations

Early Childhood
National Centers

Head Start Leadership and Governance: Values, Regulations, and Skills

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Module 1: Head Start's Vision, Values, and Mission

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Resources for this module:

Complete Head Start timeline [https://eclkc.ohs.acf.hhs.gov/about-us/article/head-start-history]

Map of Regional Offices [https://www.acf.hhs.gov/oro/regional-offices]

Outline of the Head Start Act
[https://eclkc.ohs.acf.hhs.gov/policy/head-start-act/sec-636-statement-purpose]

Head Start Program Performance Standards
[https://eclkc.ohs.acf.hhs.gov/hslc/hs/docs/hspss-final.pdf]

Screen Number: 1

Treatment: Moving Image/Text	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Welcome	Content with relevant image.

Content
Welcome to the online learning module, Head Start Leadership and Governance: Values, Regulations, and Skills!

This training provides delegate-level governing body, Tribal Council, Policy Council, and policy committee members with introductory information to support them in providing oversight within their Head Start program*. It can also be a resource for program staff as they seek to gain an understanding of program governance in Head Start.

As you navigate this training, be aware of the Resources menu. Explore the Resources menu to access documents and links referenced throughout this training module.

 * *Throughout this resource Head Start refers to all Head Start and Early Head Start programs serving children ages birth to 5 and their families.*

Select the forward arrow to continue.

Screen Number: 2

Treatment: Moving Image/Text	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Head Start: Helping America's Most Vulnerable Children Succeed in School and in Life	Content paired with images that build sequentially: start with image of parent and child, then local community, state, region, to country. A lens moves to each of these as they build. The lens image motif is continued throughout the course.

Content
There are many kinds of organizations which oversee Head Start programs, including community action agencies, nonprofit organizations, school districts, city or county governments, and tribal governments.

The information presented in this course applies to all Head Start programs who have received funding through grants from the U.S. Department of Health and Human Services (HHS), Administration for Children and Families (ACF), Office of Head Start (OHS). No matter your background, you are an important part of your Head Start program!

Your vision and values shape the decisions that help provide leadership and strategic direction for your Head Start program. This training will help strengthen the skills you need to contribute to decisions that provide the leadership and strategic direction for your Head Start program's success.

Select the forward arrow *to continue.*

Screen Number: 3

Treatment: Moving Image/Text	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Head Start's Vision, Values, and Mission	Content with relevant image.

Content
In this lesson, you will gain an understanding of what Head Start is all about, from its rich history to the valuable programs and services it provides to children and families. You will have the opportunity to view a timeline of important events in the history of Head Start. Finally, you'll assess how much you already know about Head Start's structure. Select the forward arrow to continue.

Screen Number: 4

Treatment: Moving Image/Text	
Text on Screen	**Dev/Media Instructions**

Screen Heading:	History	Content with relevant image.

Content		

Let's begin with the history of Head Start.

President Lyndon Johnson first declared "War on Poverty" in 1964. The following year, Project Head Start was launched as an eight-week summer demonstration project to help disadvantaged preschool children. Since then, it has served tens of millions of children.

Next, review a timeline of the highlights of Head Start's rich history.

Select the forward arrow to continue.

Screen Number: 5

Treatment: Timeline		
Text on Screen		**Dev/Media Instructions**
Screen Heading:	Head Start Timeline	Timeline interaction. The Learner selects buttons to reveal corresponding content. Navigation includes 5 buttons (for years/content) and an arrow (which loads a second set of buttons). The lens image highlights the learner's selections/animates throughout the user experience.

Prompt	

Explore the *timeline by selecting the dates below. To view more dates,* choose the arrow.

Year	Revealed Content
1965	**Head Start launch**: On May 18, President Lyndon B. Johnson officially announces Project Head Start from the White House Rose Garden. Head Start launches in the summer of 1965, serving more than 560,000 children and families in an eight-week summer program through Head Start Child Development Centers throughout the United States. The program is administered through the Office of Economic Opportunity (OEO).
1970	**Parent participation as policy**: The Head Start policy manual, "70.2, The Parents," is published. It mandates a local, formal structure to empower parents and requires their involvement in policy-making and program operation through parent

Year	Revealed Content
	committees, policy committees, and Policy Councils.
1974	**Community Services Act:** Congress enacts the Community Services Act of 1974, which includes three important provisions that affect Head Start. The Act officially recognizes Head Start's transfer from the OEO to HHS. It also extends the program's authority for fiscal years (FYs) 1975–1977 and establishes a mandatory formula to allocate funds among states.
1975	**Head Start celebrates its 10th anniversary:** An April 25, 1975 letter sent to governors says, "Head Start has now seen more than 5.3 million children pass through its classrooms. It is now employing 79,000 professionals and non-professionals in 9,400 centers in every state and territory, and is using the services of 103,000 volunteers, including many parents." **Head Start Program Performance Standards (HSPPS):** Head Start publishes the first Performance Standards, which detail guidelines for serving children ages 3 to 5. Head Start's idea of establishing Performance Standards spreads to a federal standards initiative for public schools. Read the 1975 Head Start Program Performance Standards.
1980	**Children with disabilities:** Providing an inclusive environment for preschool children with disabilities is a major effort throughout the late 1970s and early '80s. The Head Start Bureau, which would later be renamed to the Office of Head Start, funds and publishes a series of manuals designed to help programs integrate children with disabilities into Head Start classrooms. This includes children with health, speech, hearing, and language impairments, orthopedic disabilities, developmental delays, and social and emotional disturbances. Read the 1980 report, The Status of Handicapped Children in Head Start Programs.
Year	**Revealed Content**
1995	**First Early Head Start (EHS) grants awarded:** These 68 new grants implement the vision of the 1994 reauthorization to provide services for infants, toddlers, and pregnant women. A rigorous national evaluation, including about 3,000 children and families in 17 sites, also begins. **Fatherhood Initiatives:** The federal Fatherhood Initiative brings several key government agencies together to evaluate the role of fathers in national policies and programs. The Head Start Bureau funded six male involvement demonstration projects between 1991 and 1994. In 1996, the "Head Start Handbook of the Parent Involvement Vision and Strategies"

	outlines how mothers and fathers can play critical roles in their children's education. EHS also incorporates a special emphasis on fathers into its mission and program practices. **Head Start celebrates its 30th anniversary.**
1998	**HHS revises the HSPPS:** The revised standards include EHS services for infants, toddlers, and pregnant women and require at least one teacher in each Head Start preschool classroom have a Child Development Associate (CDA) credential. **Congress passes the Head Start Improvement Act:** The reauthorization revises the purpose of Head Start from the development of social competence to the promotion of school readiness, creating a major culture change for Head Start. Further, the law requires at least one teacher in each classroom to have an associate's degree. It includes flexibility for full-day/full-year services and develops measures for academic skills. In addition, this legislation enhances comprehensive social services; focuses on partnerships with other early childhood providers; strengthens management systems and improves oversight; adds education requirements; and requires transition activities for children and families. **Head Start secures $411 million and $374 million increases** for FYs 1997 and 1998, respectively. As the era of level and reduced funding continued into in the 1990s, Head Start funding starts to grow in 1997 and 1998.
2007	**The Improving Head Start for School Readiness Act of 2007:** The 110th Congress passes a reauthorization begun in the 108th Congress. The new law: • Makes quality improvements in all areas of the program, including education staff qualifications, monitoring, and collaboration • Increases accountability through strengthened monitoring and oversight • Makes changes to the funding and grants structure by revising the allocation formula and converting all grants to five-year project periods, replacing indefinite grant cycles, for which grantees may have to compete • Expands eligibility to allow grantees to fill up to 35 percent of their slots with children from families with income between 100 percent and 130 percent of the poverty line (in certain circumstances) • Requires increasing qualifications and training requirements for Head Start staff • Clarifies the roles and responsibilities of a grantee's governing body and Policy Council • Terminates the National Reporting System • Promotes coordination among Head Start grantees and other state and local early childhood programs

2011	**Designation Renewal System (DRS):** The HSPPS are amended to add 45 CFR § 1307. DRS improves quality by holding programs accountable for their performance, and through competition, ensuring the best available early childhood services for our nation's most vulnerable children and families. DRS requires grantees not meeting certain quality benchmarks compete for renewed funding. It also converts all continuous Head Start grants to five-year grants. By 2015, all grantees are converted to five-year grants or have been through DRS. **Parent, Family, and Community Engagement (PFCE) Framework:** OHS releases a research-based, birth to 8 approach to promoting family well-being and engagement in children's learning and development. The framework outlines program-wide practices to support: • Family well-being • Relationships between parents and children • Families as teachers and adult learners • Families' social connections • Parent leadership and advocacy • Positioning families to make the best transition into kindergarten
2016	**Revised HSPPS:** OHS announced in the Federal Register the first comprehensive revision of the HSPPS since their original release in 1975. The new standards build upon 50 years of leadership in comprehensive early childhood services and will further raise the quality of Head Start programs. The new HSPPS are streamlined, simplified, and reorganized to improve clarity and transparency to support high-quality program delivery and minimize administrative burden.

History Wrap-Up

As you have seen, Head Start provides tremendous benefits to low-income children and families. To learn even more about the history of Head Start, explore the full timeline on the Early Childhood Learning and Knowledge Center (ECLKC).

Select the forward arrow to continue.

Screen Number: 6

Treatment: Multiple Choice	
Text on Screen	**Dev/Media Instructions**

Screen Heading:	Values and Ideals	Multiple choice interactions.

Prompt

Take a few moments to answer some questions about the history of Head Start to see what you have learned.

Question 1

What values and ideals unite the Head Start events you have learned about? Select the option that best represents these values and ideals.

Options	Correct	Feedback
Improving the quality of education in schools across the U.S.		Oops! While it is true that Head Start is designed to improve the quality of education, there is another choice that better summarizes the values and ideals of the program. Try again.
Assisting the needs of children with disabilities		Oops! While Head Start does address the needs of children with disabilities, another choice better summarizes the values and ideals of the program. Try again.
Preparing young children for success in school by providing comprehensive support and education to meet their varying needs	X	Correct! Head Start's scope has expanded throughout its history to address needs in multiple parts of children's lives. Select the forward arrow to continue.

Question 2		
Which historical event brought major changes to the quality of Head Start programs?		
Options	**Correct**	**Feedback**
Expanding to an international scope of services		Oops! This is not an occurrence in Head Start's history. Try again.
The introduction of Performance Standards for providing services to children ages 3-5 years, and in later years to pregnant women and children ages birth to 3.	X	Correct! In 1975, the first HSPPS were released. They contained requirements for providing services to children ages 3–5 in Head Start programs. In later years, the HSPPS extended to other populations. The most recent and significant revisions were made in 2016. Select the forward arrow to continue.
The requirement that representatives from state-level government be included in the leadership of Head Start programs		Oops! This is not an occurrence in Head Start's history. Try again.
Final Feedback		
Now that you understand events in the program's history that every Head Start leader needs to know, you will next learn about the purpose of Head Start today. Select the forward arrow to continue.		

Screen Number: 7

Treatment: Moving Image/Text	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Purpose	Content with relevant image.

Content
Head Start programs provide the comprehensive services needed to support the development of children ages birth to 5 years from low-income families and promote children's overall school readiness. Head Start programs are also designed to support parents as the child's most important teacher and empower them to shape their programs. They also offer a variety of service delivery options, depending on the needs of the local community. Many Head Start programs are located in community-based organizations and schools. Other programs are located in child care centers and family child care homes. Some programs offer home-based services where assigned staff conduct weekly visits to families in their own home setting. Home visitors also support parent-child interactions through engaging activities and link families with needed resources. Select the forward arrow to continue.

Screen Number: 8

Treatment: Moving Image/Text	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Head Start Services	Select to reveal.

Content/Prompt
Head Start programs support children's growth and development in positive learning environments and by offering of a variety of services. Select the services to learn more.

Services/Button	**Revealed Content**
Early Learning	Children's readiness for school and life is fostered through individualized and group learning experiences. Through planned

	curriculum and secure relationships with adults, other children, and engaging activities, children grow and progress across a number of developmental domains: approaches to learning, social and emotional development, language and literacy, cognition, perceptual, motor and physical development.
Health	Adults encourage each child to explore engaging activities in environments designed to enhance their perceptual, motor, and physical development. All children receive health and development screenings, nutritious meals, oral health, and mental health support. Programs connect families with medical, dental, and mental health services to ensure children are receiving the services they need.
Family Well-Being	Parents and families are supported in achieving their own goals, such as housing stability, continued education, and financial security. Programs support and strengthen parent-child relationships by engaging families in their child's learning and development.

Final Thoughts

Delivered through more than 1,700 agencies in local communities, Head Start programs serve more than a million children every year, in every U.S. state and territory, in migrant and seasonal farmworker camps, and in more than 155 tribal communities. Head Start programming is responsive to, and in support of, the ethnic, cultural, and linguistic heritage of each child and family.

Select the forward arrow to continue.

Screen Number: 9

Treatment: Multiselect		
Text on Screen		**Dev/Media Instructions**
Screen Heading:	What Do You Know About Head Start?	Multiselect interactions. Incorporate the lens image motif.

After the learner submits their choice, display a check mark/indicator for the correct choice and a X mark/indicator for incorrect choices. Display the feedback for each question. |

Prompt
Take a few moments to answer some questions about Head Start to see what you already know and to broaden your knowledge.

Question 1
Head Start Authorization: The _____ authorize and fund Head Start. Choose one option to fill in the blank and then select "Submit."

Options	Correct	Feedback
U.S. Congress and President	X	The correct answer is the U.S. Congress and President. Select the forward arrow to continue.
State legislatures		
U.S. Department of Education		

Question 2
Types of Head Start Grantees: More than a million children are served by Head Start programs each year, including in every state and territory in the U.S., and through Migrant and Seasonal Head Start (MSHS) and American Indian and Alaska Native (AIAN) communities. What kinds of organizations can run a local Head Start program? Choose all that apply and then select "Submit."

Options	Correct	Feedback
Community action agencies	X	The correct answer is all of these. Programs are operated under the auspices of community action agencies, federally-recognized tribal governments, government agencies, private and public for-profit businesses, private and public nonprofit organizations, and school systems. Select the forward arrow to continue.
Federally-recognized tribal governments	X	
Government agencies	X	

Private and public for-profit businesses	X	
Private and public nonprofit organizations	X	
School systems	X	

Question 3

Types of Head Start services: Who does Head Start serve?

Choose all that apply and then select "Submit."

Options	Correct	Feedback
Infants, toddlers, and preschoolers	X	The correct answer is all of these. Head Start is for everyone listed here. Head Start programs serve low-income children from birth to age 5, pregnant women, and their families. Head Start programs can be found in all types of communities and neighborhoods in all 50 states, as well as in Puerto Rico, the U.S. Virgin Islands, and other U.S. territories.
Low-income children, pregnant women, and families	X	
Mothers, fathers, and grandparents	X	
Rural, urban, and suburban communities	X	Select the forward arrow to continue.
Children with disabilities	X	
MSHS and AIAN families and communities	X	

Question 4

Administration of Head Start: The Office of Head Start (OHS), which is under the U.S. Department of Health and Human Services (HHS), Administration for Children and Families (ACF), oversees the operation of all Head Start grants. Federal Head Start program and grants management specialists are located in Regional Offices around the country to monitor and support local grantees. How many Regional Offices are there?

Choose one option and then select "Submit."

Options	Correct	Feedback
5		The correct answer is 12.
8		[Ten offices are located in geographic regions across the country. View the locations of Regions I–X on this map. Region XI serves all AIAN programs and Region XII supports MSHS programs. These offices are located in Washington, DC.
12	X	
15		Select the forward arrow to continue.

Question 5

Head Start Act: It is the purpose of the Head Start Act to promote the school readiness of low-income children by providing supports to enhance their cognitive, social, emotional, and physical development. Which of the following is **not** a section of the Head Start Act?

If you're not sure, reference Sec. 636, Statement of Purpose.

Choose one option and then select "Submit."

Options	Correct	Feedback
Culture and Language	X	"Culture and Language" is not a specific section of the Head Start Act. Instead, it is a shared thread throughout. The other sections can all be found in the Head Start Act.
Definitions		The Definitions section provides information about commonly used terms in Head Start. The Powers and Functions of Head Start Agencies section provides
Powers and Functions of Head Start Agencies		

Standards; Monitoring of Head Start Agencies and Programs		information on the requirements of being designated a Head Start grantee. The Standards; Monitoring of Head Start Agencies and Programs section describes considerations for program standards and the monitoring of programs. Finally, the Political Activities section identifies restrictions related to political activity that programs must follow.
Political Activities		Select the forward arrow to continue.

Question 6

Head Start Program Performance Standards (HSPPS): The HSPPS have five distinct sections, each of which are divided into sub-sections. One of the sections pertains to program operations. Which of the following topics can be found in the Program Operations section of the HSPPS?

If you're not sure, reference the HSPPS Table of Contents.

Choose all that apply and then select "Submit."

Options	Correct	Feedback
Program Structure	X	This was a tricky question. If you selected all of the topics, you are correct! Requirements for every topic listed can be found in the HSPPS. To provide oversight, members of the governing body/Tribal Council and Policy Council will benefit from becoming familiar with the scope of the HSPPS.

Select the forward arrow to continue. |
Health Program Services	X	
Transition Services	X	
Services to Enrolled Pregnant Women	X	
Family and Community Engagement Program Services	X	
Human Resources Management	X	

Education and Child Development Program Services	X

Final Feedback

Great job! By exploring these questions, you're gaining insight into the scope of Head Start programs and what you'll need in your leadership role.

Select the forward arrow to continue.

Screen Number: 10

Treatment: Moving Image/Text	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Conclusion	Content with relevant image.

Content

In this lesson, you learned about the significance and history of Head Start. You were able to check your knowledge around some aspects of the Head Start program.

The following lessons provide a deeper understanding of Head Start's legislation and regulations, governance entities, and management systems. In the next lesson, you will become more familiar with the laws and regulations that guide Head Start programs.

Select the forward arrow to return to the Course menu.

Module 2: Head Start Laws and Regulations

Contents

Topic	Screen Numbers	Screen Heading	Treatment
Introduction	1	Head Start Laws and Regulations	Text/Image
	2	Head Start Requirements and Leadership	Text/Image
The Main Policies	3	Essential Requirements to Understand	Select to Reveal
	4	Digging Deeper: HSPPS	Select to Reveal
	5	Digging Deeper: Head Start Act	Select to Reveal
Application	6	What Do You Know About Head Start Laws and Regulations?	Multiselect
	7	Let's Practice	Text/Image
	8	Researching the Laws and Regulations	Multi-Select/Document Search
Conclusion	9	Conclusion	Text/Image

Resources for this module:
HSPPS (full document) [https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii]   Head Start Act (full document) [https://eclkc.ohs.acf.hhs.gov/policy/head-start-act]   Uniform Guidance (full document) [https://www.ecfr.gov/cgi-bin/text-idx?SID=507cfac1519b49a7eb9e0d6fb98dac74&mc=true&node=pt45.1.75&rgn=div5]   Head Start Program Governance: Frequently Asked Questions (FAQs) [https://eclkc.ohs.acf.hhs.gov/organizational-leadership/article/head-start-program-governance-frequently-asked-questions-faqs]   ECLKC (Early Childhood Learning and Knowledge Center) Home page [https://eclkc.ohs.acf.hhs.gov/]

Screen Number: 1

Treatment: Moving Image/Text	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Head Start Laws and Regulations	Content with relevant image.

Content
In this lesson, you will learn about the legislative and regulatory requirements that guide every Head Start program or agency. These requirements support quality across communities. They also provide core values that help regulate what we do, so services are offered with consistency. As you explore Head Start policy, keep in mind that you do not need to memorize it. However, you will need to know how to reference policy to help make critical decisions in your leadership role. Select the forward arrow to continue.

Screen Number: 2

Treatment: Moving Image/Text	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Requirements and Leadership	Content with relevant image.

Content
The Head Start Act and related regulations you will learn more about in this lesson inform the membership and decision-making processes of Head Start program leadership. The leadership team is made up of three main leadership entities: ● Governing body/Tribal Council: Responsible for legal and fiscal oversight ● Policy Council: Provides program direction ● Management staff: Help support the program and oversee day-to-day operations Keep these entities in mind as you learn more about how Head Start legislative and regulatory requirements speak to their roles and

responsibilities.

Select the forward arrow to continue.

Screen Number: 3

Treatment: Select to Reveal	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Essential Requirements to Understand	Select to Reveal.

Content/Prompt
Critical requirements are the focus of this lesson. Head Start agencies providing services to children and families must comply with the Head Start Program Performance Standards (HSPPS) and meet the requirements set forth in the Head Start Act. In addition, it is important to be familiar with Uniform Guidance. Select each topic to learn more.

Policy/Icon	**Revealed Content**
HSPPS	The Head Start Program Performance Standards (HSPPS) are a complement to the Head Start Act. The HSPPS are the foundation on which Head Start programs design and deliver comprehensive, high-quality individualized services and support the school readiness of children and families. The program performance standards set forth the requirements local grantees must meet to support the physical, social, emotional, and cognitive development of children from birth to age 5. They include requirements for providing 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. This regulatory document contains requirements for Head Start programs while referencing related Head Start Act sections.

	The HSPPS include: ● Budgeting and capital expenditures ● Who has key legal and fiscal responsibilities ● Program operations ● Fiscal and administrative requirements
Head Start Act	The Improving Head Start for School Readiness Act of 2007, more commonly referred to as the Head Start Act, describes and legislates how Head Start programs must be operated and governed. It spells out the intent of Congress in terms of the purpose of the program, the types of services to be provided, and the populations to be served. The Head Start Act also identifies a variety of reporting, evaluation, and administrative requirements. Throughout, the Act directs the HHS Secretary to develop regulations to guide the implementation of the program. It specifies the composition of the governing body/Tribal Council and the Policy Council. The Head Start Act includes the: ● Roles and responsibilities of each leadership entity ● Relationship between the governing body/Tribal Council, Policy Council, and others on the program leadership team, as well as other team levels
Uniform Guidance	The Uniform Guidance at 45 CFR § Part 75 is focused on fiscal issues related to Head Start grants. It includes: ● Audit deadlines, logistics, and responsibilities ● Procurement ● Guidelines for a change of budget scope ● Cost allocation

	● Allowable costs As key stakeholders, the Uniform Guidance applies to management staff, chief financial officers, Head Start directors, and governing body fiscal experts.

Final Feedback

While the HSPPS, Head Start Act, and Uniform Guidance are the regulatory documents you will explore in this lesson, it is important to remember that there are other rules and regulations affecting programs. They come from many different sources and vary depending on what type of organization is operating the Head Start program.

When facing decisions, you can check with your program's director and staff to ensure you are aware of the rules and regulations with which your program must comply.

Select the forward arrow to continue.

Screen Number: 4

Treatment: Select to Reveal	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Digging Deeper: HSPPS	Select to Reveal.

Content/Prompt

The HSPPS are the regulations implementing the requirements of the Head Start Act. They are what you will reference to understand more about an issue, as it contains overview information and directs you to where to find more specific information in the Head Start Act. The HSPPS contains five sections.

Choose the sections below to learn more.

Description	Revealed Content

Program Governance, 45 CFR § 1301	Contains the requirements imposed by the Act on governing bodies/Tribal Councils and Policy Councils to ensure well-governed Head Start programs. Learn more about Program Governance.
Program Operations, 45 CFR § 1302	Includes all of the working requirements for serving eligible children and families, from the services that must be provided in education, health, and family and community engagement, to the way programs must use data to improve the services they provide. Learn more about Program Operations.
Financial and Administrative Requirements, 45 CFR § 1303	Contains the federal requirements Head Start programs must adhere to because of overarching federal requirements or specific provisions imposed in the Act. Learn more about Financial and Administrative Requirements.
Federal Administrative Procedures, 45 CFR § 1304	Governs which procedures the responsible official follows to determine the results of competition for all grantees, any actions against a grantee, whether a grantee needs to compete for renewed funding, and other transparency-related procedures required by the Act. Learn more about Federal Administrative Procedures.
Definitions, 45 CFR § 1305	Defines key Head Start terms referenced in the HSPPS and Act. Learn more about Definitions.

Final Thoughts

Remember the HSPPS are used together with the Head Start Act to assist you in delivering quality services. You can often locate helpful information by beginning with the HSPPS, which references specific parts of the Head Start Act.

Select the forward arrow to continue.

Screen Number: 5

Treatment: Select to Reveal	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Digging Deeper: The Head Start Act	Select to Reveal. Incorporate imagery that matches or mirrors elements of the Policy Search interaction from this module.

Content/Prompt

After reviewing the HSPPS, you will often need to reference specific sections in the Head Start Act to inform your decision-making. The Head Start Act contains many sections.

Choose the sections below to become more familiar with how the Head Start Act offers guidance to programs.

Description	Revealed Content
Sec. 642(c) Powers and Functions of Head Start Agencies	Relates to leadership and governance Learn more about Sec. 642(c).
Sec. 645 Participation in Head Start Programs	Details eligibility for services in a Head Start program [Learn more about Sec. 645.
Sec. 648A Staff Qualifications and Development	Describes education requirements for teachers and staff who operate in classrooms and other environments with children [Learn more about Sec. 648A.

Final Feedback

These sections are a sample of some of the legislative provisions that help ensure quality and consistency across Head Start programs. You don't need to memorize these. Simply, be aware that the HSPPS and Head Start Act work together and are your resources for answering questions and delivering quality services.

Select the forward arrow to continue.

Screen Number: 6

Treatment: Multiselect	
Text on Screen	**Dev/Media Instructions**
Screen Heading: What Do You Know About the Head Start Laws and Regulations?	Multiselect interactions. Incorporate the lens image motif. After the learner submits their choice, display a check mark/indicator for the correct choice and a X mark/indicator for incorrect choices. Display the feedback for each question.

Prompt

Take a few moments to answer some questions about Head Start laws and regulations to see what you already know and to broaden your knowledge.

Question 1

Legal Title: The Head Start Act is a public law last authorized in 2007. What is the full name of the Act? If you are not sure, reference Public Law 110-134.

 Choose one option.

Options	Correct	Feedback
Improving Head Start for School Readiness Act of 2007	X	The correct answer is "Improving Head Start for School Readiness Act of 2007." As you can see by the full title of the Head Start Act, the purpose of Head Start is to help children and families be ready for school. Select the forward arrow to continue.
Head Start Services and Requirement Act of 2007		
Head Start Act of 1965		
None of the above		

Question 2

Staff Qualifications: Which of the following staff qualification requirements are required by the Head Start Act? If you are not sure, reference Sec. 648A.

Choose all that apply and then select "Submit."

Options	Correct	Feedback
Professional development requirements for Head Start teachers	X	The correct answers are:
Degree requirements for Head Start teachers and additional staff	X	• Professional development requirements for Head Start teachers
Educational requirements for enrolling parents		• Degree requirements for Head Start teachers and additional staff
Alternative credentialing and degree requirements	X	• Alternative credentialing and degree requirements
Teacher In-Service requirements	X	• Teacher In-Service requirements
Credentialing requirements for coaches		There are no references to educational requirements for enrolling parents or credentialing requirements for coaches in the Head Start Act. Select the forward arrow to continue.

Question 3		
Program Reports: The Head Start Act requires agencies to ensure the sharing of accurate and regular information for use by the governing body/Tribal Council and Policy Council. Of the options below, which is NOT required? If you are not sure, reference Sec. 642(d)(2). *Choose one option.*		

Options	Correct	Feedback
Program planning		The correct answer is "Staff evaluations."
Program policies		There is no requirement in the Head Start Act that staff evaluations be shared with members of the program governance entities. In fact, staff evaluations are confidential
Staff evaluations	X	and the information should not be shared in these forums. It does say that the governing body shall review and approve

Head Start agency operations		all major policies of the agency, including evaluations, as well as several reports and sources of information related to program planning, program policies, and agency operations that should be shared by the program's leadership team. Select the forward arrow to continue.

Question 4

Aspects of the HSPPS: Which of the following statements is **not** true? The HSPPS _____.

Choose *one option to fill in the blank and then select* "S*ubmit.*"

Options	Correct	Feedback
Set forth the requirements local grantees must meet to support the physical, social, emotional, and cognitive development of children from birth to age 5		The correct answer is "Are reviewed and updated each year." This statement is not true. The HSPPS were introduced in 1975 and comprehensively revised in 2016. It is not a yearly event. Select the forward arrow to continue.
Are reviewed and updated each year	X	
Encompass requirements to provide education, health, mental health, nutrition, and family and community engagement services		
Identify rules for local program governance and aspects of federal administration of the program		

Question 5

Impacts on Programs: The HSPPS allow for which of the following? If you are not sure, reference the Executive Summary of the HSPPS Preamble – Part 1.

Choose all that apply and then select "Submit."

Options	Correct	Feedback

The ability for programs to operate without needing to comply with applicable local licensing rules and other regulations		The correct answers are: • Flexibility for programs to determine how best to achieve their goals and administer high-quality services • Local program collaboration with other organizations and funding streams • The opportunity for programs to promote innovation and research Programs must comply with all applicable local regulations and licensing rules in addition to meeting the HSPPS. Select the forward arrow to continue.
Flexibility for programs to determine how best to achieve their goals and administer high-quality services	X	
Local program collaboration with other organizations and funding streams	X	
The opportunity for programs to promote innovation and research	X	

Question 6

Cost Benefits: True or false? The Uniform Guidance allows costs to be allocated only when the proportion of the benefits can be easily determined. If you're not sure, reference Direct Cost Allocation Principles, CFR § 75.405(d).

Choose one option and then select "Submit."

Options	Correct	Feedback
True		The correct answer is "false." If a cost benefits two or more projects or activities in proportions that can be determined, the cost must be allocated to the projects based on the proportional benefit. Select the forward arrow to continue.
False	X	

Laws and Regulations Wrap Up

Excellent work! By answering these questions, you're gaining more familiarity with the legislative and regulatory provisions which will influence your success as a Head Start leader.

Select the forward arrow to continue.

Screen Number: 7

Treatment: Moving Image/Text	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Let's Practice	Content with relevant image.

Content
It's time to practice what you've learned about the HSPPS, Head Start Act, and Uniform Guidance. In the following activity, you will be presented with a set of scenarios. Use the three regulatory documents to find the answers to the problems or questions the scenarios present. Ready? Let's begin! Select the forward arrow to continue.

Screen Number: 8

Treatment: Policy Search	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Researching the Laws and Regulations	Each scenario is composed of two parts: a multiple-choice interaction, followed by a multiple select interaction. During both, the learner can access icons for three documents: HSPSS, Head Start, and Uniform Guidance. Each will launch a menu where the learner can select categories. Each category will open a new menu, or view, that displays content. See the Global section below for more information. See the prototype for a reference on functionality.

Scenario 1		
As a new Head Start director, you need to ensure the composition of your governing body is consistent with the requirements. Your board is currently made up of 12 members. They are: • The agency's executive director • An attorney • Retired sixth grade teacher • A school superintendent • Two directors of different local social service agencies • Bookkeeper from the local grocery store • Three parents who receive child care services from your agency • Two Policy Council members		
Prompt		
Where would you go to find the answer? Select the option you feel is correct.		
Options	**Correct**	**Feedback**
Begin by referencing the HSPPS	X	Correct! You can begin by referencing HSPPS <u>Governing body, 1301.2(a)</u>. This will refer you to <u>Sec. 642(c)(1)(B)</u> of the Head Start Act, which contains the required composition for the governing body. Select the forward arrow to continue.
Begin by referencing the Head Start Act		Oops! While the Head Start Act does contain the information needed to answer the problem, it is a good strategy to begin by referencing the HSPPS. Try Again.
Begin by referencing Uniform Guidance		Oops! Uniform Guidance will not be helpful for this problem. Look

		over the other available options.
		Try Again.

Prompt

Now that you know where to search for the answer for this scenario, what issues have you identified with the composition of your current governing body?

Select all that apply. When you have finished, select "Submit."

Options	Correct	Correct Feedback	Incorrect Feedback
The governing body does not include a teacher with coaching credentials		Great work! The correct answers are:	Oops! It looks like you haven't found the correct set of answers.
The executive director cannot be a member of the governing body	X		Number of selected correct answers: X of 3
The governing body does not include a school principal		● The executive director cannot be a member of the governing body	Number of selected incorrect answers: X of 3
There is no one with early childhood education and development expertise	X	● There is no one with early childhood education and development expertise	Review the highlighted documents to research your answers. Then, select "Try Again."
There is no one with expertise in fiscal management or accounting	X	● There is no one with expertise in fiscal management or accounting	[Dev: Try Again button becomes active once the learner has explored the HSPPS and Head Start Act]
There are too many parents on the governing body		Select the forward arrow to continue.	

Scenario 2

The U.S. Department of Health and Human Services (HHS) is offering a federal financial award that could potentially benefit a program. What items would a grantee expect to address in order to satisfy the requirement that the awarding agency assess risk before awarding a grant?		
Prompt		
Where would you go to find the answer? Choose the option you feel is correct.		
Options	**Correct**	**Feedback**
Reference HSPPS Program Governance, 45 CFR § 1301		Oops! Program Governance is not the most appropriate section of the HSPPS to reference to find out more about fiscal issues related to Head Start programs. Try Again.
Reference HSPPS Program Operations, 45 CFR § 1302		Oops! Program Operations is not the most appropriate section of the HSPPS to reference to find out more about fiscal issues related to Head Start programs. Try Again.
Reference HSPPS Financial and Administrative Requirements, 45 CFR § 1303	X	Correct! You should begin by referencing HSPPS Other requirements, 45 CFR § 1303.3. This will refer you to Uniform Guidance, which contains information on Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Select the forward arrow to continue.
Prompt		
Now that you have identified where to seek answers to this question, what items might you expect to be included in a financial risk assessment		

for receiving a federal award?

Choose all that apply. When you have finished, select "Submit."

Options	Correct	Correct Feedback	Incorrect Feedback
Financial stability	X	Great work! The correct answers are: ● Financial stability ● Reports and findings from audits ● History of performance ● Quality of management systems Select the forward arrow to continue.	Oops! It looks like you haven't found the correct set of answers. Number of selected correct answers: X of 4 Number of selected incorrect answers: X of 2 Review the highlighted documents to research your answers. Then, select "Try Again." [Dev: Try Again button becomes active once the learner has explored the HSPPS and Uniform Guidance]
Staff retention rates			
Reports and findings from audits	X		
History of performance	X		
Student exam scores			
Quality of management systems	X		

Scenario 3
The Policy Council personnel committee is reviewing applications for teaching assistants. There is a teaching assistant excited to join a center-based Head Start program to help students learn and grow. What qualifications could make this contributor eligible to provide services?

Prompt
Where would you go to find the answer? Select the option you feel is correct.

Options	Correct	Feedback
Reference HSPPS Program Governance, 45 CFR § 1301		Oops! Program Governance is not the most appropriate section of the HSPPS to reference to find out more about staff qualifications. Try Again.
Reference HSPPS Program Operations, 45 CFR § 1302	X	Correct! You should begin by referencing HSPPS <u>Staff qualifications and competency requirements, 45 CFR § 1302.91</u>. This will refer you to Sec. 648A of the Head Start Act, which describes staff qualifications. Select the forward arrow to continue.
Reference HSPPS Federal Administrative Procedures, 45 CFR § 1304		Oops! Federal Administrative Procedures is not the most appropriate section of the HSPPS to reference to find out more about staff qualifications. Try Again.
Prompt		
Now that you have identified where to find answers to this question, what do you think are the eligible qualifications for a teaching assistant in a Head Start program? Choose all that apply. When you have finished, select "Submit."		

Options	Correct	Correct Feedback	Incorrect Feedback

		Great work!	Oops!
Having previous experience working with children with disabilities		The correct answers are:	It looks like you haven't found the correct set of answers.
Holding at least a child development associate (CDA) credential or above	X	● Holding at least a CDA credential or above	
Holding a certificate in children's mental health		● Enrolled in a program leading to an associate or baccalaureate degree	Number of selected correct answers: X of 3
Being under the guidance of a teacher with a post-graduate degree			Number of selected incorrect answers: X of 3
Enrolled in a program leading to an associate or baccalaureate degree	X	● Enrolled in a CDA credentialing program to be completed in two years	Review the highlighted documents to research your answers. Then, select "Try Again."
Enrolled in a CDA credentialing program to be completed in two years	X	Select the forward arrow to continue.	

Researching the Laws and Regulations
Nice job! These scenarios represent considerations that can arise in Head Start program governance. By using the three documents as tools, you can identify how to have a successful impact on your program. Select the forward arrow to continue.

Screen Number: 9

Treatment: Moving Image/Text	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Conclusion	Content with relevant image.
Content	

This lesson provided an overview of some of the legislative and regulatory provisions that Head Start programs must comply with. Not only are the Head Start Act, the Head Start Program Performance Standards (HSPPS), and Uniform Guidance foundational requirements in Head Start, but programs must also consider additional federal, state, local, and organizational regulations.

Remember that it is your responsibility to consider additional requirements when making decisions. Your program's executive director or management staff are available to help shed light on requirements as needed.

In the next lesson, you will get to know your leadership team in Head Start and further familiarize yourself with the three main leadership entities: the governing body/Tribal Council, Policy Council, and management staff.

Select the forward arrow to return to the Course menu.

Module 3: Your Team

Contents

Topic	Screen Numbers	Screen Heading	Treatment
Introduction	1	Your Team	Text/Image
Getting to Know Your Team	2	Head Start Program Leadership	Select-to-Reveal
Application	3-6	Team Tasks	Multiple-choice
	5	Getting to Know Your Team	Text/Image
	6	Parent Committees	Text/Image
	7	Focus on Your Team	Sorting
Conclusion	8	Conclusion	Text/Image

Resources for this module:
Head Start Program Leadership Responsibilities (pdf document – contains completed Venn diagram)

Screen Number: 1

Treatment: Moving Image/Text	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Your Team	Content with Venn diagram image. The three circles appear sequentially. Include the labels and descriptions as shown in this image.
Content	

In this lesson, you will learn how different Head Start leadership and governance entities work together as a team to ensure program success. Whether you are part of the governing body/Tribal Council, Policy Council (or policy committee at the delegate level), or management staff, you provide essential leadership and strategic direction for Head Start!

First, let's explore the different governing entities and how they contribute to the leadership of Head Start programs.
Select the forward arrow to continue.

Screen Number: 2

Treatment: Moving Image/Text	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Head Start Program Leadership	Select-to-Reveal/Venn diagram. The Venn diagram begins with the labels (as used for media on the previous screen). As the learner clicks to reveal content, the description of each hotspot appears. When the learner has clicked both the Policy Council and governing body sections, the following description appears in the diagram overlap for these sections: Collaborative Decision-Making/Taking Action When the learner has clicked both the Management Staff and governing body sections, the following description appears in the diagram overlap for these sections: Provide Legal Oversight: Ensure compliance with federal, state, tribal, and local laws. When the learner has clicked all three sections, the following description appears in the center/complete overlap of the diagram: Provide Leadership and Strategic Direction
Prompt	
Select each leadership entity to learn more.	

Venn-Diagram section	Revealed Content	Description [Appears beneath the Label on the section of the Venn-

		Diagram once the learner accesses the section]
Governing Body/Tribal Council	The governing body/Tribal Council is responsible for legal and fiscal oversight, including the safeguarding of federal funds. They also: Review: ● Funding applications and amendments ● Results and follow-up from federal monitoring Review and approve: ● Major policies and procedures, including audits and the annual self-assessment results ● Progress on Head Start grants ● Personnel policies for agency employees, including senior managers and the Head Start director ● Financial management, accounting, and reporting policies ● Major expenditures and operating budget ● Auditor selection and actions to correct audit findings	Legal and fiscal oversight, including the safeguarding of federal funds
Policy Council	The Policy Council provides program direction. They approve and submit the following to the governing body: ● Activities involving parents and ensuring responsive services ● Program recruitment, selection, and enrollment priorities ● Funding applications and amendments ● Budget planning, including policies for reimbursement and participation in Policy Council activities ● Policy Council bylaws and election procedures ● Head Start program personnel policies and decisions for program staff ● Recommendations on delegates and service areas	Program direction

| Management Staff | The management staff is responsible for day-to-day operations of the Head Start program. They:

● Develop and implement policies and procedures
● Provide training and technical assistance to the governing body/Tribal Council, Policy Council, staff, and volunteers
● Provide ongoing supervision of staff and budget
● Oversee continuous quality improvement
● Manage, use, and protect program data
● Monitor goals and objectives
● Engage in establishment and management of parent committees
● Generate and share operational reports with the governing body/Tribal Council and Policy Council
● Implement corrective actions identified as the result of audit findings
● Provide daily oversight of finance activities and prepare financial reports
● Facilitate internal and external fiscal monitoring, including the annual audit | Day-to-day operations |

Final Feedback

The Policy Council collaborates with the governing body/Tribal Council for decision-making and taking action, including establishing impasse procedures. The management staff collaborates with the governing body/Tribal Council to ensure compliance with federal, state, tribal, and local laws.

Combined, these three entities work together to provide leadership and strategic direction.

Now that you've gained an understanding of the responsibilities of each leadership entity and recognize the roles of your team, let's see if you can identify which would be responsible for handling some scenarios that could arise in Head Start programs.

Select the forward arrow to continue.

Screen Number: 3

Treatment: Team Tasks	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Team Tasks	Multiple choice interaction. Incorporate lens motif.

Prompt
Read each scenario, then select the leadership entity you believe to be most responsible for addressing the issue.

Note: Given their day-to-day responsibilities, the management team will have some role in each of these scenarios. Focus your answers on the leadership entity that would have the most involvement or responsibility in addition to the management team. |
| **Scenario 1** |
| Following changes to the curriculum, which were approved, the daily schedule of activities for children in a program needs to be changed. How should this be addressed? |

Options	Correct	Feedback
Governing Body/Tribal Council		Oops!

The governing body/Tribal Council is not the appropriate part of your team for addressing this scenario. Consider what you've learned about the responsibilities of each leadership entity and choose another option.

Try again. |
| Policy Council | | Oops!

The Policy Council is not the appropriate part of your team for addressing this scenario. Consider what you've learned about the responsibilities of each leadership entity and choose another option.

Try again. |

Management Staff	X	Correct! Determining children's activity schedules falls under the broad responsibility of day-to-day operations. Specifically, this scenario would fall under the responsibility of developing and implementing policies and procedures. Select the forward arrow to Continue.

Scenario 2		
As the finance advisory committee reviewed the current audit, it was observed that the auditor has been auditing the program's books for eight years. There are questions as to whether a new auditor should be considered.		

Options	**Correct**	**Feedback**
Governing Body/Tribal Council	X	Correct! Fiscal oversight duties fall within the responsibilities of the governing body/Tribal Council. This includes selecting an independent financial auditor. In this case, the governing body/Tribal Council and management team should review the policies and procedures for selecting an auditor together. Select the forward arrow to Continue.
Policy Council		Oops! The Policy Council is not the appropriate part of your team for addressing this scenario. Consider what you've learned about the responsibilities of each leadership entity and choose another option. Try again.

Management Staff		Oops! While the chief financial officer may facilitate the Request for Proposal (RFP) process, the final decision is not the sole responsibility of the management team. Consider what you've learned about the responsibilities of each leadership entity and choose another option. Try again.

Scenario 3

A program is contemplating a fatherhood initiative and needs parent input to design this effort.

Options	Correct	Feedback
Governing Body/Tribal Council		Oops! This scenario is not something with which the governing body/Tribal Council would ordinarily become involved. Consider what you've learned about the responsibilities of each leadership entity and choose another option. Try again.

Policy Council	X	Correct! As the scenario is addressing a plan for enhancing service delivery, the Policy Council will be involved in this effort. This is also an opportunity to engage the parent committee, which is an affiliated group you will learn about in this lesson. The parent committee would be involved in the discussion of the importance of this new program. Select the forward arrow to Continue.
Management Staff		Oops! While the management staff will be involved in this issue, they will not be solely responsible for this effort. Consider what you've learned about the responsibilities of each leadership entity and choose another option. Try again.

Scenario 4

A funding opportunity has been announced for expanded services. A grant application needs to be drafted to secure that funding.

Options	Correct	Feedback
Governing Body/Tribal Council		Oops! The governing body/Tribal Council would have the responsibility of reviewing and approving funding decisions; however, this first step in the process would not fall to the governing body/Tribal Council. Consider what you've learned about the responsibilities of each

Options	Correct	Feedback
		leadership entity and choose another option. Try Again.
Policy Council		Oops! While the Policy Council identifies funding needs and is the first stop for reviewing and approving applications, they are not the entity to address this activity. Try Again.
Management Staff	X	Correct! Drafting the application, including the budget and budget narrative, is the responsibility of management staff as part of their day-to-day duties. They will send the application through both the Policy Council and governing body/Tribal Council for their respective feedback. Select the forward arrow to continue.

Scenario 5

Compensation changes for agency staff were identified as a need. A plan outlining these changes has been compiled. The plan is now awaiting approval and implementation.

Options	Correct	Feedback
Governing Body/Tribal Council	X	Correct! The governing body/Tribal Council is responsible for reviewing, approving, and implementing changes to personnel policy. After the Policy Council submits plans or rationale for changes, the governing body/Tribal Council would then begin its review and make final decisions. Select the forward arrow to continue.

Policy Council		Oops! The Policy Council would not be responsible for creating the plan, but for reviewing and recommending approval to the governing body/Tribal Council. Try Again.
Management Staff		Oops! While management staff will be responsible for the creation and implementation of the plan, final approval must be received to move forward with the changes. Consider what you've learned about the responsibilities of each leadership entity and choose another option. Try Again.

Scenario 6

The community assessment has identified changes in the service area. These changes have impacted enrollment. What entity is the first stop for this discussion?

Options	Correct	Feedback
Governing Body/Tribal Council		Oops! The governing body/Tribal Council would not be the leadership entity to handle the impacts of this change. Consider what you've learned about the responsibilities of each leadership entity and choose another option. Try Again.
Policy Council	X	Correct! The Policy Council would provide input and make recommendations for existing and new service areas.

		Select the forward arrow to continue.
Management Staff		Oops! While the management staff would identify this change as part of the community assessment, they would bring it to the Policy Council to direct a response. Consider what you've learned about the responsibilities of each leadership entity and choose another option. Try Again.

Final Thoughts

Effective Head Start leadership requires skilled and appropriate governance structures, processes to fulfill legal and fiscal responsibilities, and above all, collaborative and cooperative relationships. If you encounter a situation where the collaboration between leadership entities seems unclear, explore Head Start Program Leadership Venn diagram to understand the duties of each entity and how they come together as a team.

Select the forward arrow to continue.

Screen Number: 6

Treatment: Moving Image/Text

Text on Screen		Dev/Media Instructions
Screen Heading:	Parent Committees	Content with relevant image.

Content

Although not considered part of the leadership team or governance structure, an additional committee is described in Head Start Program Performance Standard (HSPPS) Parent committees, 45 CFR § 1301.4. The parent committee advises staff in developing and implementing local program policies, activities, and services to make sure they meet the needs of children and families.

Each program must establish a parent committee comprised exclusively of parents of currently enrolled children as early in the program year as

possible. This committee must be formed at the center level for center-based programs and at the local program level for other program options. When a program operates more than one option, parents may choose to have a separate committee for each option or combine membership.

Regardless of your parent committee membership, program staff are responsible for developing a process for communicating with the Policy Council or Policy Committee
. In addition, parent committee members should also participate in the recruitment and screening of Early Head Start and Head Start employees. Keep this in mind as you consider the collaboration of your team!

Now that you've had an opportunity to learn more about each leadership entity and apply your knowledge to some scenarios that may arise in Head Start programs, you'll next spend time focusing on your team. Let's see how well you remember the broad responsibilities that your team members handle.

Select the forward arrow to continue.

Screen Number: 7

Treatment: Focus on Your Team	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Focus on Your Team	Multiple choice/sorting interaction. A responsibility description appears one at a time, and the learner chooses which option/role the responsibility belongs to. Incorrect responses to the responsibility cause the response to go back into the rotation of responsibilities. The responsibility on screen and the options appear alongside a scene or backdrop of three characters who appear blurry. One character represents the governing body, one represents the Policy Council, and one represents management staff. As correct selections are made, the corresponding character in a scene/backdrop becomes clearer. A check mark or other indicator appears once all the responsibilities for that role have

		been successfully selected.

Prompt		
Select the leadership entity to which the displayed responsibility belongs. As you correctly sort these responsibilities, your team will be brought into focus.		

Responsibility 1	**Options**	**Correct**
Recommend program recruitment, selection, and enrollment priorities	Governing Body/Tribal Council	
	Policy Council	X
	Management Staff	

Responsibility 2	**Options**	**Correct**
Review and approve major policies and procedures	Governing Body/Tribal Council	X
	Policy Council	
	Management Staff	

Responsibility 3	**Options**	**Correct**
Review and approve operating budget	Governing Body/Tribal Council	X
	Policy Council	
	Management Staff	

Responsibility 4	**Options**	**Correct**

Establish and manage parent committees	Governing Body/Tribal Council	
	Policy Council	
	Management Staff	X
Responsibility 5	**Options**	**Correct**
Recommend selection of delegate agencies and their service areas	Governing Body/Tribal Council	
	Policy Council	X
	Management Staff	
Responsibility 6	**Options**	**Correct**
Provide ongoing supervision of staff and budget	Governing Body/Tribal Council	
	Policy Council	
	Management Staff	X
Responsibility 7	**Options**	**Correct**
Recommend program personnel policies and decisions regarding employment of program staff	Governing Body/Tribal Council	
	Policy Council	X
	Management Staff	

Responsibility 8	Options	Correct
Program personnel policies and decisions regarding the employment of the Head Start director	Governing Body/Tribal Council	X
	Policy Council	
	Management Staff	

Responsibility 9	Options	Correct
Manage, use, and protect program data	Governing Body/Tribal Council	
	Policy Council	
	Management Staff	X

Responsibility 10	Options	Correct
Approve expenditures, budget, and actions to correct audit findings	Governing Body/Tribal Council	X
	Policy Council	
	Management Staff	

Responsibility 11	Options	Correct
Oversee continuous quality improvement	Governing Body/Tribal Council	
	Policy Council	

		Management Staff	X

Responsibility 12		**Options**	**Correct**
Review funding applications and amendments and recommend approval		Governing Body/Tribal Council	
		Policy Council	X
		Management Staff	

Final Feedback
Great work! You've gained new perspective on the roles and responsibilities of your team and helped bring them into focus. Select the forward arrow to return to course menu.

Screen Number: 8

Treatment: Moving Image/Text	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Conclusion	Content with relevant image.

Content
In this lesson, you learned about Head Start's leadership and governance structure, responsibilities, and duties. Members of these governance groups work with management staff as they oversee and monitor program operations. Management staff also receives information from the parent committee, which serves in an advisory capacity. In addition, the Head Start Act requires there be a policy committee at the delegate level. Altogether, the collaboration of these leadership entities is essential to the success of Head Start! In the next lesson, you will learn about tools you can use in your decision-making process as a Head Start leader. Select the forward arrow to return to the Course menu.

Module 4: Your Tools

Contents

Topic	Screen Numbers	Screen Heading	Treatment
Introduction	1	Your Tools	Text/Image
	2	Management Systems	Text/Animation
	3	Goal-setting	Select to Reveal
Annual Budget	4	Program and School Readiness Goals	Select to Reveal
	5	Annual Budgeting	Select to Reveal
The Management Systems Wheel Tool	6	Digging Deeper into the 12 Systems	Text/Animation
	7	The Management Systems Wheel Tool	Select to Reveal
	8	Let's Practice: Using the Management Systems Wheel Tool	Text/Image
	9	The Big Picture	Management Systems Wheel Game
	10	Using Your Tools for Leadership	Text/Image
Conclusion	11	Conclusion	Text/Image

Resources for this module:
Handout version of the Management Systems Wheel (document) Link to the online interactive Management Systems Wheel [https://eclkc.ohs.acf.hhs.gov/organizational-leadership/article/management-systems] Head Start Early Learning Outcomes Framework: Ages Birth to Five (on ECLKC)

Screen Number: 1

Treatment: Moving Image/Text	
Text on Screen	**Dev/Media Instructions**

Screen Heading:	Welcome	Content with relevant image.

Content		

In this lesson, you will learn why oversight provided by Head Start program leadership entities is an integral part of the effectiveness of the program. Together, leadership and governance set strategic direction and are the foundations of strong management.

This lesson will introduce you to Head Start's program planning process, including goal setting, and how it impacts fiscal management and the annual program budget. You will also discover tools to help you with decision-making surrounding the goals of Head Start programs, and the 12 management systems that these goals may impact.

Let's get started!

Select the forward arrow to continue.

Screen Number: 2

Treatment: Moving Image/Text		
Text on Screen		**Dev/Media Instructions**
Screen Heading:	Management Systems	The Management Systems Wheel graphic animates in, one layer at a time. The Wheel begins with the outer blue layer (Leadership & Governance) and the center white section (Quality Child & Family Outcomes)
		Then the yellow layer (Program management, Planning, & Oversight systems) animates in.
		Then the aqua layer/sections animate in (if the text content of this section proves difficult to read on this screen, this may be fine – the learner will be exposed to this graphic throughout the module)

		Finally, the inner blue layer (Family & Community Engagement / ERSEA / Education / Health / Mental Health) animates in.

Content

Head Start identifies 12 management systems that form the foundation of good management in every program. Use the Head Start Management Systems Wheel to become more familiar with these systems.

- The outer, yellow circle of the wheel represents program management, planning, and oversight.
- The middle, aqua section of the wheel contains the 12 individual management systems.
- The inner, blue circle of the wheel represents services for children and families.
- The quality child and family outcomes in the center white circle is a Head Start program's ultimate goal.

Later in this lesson, you will have the opportunity to dig deeper and learn how to use the Management Systems Wheel as a tool for reaching goals in Head Start.

Screen Number: 3

Treatment: Moving Image/Text

Text on Screen		Dev/Media Instructions
Screen Heading:	Goal-setting	Select-to-Reveal.

Content/Prompt

Head Start programs must establish program goals and measurable objectives. Some or all of the 12 management systems can support the achievement of these goals and objectives. Head Start goals are **broad**. Guidelines for goal-setting in Head Start include the following attributes.

Select the descriptions below to learn more.

Label/Button	Revealed Content
Bold	As you set goals, think big! Dare yourself to reach for the stars as you set goals. • **Imagine!** Where would you like your program to be at the end of five years? What do you expect to accomplish? What will your

	program's legacy be to the children, families, and communities you serve? • **Go beyond compliance.** Think about both innovation and compliance as you set your goals. What exciting community-driven initiatives would you like your program to accomplish over the next five years? • **Continuously improve.** Generate goals that will help your program meet the Head Start Program Performance Standards (HSPPS), but also strengthen, strive, and innovate for more effective services for children and families.
Responsive	As you set goals, look to the future. Most goals are written to be accomplished during the five-year project period. In most cases, goals stay the same over the five years, so you can measure progress and impact over time. Program objectives and related strategies are likely to change from year to year. In determining goals, practice: • **Using data and the critical needs that emerge for children, families, and the community to determine your goals.** Use the community assessment, results from your annual self-assessment process, and other program-specific data sources to develop, prioritize, and refine program goals. Exploring related research may help you develop program goals. • **Including families.** Look for opportunities to listen, learn, and collect data from parents and family members. Focus groups and surveys are important ways to obtain feedback from families but be sure to explore different ways to connect that are meaningful for diverse populations. • **Engaging program leadership.** The HSPPS require that you establish program goals "in collaboration with the governing body/Tribal Council and Policy Council."

Organization-wide	Consider how program and school readiness goals work together. Aligned goals are likely to produce more effective results. As you develop your organizational goals, consider: • **Demographics.** How are both the demographics and diverse populations changing in your community? • **Involving all levels of the organization.** Program goals require commitment from many stakeholders, including governing body/Tribal Council and Policy Council members and families. • **Who's involved in meeting a goal.** "Improving attendance" is an example of an organization-wide goal. Everyone can have an important role to play in helping a program reduce absenteeism, including bus drivers; teachers; center directors; Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) staff; family services and health staff; and most importantly, families themselves.
Aspirational and Dynamic	Motivate by engaging emotions. Change is more likely to happen when goals speak to the heart as well as the head. These are effective practices for engagement: • **Write with intention.** One of the keys to successful goal-setting is to motivate and inspire. Consider starting your program goal statement with inclusive words, such as, "In our Head Start program, we will…" • **Seek to create dynamic goals.** Dynamic is defined as "energetic or forceful." Consider the energy and creativity that are unleashed when everyone in the organization is committed and involved.

Final Feedback
Next, you will learn about program goals and school readiness goals. Select the forward arrow to continue.

Screen Number: 4

Treatment: Select to Reveal	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Program and School Readiness Goals	Select to Reveal. Incorporate lens image motif.

Content/Prompt
IAs a type of program goal, school readiness goals rely on the 12 management systems. Choose the descriptions below to learn more.

Label/Button	Revealed Content
Program Goals	All program goals are broad statements that describe what a program intends to accomplish during the five-year project period. They: ● Are strategic and long-term ● Help achieve the vision for the program
School Readiness Goals	School readiness goals describe the expectations of children's progress across five domains of development that will improve children's readiness for kindergarten. The <u>Head Start Early Learning Outcomes Framework (ELOF)</u> domains are: ● Approaches to Learning ● Social and Emotional Development ● Language and Literacy ● Cognition

	Perceptual, Motor, and Physical Development

Final Feedback

Program goals, which include school readiness goals, will always have an impact on at least one of the 12 management systems: Fiscal Management. Next, let's look at an example of how this is illustrated in the planning of a Head Start program's annual budget.

Select the forward arrow to continue.

Screen Number: 5

Treatment: Select to Reveal	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Annual Budgeting	Select to Reveal with a unique treatment. The labels are gated from left to right. The learner must first select School Readiness Goal, then Objective, then Program Actions/Strategies, etc. An arrow animates across the columns as the learner proceeds through this sequence. After this, the Budget (Financial Support) column appears with its associated content. Draw from this example for look and feel (the columns have changed/expanded post initial content review, so the content no longer fits this image. However, the image captures the intended functional and aesthetic result):

Content/Prompt	
Find out how annual budget decisions are reached: In this example, a program and a school readiness goal impact Fiscal Management, one of the 12 management systems, and lead to a budget decision. Begin by choosing "Program Goal." Then, continue to select columns as they appear.	
Label	**Revealed Content**
School Readiness Goal	Children will demonstrate growing control of large muscles for movement, navigation, and balance

Objective	To upgrade outdoor space to provide children access to equipment that supports large muscle development by the start of the upcoming program year
Program Actions/Strategies	Renovate the playground
Person(s) Responsible	Facilities, education, and site managers
Timeline	August (beginning of new school year)
Budget (Financial Support)	$25,000

Final Feedback

Be aware that Head Start program budgeting is complex. It includes involvement from the three leadership entities: management, Policy Council (and policy committee at the delegate level), and the governing body/Tribal Council. Think of the annual budget as a financial interpretation of both your program goals and school readiness goals.

Select the forward arrow to continue.

Screen Number: 6

Treatment: Moving Image/Text	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Digging Deeper into the 12 Systems	Content with the Management Systems Wheel image. An animation highlight surrounds the Fiscal Management System. Then, all the 12 systems become highlighted

Content
Making decisions about the annual budget is an important part of your role as a leader. In the example you just saw, you learned how a school readiness goal impacted one of the 12 systems: Fiscal Management. However, annual budget decisions, as well as other program decisions, can potentially impact some or all the 12 Management systems. It's time to get to know these systems by exploring the Management Systems Wheel. It's your tool for understanding how the 12 systems come

together.

Select the forward arrow to continue.

Screen Number: 7

Treatment: Select to Reveal	
Text on Screen	**Dev/Media Instructions**
Screen Heading: The Management Systems Wheel Tool	Select to Reveal. The Management Systems Wheel should be close to full screen, with a content field to the side or below that populates revealed content. Functionally, this should emulate in part this existing treatment by substituting Select to Reveal functionality for mouse-over pop ups: https://eclkc.ohs.acf.hhs.gov/organizational-leadership/article/management-systems Incorporate lens motif (could be positioned/static near the content field)

Prompt
Select the 12 management systems to learn more.

System	Revealed Content
Communication	Communication: ● Builds relationships with internal and external stakeholders ● Helps programs "tell their stories" as they pursue program and school readiness goals
Community and Self-Assessment	Community and Self-Assessment: ● Initiate the program planning process ● Community assessment ensures needed services are provided to the right population (external focus)

	● Self-assessment supports continuous quality improvement (internal focus)
Data and Evaluation	Data and Evaluation: ● Allow for data-informed decision-making ● Inform each stage of the program planning cycle ● Use qualitative and quantitative measures to ensure effective program management
Facilities and Learning Environments	Facilities and Learning Environments: ● Support children and families in indoor and outdoor settings ● Cultivate spaces that are safe and inspire learning
Fiscal Management	Fiscal Management: ● Accounts for federal assets and compliance with regulations ● Includes internal controls ● Helps program leaders collaborate as they develop budgets to address goals and priorities
Human Resources	Human Resources: ● Reminds us that Head Start programs are only as good as their people ● Ensures staff and volunteers have the credentials and competencies needed to fulfill responsibilities
Ongoing Monitoring and Continuous Improvement	Ongoing Monitoring and Continuous Improvement: ● Help programs adapt to better address goals and objectives ● Share data with staff, Policy Council, and the governing body/Tribal Council to engage everyone in the program planning process

Program Planning and Service System Design	Program Planning and Service System Design: ● Guide programs through their five-year grant ● Encourage the use of coordinated approaches (combination of systems and services) to help Head Start programs address their goals
Recordkeeping and Reporting	Recordkeeping and Reporting: ● Build and maintain a program's institutional memory ● Design and distribute strategic reports and manage recordkeeping activities ● Inform staff, leadership, and external partners
Technology and Information Systems	Technology and Information Systems: ● Select, manage, and provide training on the appropriate hardware and software needed to monitor progress ● Maintain the infrastructure needed to address increased reliance on data collection and analysis
Training and Professional Development	Training and Professional Development: ● Emphasize the importance of training and technical assistance (T/TA) for all staff in every program ● Offer a range of instructional resources, including federal program and grants management specialists and national and regional T/TA staff and resources
Transportation	Transportation: ● Ensures the safe and efficient movement of children ● Meets needs in a consistent manner that are in compliance with local, state, and federal regulations
Final Feedback	

You can use the Management Systems Wheel tool to help remember the 12 management systems and how to apply them.

Select the forward arrow to continue.

Screen Number: 8

Treatment: Moving Image/Text		
Text on Screen		**Dev/Media Instructions**
Screen Heading:	Let's Practice: Using the Management Systems Wheel Tool	Content with relevant image.
Content		
You've now explored the 12 management systems and how these systems relate to sound program infrastructure and high-quality services. Let's put what you've learned to good use! In the following activity, you'll be presented with a complex situation and some conflicting budget decisions. You'll need to use the Management Systems Wheel to work through the decision-making process to the best of your ability. As you do so, you will increase your awareness of how your decisions create the big picture of Head Start program effectiveness. Let's get started! *Select* the forward arrow to continue.		

Screen Number: 9

Treatment: Management Systems Wheel Game		
Text on Screen		**Dev/Media Instructions**
Screen Heading:	The Big Picture	The Management Systems Wheel is used as a user interface for visual feedback and accessing questions/decision points, which exist along two main paths. On these paths, the learner can select and make decisions (multiple-choice) for six systems (these six systems are the

same for each path) while a seventh is a reset or option (see Note below).

Some decisions the learner makes will impact the color of other systems. When the learner selects a system, and they have not made a previous action within another system that affects that system, the learner views the Default Round. If the learner has made a previous selection that affects the system they are currently accessing, they will view a special round specific to this sequence. Once they have decided on this special round, the default round is what will be accessed when revisiting that system.

Note: Once the learner has chosen one of the two active paths, selecting the Program Planning and Service System Design system acts as a re-do/ability to reset the interaction and proceed down the opposite path.

Scenario

Your Scenario: An update to the community assessment has revealed a growing population of eligible children in a remote part of the community where the grantee does not currently provide services. Program leadership (e.g., governing body/Tribal Council, Policy Council, and management staff) must decide how to provide services to this population. There are three choices on the table:

1. Find or build a new center in that area to serve children and families
2. Expand the existing transportation system to accommodate busing those children to existing centers
3. Attempt to implement both

Your decision will have impacts on some of the 12 management systems. You need to be aware of those impacts and make decisions regarding each of the impacted systems to finalize your strategy.

Your goal: Bring all impacted systems to the "Acceptable Awareness" range or "High Awareness".

Hint: Remember, you cannot make every system green at the same time! The goal is to make sure all systems are at least acceptable (yellow) in

order to continue.

Initial Action	
Prompt	
Select the Program Planning and Service System Design system to make your first decision.	
Program Planning and Service System Design	
Options	**Navigation**
Find/build a new center	CENTER PATH
Expand the transportation system	TRANSPORTATION PATH
Implement both	BOTH PATH

BOTH PATH	
Fiscal Management	
You are told by your fiscal management team that it is not feasible to use the money in the budget to do both. Select "Return to Program Planning" to choose another option.	
System states for the BOTH PATH:	
Communication	Red
Facilities and Learning Environments	Red
Fiscal Management	Red
Human Resources	Red
Technology and Information Systems	Red
Transportation	Red

Program Planning and Service System Design	Green

CENTER PATH

Prompt

Your choice had consequences throughout the Management Systems Wheel. Your goal: Bring all the impacted systems to the acceptable range or above.

Select an area of the wheel to begin making decisions and raise your awareness of its impact.

Initial System states for the CENTER PATH:

Communication	Red
Facilities and Learning Environments	Red
Fiscal Management	Yellow
Human Resources	Red
Technology and Information Systems	Red
Transportation	Yellow
Program Planning and Service System Design	Green

Communication

Default Round

Prompt

In building a new center, there is an important need to communicate to internal stakeholders how this will change services for this area.

Options	Feedback	Changes to this system	Changes to another system
Develop a plan to involve staff and volunteers in the opening of the center and roll-out of services.	This is an effective way to communicate internally about the change and enlist their assistance.	Green	Human Resources - Red
Plan a Communication strategy for once the	This is not a timely choice.	Red	None

center is completed and operating.	Stakeholders and staff will need to be aware of how the center will affect them.		
Set a meeting to let stakeholders know what to expect from the new center.	This is a good method for communicating to all internal stakeholders.	Yellow	None

Special Round - Impacted by a Choice on Facilities and Learning Environments

Prompt

You realized the center will only meet minimum licensing requirements. How would you communicate this to stakeholders and convince them this was an informed decision?

Options	Feedback	Changes to this system	Changes to another system
Re-evaluate the decision to only meet requirements for compliance.	This will help your Communication strategy. There may be different choices to make for Facilities and Learning Environments.	Yellow	Facilities and Learning Environments - Red
Inform them that this was the most budget-conscious decision to make.	This wasn't the best strategy to choose.	Red	None

Special Round - Impacted by a Choice on Human Resources

Prompt

You decided to relocate staff from other grantee centers and locations on short notice. This created a tricky situation and some staff were not pleased. This impacts the Human Resources system. What will you do to address this?

Options	Feedback	Changes to this system	Changes to another system
Hear out the viewpoints of the staff and identify incentives for working at the new center.	This choice might help ease this transition for the staff.	Yellow	None
Re-evaluate the decision to relocate staff.	This will help your Communication strategy. There may be a different choice to make for Human Resources.	Yellow	Human Resources - Red

Facilities and Learning Environments

Prompt

The new center needs to cultivate safety and facilitate learning while still falling within budget.

Options	Feedback	Changes to this system	Changes to another system
Plan the center so that it meets requirements for compliance and maintains a lower budget impact.	This may not be the best strategy for the center; what will stakeholders think of this choice?	Yellow	Communication - Red
Exceed expectations in some areas while meeting them in others.	This strategy may meet the mark for the center, but what will stakeholders think of this choice?	Green	None
Allocate the budget so the center exceeds requirements.	This may make the center state-of-the-art, but it might also have an impact on Fiscal Management.	Green	Fiscal Management - Red

Special Round - Impacted by a Choice on Human Resources

Prompt

You decided to hire the first available qualified candidates for positions. However, you've been warned by another leader that some of the staff are not the most qualified. This impacts the Human Resources system. What will you do to address this?

Options	Feedback	Changes to this system	Changes to another system
Accept this risk and proceed as planned.	There may be risk with this decision, but you have thought it through.	Yellow	None
Re-evaluate the hiring decision.	This will help your Facilities and Learning Environments strategy. There may be a different choice to make for Human Resources.	Yellow	Facilities and Learning Environments - Red

Fiscal Management

Default Round

Prompt

Several aspects of the development of the center appear to be at risk of going over budget.

Options	Feedback	Changes to this system	Changes to another system
Have program leadership meet on the issue to determine budget priorities and identify any changes.	This is a good strategy for resolving potential fiscal risks.	Green	None
Identify the largest of the possible budget risks and address it.	This choice should reduce risk, but there are other issues that may eventually become problems.	Yellow	None
Proceed with the current developments. There may be funding opportunities to offset in the future.	This choice appears to ignore an identified risk.	Red	None

Special Round - Impacted by a Choice on Facilities and Learning Environments

Prompt

You decided to have the center exceed minimum requirements. This has a fiscal impact. What would you like to do?

Options	Feedback	Changes to this system	Changes to another system
Operate with less budget to ensure the best possible quality of the center.	You have good intentions for the center, but the fiscal impact is something of which you would be wise to be more aware.	Red	None
Re-evaluate the decision to allocate budget so the center exceeds compliance requirements.	This will help your Fiscal Management strategy. There may be a different choice to make for Facilities and Learning Environments.	Yellow	Facilities and Learning Environments - Red

Human Resources

Default Round

Prompt

The center will have hiring needs. What strategy should be implemented for talent management?

Options	Feedback	Changes to this system	Changes to another system
Relocate existing staff from other locations. It may be short notice, but it is for the success of the new center.	This choice addresses the Human Resources need but will impact Communication. It's a short-notice transition for staff.	Green	Communication - Red
Hire the first available qualified candidates for positions so the center will have no risk of being understaffed.	This appears to solve the immediate issue, but there will be an impact on quality if some of those staff are not fully qualified.	Red	Facilities and Learning Environments - Red
Hire qualified staff for the most crucial positions, while waiting on others so the selection process can be more discerning.	This option will help in opening the center while identifying there will be additional steps to take in the long-term.	Yellow	None

Special Round - Impacted by a Choice on Communication

Prompt

You decided the Communication system, in the form of a communication plan, will have staff and volunteers contribute time to the opening of the center. What can you do to address how this impacts Human Resources?

Options	Feedback	Changes to this system	Changes to another system
Create a plan to incentivize staff on any extra time they contribute.	This is a strategy that may allow you to maintain your previous decision.	Yellow	None
Re-evaluate the decision to involve staff and volunteers for the opening strategy.	This will help your Human Resources strategy. There may be a different choice to make for Communication.	Yellow	Communication - Red

Special Round - Impacted by a Choice on Transportation

Prompt

You decided the Transportation system will extend the current bus routes. This has made some bus drivers concerned. How will you address this?			
Options	**Feedback**	**Changes to this system**	**Changes to another system**
Re-evaluate the decision to extend current bus routes.	This will help your Human Resources strategy. There may be a different choice to make for Transportation.	Yellow	Transportation - Red
Identify incentives for drivers to utilize the bus routes that have been proposed.	This choice may be a path to a compromise.	Yellow	None

Technology and Information Systems			
Prompt			
The new center will require hardware and software needed for operations so it can network with the existing agency infrastructure.			
Options	**Feedback**	**Changes to this system**	**Changes to another system**
Open the center with commonly identified hardware and software from other centers.	This may be a low risk approach, but you may be missing opportunities and needs.	Yellow	None
Conduct a needs assessment for what is necessary based on the planned services and goals of the center.	This is an informed method of determining what needs the new center will have.	Green	None
Collect used hardware from other service areas to use.	This probably isn't the wisest choice.	Red	None

Transportation			
Prompt			
How will the new center location impact travel schedules for the agency?			
Options	**Feedback**	**Changes to this system**	**Changes to another system**
Extend the routes and determine the travel time to the new center.	This choice solves the Transportation need but	Green	Human Resources - Red

	appears to have caused an issue for Human Resources.		
Direct drivers to find their own solutions and travel schedules to the new center.	This probably isn't the wisest choice.	Red	None
Identify how adding the new center to existing bus routes impacts travel time and make recommendations for travel changes for later.	This choice will help you gain more information for integrating the new center into the Transportation system.	Yellow	None

Program Planning and Service System Design

Prompt

You elected to build the new center. If you would like to reset the decisions you have made for building the center, select "Reset: Build a new center." If you would like to explore expanding the Transportation system instead, select "Expand the transportation system."

Options	Navigation
Reset: Build a new center	CENTER PATH
Expand the Transportation system	TRANSPORTATION PATH
Implement both	BOTH PATH

TRANSPORTATION PATH

Prompt

Your choice had consequences throughout the Management Systems Wheel. Your goal: Bring all impacted systems to the "Acceptable Range" or above.

Select an area of the wheel to begin making decisions and raise your awareness of its impact.

Initial System states for the TRANSPORTATION PATH:

Communication	Red
Facilities and Learning Environments	Red
Fiscal Management	Red

Human Resources	Yellow
Technology and Information Systems	Yellow
Transportation	Red
Program Planning and Service System Design	Green

Communication

Default Round

Prompt

The decision to expand the current transportation system and bring more students to existing centers presents opportunities for informing internal stakeholders of the change.

Options	Feedback	Changes to this system	Changes to another system
Make the teachers and staff at current centers the highest priority for communication.	This choice will help teachers and staff feel prepared but does not place focus on changes for other staff.	Green	Transportation - Red
Summarize anticipated impact to all stakeholders.	This choice may drive the necessary points across to all stakeholders; however, there will likely be additional questions from individual stakeholder groups.	Yellow	None
Make bus drivers and supporting staff related to transportation the highest priority for communication.	This choice will help bus drivers and supporting staff feel most prepared but does not place focus on teachers and staff at the centers.	Green	Human Resources - Red

Facilities and Learning Environments

Prompt

Existing centers will need to be prepared for handling the needs of students from the new service area. How will you approach this?

Options	Feedback	Changes to this system	Changes to another

			system
Notify staff that the reality of larger class sizes, while still meeting teacher-child ratios, may be unavoidable.	This choice does not reflect the best strategy for problem-solving for the centers.	Red	None
Inform teachers and staff of the anticipated needs of the children using existing data.	This choice reflects a strategy that can help make the existing centers most prepared for the change.	Green	None
Inspect learning spaces and identify any changes that will be needed.	This choice can help the existing centers be more prepared for the change.	Yellow	None

Special Round - Impacted by a Choice on Human Resources

Prompt

You decided to hire new teachers and staff. However, the facilities at some of the existing centers do not have adequate space for some of the new staff. What should be done?

Options	Feedback	Changes to this system	Changes to another system
Add space additions to the centers that have been the most impacted.	This choice may help address the problem as students begin entering the centers that were impacted.	Yellow	None
Re-evaluate the hiring decision.	This will help your Facilities and Learning Environments strategy. There may be a different choice to make for Human Resources.	Yellow	Human Resources - Red

Fiscal Management

Default Round

Prompt

Numerous needs have been identified, including more buses to accommodate the expanded transportation. These will have a budgetary impact.

Options	Feedback	Changes to this system	Changes to another system

Allocate budget to meet an acceptable amount of these needs, with the possibility of submitting a budget reprogramming request in the future.	This choice reflects a strategy that will meet the initial needs of the program, knowing that there may be additional needs in the future.	Yellow	None
Proceed with the resources that are already available to have the least spending impact to the budget.	This may reduce impact to the budget, but the Transportation system has been affected by this choice.	Green	Transportation - Red
Allocate budget to meet an acceptable amount of these needs and investigate the possibility for more funding or non-federal match.	This choice reflects a strategy that will meet the initial needs of the program and takes steps that might improve the budget.	Green	None

Special Round - Impacted by a Choice on Transportation

Prompt

You decided to prioritize spending on new buses and additional resources. This has made an impact to your fiscal goals. What will you do to address this?

Options	Feedback	Changes to this system	Changes to another system
Re-evaluate the decision to prioritize spending on buses and additional resources.	This will help your Fiscal Management strategy. There may be a different choice to make for Transportation.	Yellow	Transportation - Red
Explore funding from other priorities.	This choice may not guarantee a solution for the problem.	Red	None

Human Resources

Default Round

Prompt

With new student populations coming to the existing centers, how will you ensure staff have the competencies needed to best serve this population?

Options	Feedback	Changes to this system	Changes to another

			system
Ask teachers and staff if they feel prepared to address the needs of the new students.	This choice does not reflect a clear way forward to address the problem.	Red	None
Identify staff who have the needed competencies and plan for them to coach others.	This choice reflects a strategy that will help the centers meet the needs of students.	Green	None
Hire qualified staff with the needed competencies to be placed at all the existing centers that will receive new students.	This choice reflects a strategy that will help the centers meet the needs of students, but it appears it has had an impact on another system.	Green	Facilities and Learning Environments - Red

Special Round - Impacted by a Choice on Communication

Prompt

You decided the Communication system will prioritize distributing information to bus drivers and transportation staff. However, staff at the centers need more information. How will you address this?

Options	Feedback	Changes to this system	Changes to another system
Re-evaluate the decision to prioritize communication to the bus drivers and supporting staff.	This will help your Human Resources strategy. There may be a different choice to make for Communication.	Yellow	Communication - Red
Gather teachers and supporting center staff for meetings to describe how their roles will be impacted.	This choice should help inform staff of the program changes.	Yellow	None

Special Round - Impacted by a Choice on Transportation

Prompt

You decided the Transportation system will expand the routes of existing drivers, while also hiring new drivers. How will you address the impact to the workflow of the existing drivers?

Options	Feedback	Changes to this system	Changes to another system
Re-evaluate the decision to expand the driver's current bus routes.	This will help your Human Resources strategy. There may be a different choice to	Yellow	Transportation - Red

	make for Transportation.		
Identify which existing drivers will be most impacted and see if part of their routes can be shifted to new drivers.	This choice reflects a strategy that may help the transportation workflow be more efficient.	Yellow	None

Technology and Information Systems

Prompt

A need has been identified for improved software to help keep track of from where the new students will be coming.

Options	Feedback	Changes to this system	Changes to another system
If fiscally feasible, invest in new software to help with this issue.	This choice reflects a strategy that will help resolve the issue.	Green	None
Consult with an expert to determine what could be improved.	This choice may help you identify more options; however, a need has already been identified.	Yellow	None
Move forward with existing software and see if there is any impact for the long-term.	There appears to be some unnecessary risk associated with this choice.	Red	None

Transportation

Prompt

How will you adjust the existing Transportation system to accommodate busing the additional children to existing centers?

Options	Feedback	Changes to this system	Changes to another system
Hire more drivers and expand the routes of existing drivers as needed.	This choice solves the Transportation need but appears to have caused an issue for Human Resources.	Green	Human Resources - Red
Prioritize spending on as many new buses as may be needed, as well as additional resources for drivers and volunteers.	This choice helps address the Transportation need but appears to have caused an	Green	Fiscal Management - Red

	issue for Fiscal Management.		
Identify which existing routes can be expanded with the least impact.	This choice will help with the transportation needs, but it may be a short-term rather than long-term solution.	Yellow	None

Special Round - Impacted by a Choice on Communication

Prompt

Your communication plan will prioritize describing program changes to staff at the existing centers. However, staff involved in Transportation need more information. How will you address this?

Options	Feedback	Changes to this system	Changes to another system
Re-evaluate the decision to prioritize communication to the teachers and staff at current centers.	This will help your Transportation strategy. There may be a different choice to make for Communication.	Yellow	Communication - Red
Implement a strategy for notifying all staff (e.g., a town hall meeting and email notices).	This choice should help inform staff of the program changes.	Yellow	None

Special Round - Impacted by a Choice on Fiscal Management

Prompt

You decided to purchase new resources outside of transportation. As a result, there are not enough buses to accommodate the changes in transportation needs. How will you address this?

Options	Feedback	Changes to this system	Changes to another system
Seek other funding sources to pay for the necessary buses.	This choice does not reflect a strategy that has any guarantee of changing the severity of the situation.	Red	None
Re-evaluate the decision to proceed with the resources that are already available to have the least spending impact to the budget.	This will help your Transportation strategy. There may be a different choice to make for Fiscal Management.	Yellow	Fiscal Management - Red

Program Planning and Service System Design

Prompt

You elected to expand the Transportation system. If you would like to reset the decisions you have made for expanding the Transportation system, select "Reset: Expand the Transportation system." If you would like to explore building the center instead, select "Build a new center."

Options	Navigation
Build a new center	CENTER PATH
Reset: Expand the Transportation system	TRANSPORTATION PATH
Implement both	BOTH PATH

The Big Picture – Success Pop Up

Text on Screen

Your choices have brought all the systems impacted by your decision to at least the "Acceptable Awareness" range.

If you are satisfied with your results, select "Submit." Otherwise, you may continue to explore the systems and see if you can bring more systems to the "High Awareness" range.

Big Picture Review

Great work!

The goal here wasn't really to arrive at the right solution. You were asked to bring the awareness level in all the management systems impacted by your program decision to acceptable levels, and you did it. That's not easy to do, and you should feel good about your progress!

By now, you should have insight into how these management systems are interconnected. Since you achieved your goal, you have a choice.

Select the forward arrow to continue with the remainder of this lesson. Choose "Try Again" to re-try the Big Picture Management Systems Wheel game.

Screen Number: 10

Treatment:	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Using Your Tools for Leadership	Content with relevant image.
Content	
When you encounter important decisions in your Head Start program, the goals and objectives you set will have an impact on a variety of program processes. Use the Management Systems Wheel as your guide to understand the 12 management systems and how they can inform your decision-making. As you've seen while practicing in this lesson, the 12 management systems are interconnected. To ensure your decisions are informed, consult with the other members of your leadership team. Program management does not happen in a vacuum—everyone on your leadership team has a role to play! Select the forward arrow to continue.	

Screen Number: 11

Treatment: Moving Image/Text	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Conclusion	Content with relevant image.
Content	
In this lesson, you learned about the 12 management systems that support program management, planning, and oversight. You also learned about how planning and decision-making in the Head Start program informs program and school readiness goals. You also got to practice using the Management Systems Wheel as a tool for guiding your decision-making in a common task in Head Start leadership: reaching annual budget decisions. In the next lesson, you will be introduced to key leadership skills that are beneficial for all members of the Head Start leadership team.	

Select the forward arrow to return to the Course menu.

Module 5: Be a Leader

Contents

Topic	Screen Numbers	Screen Heading	Treatment
Introduction	1	Be a Leader	Text/Image
	2	You Will Make Important Decisions	Text/Image
Skills Presentation	3	Communication	Select to Reveal
	4	Decision-Making	Select to Reveal
	5	Building Consensus	Select to Reveal
Conversations	6	Practice Your Skills	Character Select Screen
	X (Learner can approach in any order)	Communication	Conversation Model: Communication
	X (Learner can approach in any order)	Decision-Making	Conversation Model: Decision-Making
	X (Learner can approach in any order)	Building Consensus	Conversation Model: Building Consensus
	10	Apply All Your Skills	Conversation Model: Cumulative
Conclusion	11	Bringing It All Together	
	12	Conclusion	Text/Image
	13	Head Start Leadership and Governance Next Steps	Text/Image

Resources for this module:

Top 10 Listening/Communication Skills(?)

Screen Number: 1

Treatment: Moving Image/Text	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Welcome	Content with relevant image.
Content	
You've reached the final lesson in this Head Start Leadership and Governance training! In Module 5, you will learn about some key leadership skills that will help you work with the members of your Head Start leadership team. You will also have the chance to apply what you've learned by stepping into the role of a leadership entity member as you interact with your peers to solve problems. Let's get started! Select the forward arrow to continue.	

Screen Number: 2

Treatment: Moving Image/Text	
Text on Screen	**Dev/Media Instructions**
Screen Heading: You Will Make Important Decisions	Content with relevant image.
Content	
As a Head Start leader, you will be asked to make important decisions that impact your Head Start program. Examples may include:	

![National Center on Program Management and Fiscal Operations logo]

- Who do we want to hire as our next Head Start director?
- Does it make sense for us to expand our services to infants and toddlers?
- Is it possible for us to open a new center to be closer to the population we hope to serve?
- How do we maintain full enrollment while balancing high-quality services and rising costs?

To work effectively and efficiently, each member of leadership must be able to demonstrate skills related to communication, decision-making, and building consensus.

Select the forward arrow to continue.

Screen Number: 3

Treatment: Moving Image/Text	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Communication	Select-to-Reveal. Incorporate lens image motif.
Content/Prompt	

Communication is an important leadership skill that is critical to teamwork and success. There are various uses of this skill with which you will become familiar.

Select the descriptions below to learn more.

Label/Button	Revealed Content
Consultation	Consultation involves connecting and engaging with team members and identifying any gaps in communication. When you consult, you gather input from others to aid in decisions or further communication. You can consult by asking team members to share ideas or feedback. This is critical when there is a decision that may need to be made, as consultation helps the decision-maker think through the potential impact.

| Identifying and Addressing Gaps | When consulting with members of your team, you may identify gaps in communication. Sometimes, we don't always communicate effectively or find the best opportunities to share information. This is normal; but when it is identified, spend time addressing how to resolve the gap.

This may mean selecting a different form of communication. In-person interactions and creating new meetings can often clarify issues better than sending an email or waiting until the next scheduled meeting. Be creative in how you might best connect with members of your team. |
| Inside Out and Outside In | Keep in mind that communication can be from the inside out and from the outside in.

When you communicate inside out, you carry information from the Head Start program to families and the larger community. When you communicate outside in, you bring information from community stakeholders back into the Head Start organization. |

Final Feedback

Communication is a skill you will pair with decision-making and building consensus as you navigate issues and make important decisions in your Head Start program. Next, let's learn about decision-making.

Select the forward arrow to continue.

Screen Number: 4

Treatment: Moving Image/Text		
Text on Screen		**Dev/Media Instructions**
Screen Heading:	Decision-Making	Select-to-Reveal.

Content/Prompt
Everyone in Head Start leadership is responsible for modeling good decision-making practices and creating an environment where all opinions are respected. There are some best practices for good decision-making in the culture of Head Start. Select the descriptions below to learn more.

Label/Button	Revealed Content
Information Leads to Informed Decisions	An informed decision is one that is: ● **Data-informed:** Decision-makers rely on sound information and data, rather than just instincts or feelings. If there is missing information or data, it is critical to identify this need and gather more information. ● **Thoughtfully made:** Decision-makers do their homework and are prepared to ask the right questions, share opinions, and weigh options. ● **Actionable and consistent:** Decision-makers find solutions that can be implemented practically, financially, and physically. They also consider previous decisions that were similar and apply shared values across decisions.
Inclusive Decision-Making	An inclusive decision is one that is: ● **Transparent:** Decision-makers openly share all aspects of the decision-making process. ● **Welcoming of different perspectives**: Decision-makers seek out diverse opinions and input. ● **Guided by expert opinion:** Decision-makers look for and consider outside expertise when appropriate. ● **Reflective of the client's voice:** Decision-makers regard the viewpoints of families in the decision-making process.
Final Feedback	
As a leader, your decision-making process will naturally complement your communication skills. Often, you will have to gather information from others and then communicate the process to others once a decision has been made. Sometimes, difficult or complex issues arise where not all	

members of your leadership team will agree on a decision. This is where building consensus skills come in.

Select the forward arrow to continue.

Screen Number: 4

Treatment: Moving Image/Text	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Building Consensus	Select-to-Reveal.
Content/Prompt	

You will encounter situations where members of your team do not agree, or perhaps do not understand each other's perspectives. However, we know one of the key strengths of Head Start is that it welcomes diverse perspectives. The goal is to reach the best decision by considering many different viewpoints, not to make everyone think the same way. To effectively build consensus, use these best practices.

Select the descriptions below to learn more.

Label/Button	Revealed Content
Make Good Relationships a Priority	Remember, you are all members of the same team. Disagreements or conflicts can sometimes bring out a variety of feelings. Stay calm, treat others respectfully, and remain constructive. Work to keep people and problems separate. Separate the problem from the person, and debate issues without damaging working relationships.

Make Others Feel Heard	Reaching a consensus means not every option or viewpoint may be acted upon in the decision-making process; however, it is important that the options and viewpoints are explored. Pay attention to the interests and underlying needs behind what is being presented by others. Listen carefully and seek to understand these positions.
Explore the Solution	As you learn more about various viewpoints, seek out solutions that honor everyone's position. To go about this, spend some time establishing the facts. Present information or data which impacts the decision that everyone can agree upon, or which may be non-negotiable.

Final Feedback

As a participant in Head Start leadership, diverse viewpoints are welcomed and differences in opinion are encouraged. Therefore, you may be involved in decision-making situations where people disagree. Your response to these situations is critical. When handled properly, disagreements and conflict can provide opportunities to consider new approaches for improving Head Start!

Now that you are familiar with communication, decision-making, and building consensus, let's put these skills into practice.

Select the forward arrow to continue.

Screen Number: X

Treatment: Moving Image/Text		
Text on Screen		**Dev/Media Instructions**
Screen Heading:	Practice Your Skills	A menu/character selection screen. This screen operates as a hub that the learner returns to as conversation model interactions are completed. The Communication, Decision-Making, and Consensus Building conversations are accessible

		from the beginning. The Apply All Your Skills conversation unlocks once the other three have been completed. The characters should appear from left to right: Kathy, Isaac, Sheree, The Policy Council. A brief walkthrough of user experience can be accessed from this screen. See the Conversation Walkthrough grid below. **Note for all conversations**: While the learner is within each conversation, the character's corresponding skill label (e.g., Communication for Kathy) should be present on screen, alongside a meter (which responds to the learner's selections). **Note for The Policy Council**: This conversation should feature several characters, depicted as a group. Some rounds of this conversation call for two statements that come from the group. See the prototype for layout/functionality.

Content/Prompt

You will step into the role of a leader as you practice your leadership skills in different conversations. First, select the "Conversation Walk-through" button below. Then, choose a character/skill below to begin a conversation. Once the three conversations available to you are completed, a final conversation will be accessible, where you will use all the leadership skills to which you have been introduced.

Character Name and Skill Label		Navigation
Kathy	Communication	KATHY 1
Isaac	Decision-Making	ISAAC 1
Sheree	Building Consensus	SHEREE 1
Policy Council	Apply All Your Skills	COUNCIL 1

Final Feedback

Congratulations! You have successfully completed each of conversations and applied your leadership skills to some challenging situations.

Select the forward arrow to continue.

Treatment: Pop-up/overlay on the Practice Your Skills screen		
Text on Screen		**Dev/Media Instructions**
Heading:	Conversation Walk-through	Screen representation from one of the conversation interactions. Include coach character (new for this lesson). Screen elements relevant to the content can be highlighted: response option, coach feedback, skill meter.
Content		
I'll be your coach as you complete your conversations with members of your leadership team. To navigate these conversations, select the response you feel is best. Once you've done so, I'll let you know what I think of your choice. Your choice will also change your skill meter. Effective responses will increase it, while ineffective responses will cause the meter to decrease. Select the forward arrow to close and return to the Practice Your Skills menu.		

KATHY 1
Scenario Introduction [DEV: Overlay screen. The interaction begins after the learner closes. Include coach character on this screen]
One of the key issues identified during this year's self-assessment was a lack of coordination between the governing body/Tribal Council, Policy Council, and management staff. For the Head Start program to be successful, these leadership entities must begin working more effectively as a team. In this scenario, you will play the role of a member of the governing body/Tribal Council. As you begin planning the coming program year, how can you address this? Select "Start" to begin.
Conversation Model
Character Statement: For the upcoming year, we want to improve communication between the governing body/Tribal Council and Policy Council. We could have avoided some issues last year if we had been on the same page. [Expression: Neutral]

Option	Meter Changes	Coach Feedback	Navigation
Let's bring this up with program leadership.	+1	Consulting with others, particularly the leaders in the program, is a good approach.	KATHY 2 – Statement 1
Do we know if program leadership is developing an action plan to support communication between the governing body/Tribal Council and the Policy Council?	+2	This response is a question that begins focusing in on the gap in communication.	KATHY 2 – Statement 2
Let's bring the issue to the attention of the members we feel are not contributing.	-1	Assuming this is a problem with individuals and not a larger issue might be a hasty action at this point.	KATHY1B

KATHY 1B

Character Statement: I'm not sure that singling out certain individuals will create the outcome we want. There is probably a better way to improve our communication process as a team. [Expression: Sad]

Option	Meter Changes	Coach Feedback	Navigation
This is something we could explore with program leadership.	+1	Consulting with others, particularly the leaders in the program, is a good approach.	KATHY 2 – Statement 1
I believe the responsibility for that falls to the chair and executive leadership.	-1	Instead of focusing on how others might address the problem, it's better to be a part of the solution and help improve communication.	Try Again
Is there anyone currently coordinating the communication process?	+2	This response is a question that begins focusing in on the gap in communication.	KATHY 2 – Statement 2

KATHY 2 [DEV: One of the two statements from the character displays, based on the learner's previous choice]

Statement 1: The Head Start director is aware of some of the issues and has asked the governing body/Tribal Council and Policy Council to each appoint a liaison. These individuals will meet to address communication gaps when they occur. I'm wondering if there are additional solutions we could explore. [Expression: Thoughtful]

Statement 2: The Head Start director has suggested that a liaison from the governing body/Tribal Council and from the Policy Council meet with the Head Start director to address communication gaps when they arise. I'm wondering if there are additional solutions we could explore. [Expression: Happy]

Option	Meter Changes	Coach Feedback	Navigation
Let's propose sending the liaisons reminders to connect.	-1	This response does not present the strongest strategy for improving communication among the responses you could have chosen.	KATHY 2B
Let's refine our own communication processes. We can better schedule the sequence of governing body/Tribal Council and Policy Council meetings.	+2	This response presents a strategy for improved communication, while improving an existing process (i.e., meeting schedules).	KATHY 3 – Statement 1
What if we proposed increasing the frequency of meetings for each group? More opportunities to discuss developments in the program could help.	+1	This response suggests a method for keeping members of the team connected on program issues.	KATHY 3 – Statement 2

KATHY 2B

Character Statement: I feel like just reminding the liaisons to regularly communicate and have their meetings is only a short-term solution. What more can we do? [Expression: Sad]

Option	Meter Changes	Coach Feedback	Navigation
Let's refine an existing tool. We can better schedule the sequence of governing body/Tribal Council and Policy Council meetings.	+2	This response presents a strategy for improved communication, while improving an existing process (i.e., meeting schedules).	KATHY 3 – Statement 1
We could explore increasing the frequency of meetings for each group so there is more opportunity for discussion of issues.	+1	This response suggests a method for keeping members of the team connected on program issues.	KATHY 3 – Statement 2
We run a risk of communication becoming worse if we start experimenting with our current ways of working. We can just proceed	-1	This response does not lead toward finding a timely solution for the problem.	Try Again

the way things are.

KATHY 3 [DEV: One of the two statements from the character displays, based on their previous choice]

Statement 1: Improving our existing meetings calendar could be helpful if the sequencing of each group's meetings is well-planned. If the governing body/Tribal Council meets before the Policy Council, there would be a missed opportunity for information. [Expression: Thoughtful]

Statement 2: Increasing the times that each group meets could be helpful, but the sequencing of meetings is also important to ensure good information flow. If the governing body/Tribal Council meets before the Policy Council, there would be a missed opportunity for information sharing. [Expression: Thoughtful]

Option	Meter Changes	Coach Feedback	Navigation
We can notify leadership in both groups that we have identified this need for coordination.	+1	This response might address the challenge Kathy has identified by reaching out to others.	KATHY 4 – Statement 1
The governing body/Tribal Council makes final decisions, so their schedule should take priority.	-1	This response is making an assumption about the solution for the problem, without addressing the need for communication between the groups.	KATHY 3B
We can develop a system that staggers the meetings over the course of the year.	+2	This response represents a strategy for addressing the challenge Kathy has identified.	KATHY 4 – Statement 2

KATHY 3B

Character Statement: It's true that the governing body/Tribal Council deliberates on the Policy Council's submissions, but I think scheduling meetings should accommodate the needs of both. [Expression: Sad]

Option	Meter Changes	Coach Feedback	Navigation
We might be able to get around all of this by increasing our email communication.	-1	While email communication could be helpful, there are more direct ways to improve communication in this case.	Try Again
Let's explore an informed schedule that distributes meetings over the year.	+2	This response represents a strategy for addressing the	KATHY 4 – Statement 2

		challenge Kathy has identified.	
Let's move ahead and identify this issue for the leadership of both groups.	+1	This response might address the challenge Kathy has identified by reaching out to others.	KATHY 4 – Statement 1

KATHY 4 [DEV: One of the two statements from the character displays, based on their previous choice]

Statement 1: That sounds like a great idea. If we schedule the meetings in a staggered way, I believe we can prevent losing the flow of information. [Expression: Happy]

Statement 2: I think we have identified enough that we can go to the Head Start director. We should also involve the chairs of the Policy Council and governing body/Tribal Council and the executive director. How should we do it? [Expression: Thoughtful]

Option	Meter Changes	Coach Feedback	Navigation
Let's compile our recommendations and deliver them to the Policy Council and governing body/Tribal Council for approval.	+1	This response includes consultation with others, which is an effective communication skill when actions to take are not clear.	Final Feedback
Let's develop the meeting schedule and present it to the Policy Council and governing body/Tribal Council for approval.	+2	This response includes a consultation with others to gain feedback on a strategy you have selected. Consultation is an effective communication skill when actions to take are not clear.	Final Feedback
Let's collect feedback from members of the Policy Council and the governing body/Tribal Council as a next step.	+1	This response includes consultation with others, which is an effective communication skill when actions to take are not clear.	Final Feedback

KATHY Final Feedback

Character Statement: Thanks for your help! I think this plan will help with the communication gap we experienced last year and make us stronger for this year. [Expression: Happy]

Feedback: Nice work! When you practice effective communication with others, you help the success of your Head Start program team. Identifying opportunities for improved communication is a vital, continuous process. In this conversation, you identified a communication gap and helped

propose a solution to address it.

Select the forward arrow to return to the Practice Your Skills menu.

KATHY Try Again

Character Statement: It doesn't seem like we're coming up with a good way for the Policy Council and governing body/Tribal Council to communicate more effectively. I suppose I'll have to brainstorm on this more. [Expression: Sad]

Feedback: This conversation did not go so well!

Select "Try Again" to re-try this conversation from the beginning. [DEV: Try Again button; reset variables/meter]

ISAAC 1

Scenario Introduction [DEV: Overlay screen. The interaction begins after the learner closes. Include coach character on this screen]

The Policy Council has gone over its scheduled meeting time discussing some serious issues within the current Head Start operating budget.

After engaging in a passionate debate and sorting through some readily available data, members cannot reach a decision. Should they have food services for the program be facilitated by the agency or use an outside contractor instead? How can we get the information we need to make a decision at our next meeting?

In this scenario, you will play the role of a member of the Policy Council. Let's see if you can help.

Select "Start" to begin.

Conversation Model

Character Statement: I think we need to be more data-informed to determine what the best option for food services will be within our operating budget. [Expression: Neutral]

Option	Meter Changes	Coach Feedback	Navigation
We should inform the other members that	-1	While it does appear that you need	ISAAC 1B

Option	Meter Changes	Coach Feedback	Navigation
someone has made a mistake, because we need more information.		more information to advise a decision, there is a better way of going about it.	
What seems to be missing?	+1	This response is a question that focuses on missing information, which could be valuable in reaching a decision.	ISAAC 2 – Statement 1
Are we aware of any information or insights from staff on how to move forward?	+2	This response is a question that focuses on missing information that could be valuable in reaching a decision.	ISAAC 2 – Statement 2

ISAAC 1B

Character Statement: That seems harsh. We need more information, but I'd rather focus on how we can gather that information. [Expression: Sad]

Option	Meter Changes	Coach Feedback	Navigation
What makes you feel like the data we have is lacking?	+1	This response can help you gain more insight or information for reaching a decision.	ISAAC 2 – Statement 1
We can send out a report ahead of the next Policy Council meeting that our information is not actionable.	-1	While this response may eventually get you more information, it's not the best approach to working as a team.	Try Again
There are unanswered questions. Might staff be aware of any other information or insights?	+2	This response is focused on uncovering more information that is needed for reaching a decision.	ISAAC 2 – Statement 2

ISAAC 2 [DEV: One of the two statements from the character displays, based on the learner's previous choice]

Statement 1: It's not clear how we have budgeted for food services in previous years. That data would be valuable for weighing our two options. [Expression: Thoughtful]

Statement 2: If program leaders have information on how we budgeted for food services in previous years, I don't think they have shared it yet. That data would help our decision-making process. [Expression: Thoughtful]

Option	Meter Changes	Coach Feedback	Navigation
We could request the agency chief financial officer (CFO) join us to share any information they have that could help us decide between the provider options.	+1	This response focuses in on information that could help in addressing the issue by utilizing expert opinion.	ISAAC 3 – Statement 1
We should consult with a food service delivery expert and have them make this decision.	-1	A strategy that does not include the Policy Council's input is not a great approach for the team.	ISAAC 2B
Do we have any documentation from previous food service costs and procedures?	+2	This response is a focused question regarding an important piece of information needed. If documentation exists, referencing it would be a first step.	ISAAC 3 – Statement 2

ISAAC 2B

Character Statement: I feel like we need to consult with the other members of the Policy Council to reach the best choice, and not put it in the hands of an outside consultant. [Expression: Sad]

Option	Meter Changes	Coach Feedback	Navigation
We should ask for documents regarding the budget and nutritional quality for previous years' food services.	+2	This response is a focused statement regarding an important piece of needed information. If documentation exists, referencing it would be a first step.	ISAAC 3 – Statement 2
Let's get in contact with the CFO and see if they have any data or perspectives to share on the two options.	+1	This response focuses in on what is missing from the picture by utilizing expert opinion.	ISAASC 3 – Statement 1
By this point, we were supposed to proceed. It will save time to proceed with the least costly food services provider.	-1	The cost of the provider is just one piece of information to consider. Reaching a decision without a complete picture of critical information is not the best strategy	Try Again

		to take!	

ISAAC 3 [DEV: One of the two statements from the character displays, based on the learner's previous choice]

Statement 1: The CFO was able to provide some insight on the agency's food service costs for the previous year. [Expression: Thoughtful]

Statement 2: The documentation that I was able to find is the cost of the agency's food service. [Expression: Thoughtful]

Option	Meter Changes	Coach Feedback	Navigation
Let's request the contractor's rates and menu options so we can compare the costs and nutritional value.	+2	This response is useful in helping bridge the gap. Information can be gained about the contractor to directly compare the options on the same metrics.	ISAAC 4 – Statement 1
We can share this information while we gather more information about the contractor option.	+1	This response is useful in keeping the team informed and focusing on a gap in information.	ISAAC 4 – Statement 2
Let's forward that information on to the other members without discussion so we can take a quick vote at the next meeting.	-1	While some information has been identified, there are opportunities to identify more data. Without this, you won't be drawing on the decision-making strengths of your team.	ISAAC 3B

ISAAC 3B

Character Statement: We may have gained some information, but I feel we could stand to have more to make the most informed decision. [Expression: Sad]

Option	Meter Changes	Coach Feedback	Navigation
I'm concerned about spending any more unnecessary time with this issue if we have enough.	-1	It seems like you've reached a conclusion point with this problem, but it wouldn't be advisable to decide without more information.	Try Again
The most valuable next piece of information would be the contractor's costs, so we can	+2	This response is useful in helping bridge the gap. Information can be	ISAAC 4 – Statement 1

compare them to the agency's costs.		gained about the contractor to directly compare the options on the same metrics.	
Understood. Let's share what we have about the agency's costs while we continue to research the contractor option.	+1	This response is useful in keeping the team informed and focusing on a gap in information.	ISAAC 4 – Statement 2

ISAAC 4 [DEV: One of the two statements from the character displays, based on the learner's previous choice]

Statement 1: Obtaining more information about the contractor will allow us to make a direct comparison on the service costs for our two options. There may be other points of comparison we will want to explore as well. [Expression: Happy]

Statement 2: I can get in contact with the chair of the Policy Council regarding the information we've obtained, and also let them know we have more data coming to help in the decision-making process. [Expression: Happy]

Option	Meter Changes	Coach Feedback	Navigation
Let's invite the other members of the Policy Council to identify any information they feel will help.	+1	This response is helpful in accounting for any other valuable information there might be to review as you move forward as a team.	Final Feedback
We can share the key information identified with members of the Policy Council, so we know what to evaluate for similar decisions in the future.	+1	This response is helpful in making other members of your team aware of actionable and consistent decision-making processes.	Final Feedback
All new information can be reviewed during the next Policy Council meeting. We should also ask the CFO and nutritional manager to be there so we can get clarification on any fiscal and program questions we may have.	+2	This response proposes a next, actionable step for gaining the information needed for reaching a decision, while also drawing upon expert opinion.	Final Feedback

ISAAC Final Feedback

Character Statement: I feel like we've created a decision plan on how to move forward now. Thanks! [Expression: Happy]

Feedback: Great work! You helped identify a gap in information gathering that made it difficult to reach a decision. You also helped create a plan

for obtaining that information and getting in touch with your team. Remember, having the right information or data is a critical part of effective decision-making.

Select the forward arrow to return to the Practice Your Skills menu.

ISACC Try Again

Character Statement: I think we need to go back to the drawing board on this issue. [Expression: Sad]

Feedback: This conversation did not go so well.

Select "Try Again" to re-try this conversation from the beginning. [DEV: Try Again button; reset variables/meter]

SHEREE 1

Scenario Introduction [DEV: Overlay screen. The interaction begins after the learner closes. Include coach character on this screen]

The Policy Council is discussing program options for changing the end-of-the-year celebration for schools and centers in the service area. Options on the table are:

- Renting a theater to hold the celebration
- Planning a field day for students, family, and extended family to attend
- Hosting a Family Fun Day at the local center

In this scenario, you will play the role of Policy Council chair. How would you go about building consensus among the members of the Policy Council on one of these options?

Select "Start" to begin.

Conversation Model

Character Statement: The members of the Policy Council seem divided on what will be the best way to celebrate the end of the school year. [Expression: Neutral]

Option	Meter Changes	Coach Feedback	Navigation

Option	Meter Changes	Coach Feedback	Navigation
Tell the council that the field day is the best decision.	-1	This response isn't an effective way to work collaboratively with your team to reach consensus.	SHEREE 1B
Ask the council for their feelings about these different options.	+1	This response seeks to understand other's viewpoints. When faced with what appears to be a difficult situation, this is an effective way to understand each other.	SHEREE 2 – Statement 1
Provide the council with the costs and benefits of each option.	+2	This response seeks to share information you feel will be helpful for the awareness of others. When faced with what appears to be a difficult situation, this is an effective way to understand each other.	SHEREE 2 – Statement 2

SHEREE 1B

Character Statement: I've tried explaining that the field day option makes the most sense, but I don't think the Policy Council has buy-in. [Expression: Sad]

Option	Meter Changes	Coach Feedback	Navigation
What underlying feelings might there be for the different options?	+1	This response seeks to understand other's viewpoints. When faced with what appears to be a difficult situation, this is an effective way to understand each other.	SHEREE 2 – Statement 1
Perhaps we need to establish some facts, like the cost and benefits of each option.	+2	This response seeks to share information you feel will be helpful for the awareness of others. When faced with what appears to be a difficult situation, this is an effective way to understand each other and examine the facts.	SHEREE 2 – Statement 2
Being firm will be important. Let's reinforce that the field day is the best choice.	-1	This response reflects a strategy that simply does not help in	Try Again

		building consensus.	

SHEREE 2 [DEV: One of the two statements from the character displays, based on the learner's previous choice]

Statement 1: From what I understood, some favor the field day for the extended family and community engagement. Others feel the center is a better choice. [Expression: Thoughtful]

Statement 2: I haven't taken the time to really discuss how the field day appears to be the most cost-effective option, while allowing for more guests or extended family to attend. [Expression: Thoughtful]

Option	Meter Changes	Coach Feedback	Navigation
I suggest creating a fact sheet that highlights the costs and benefits for each option, so the field day's value can be displayed.	+2	This response identifies a strategy for establishing the facts.	SHEREE 3 – Statement 1
We can delay this decision until we feel more confident in how we proceed. There is time before the end of the year.	-1	This response does not present a clear direction forward in this situation.	SHEREE 2B
What objections to the field day option do we feel like we can plan for?	+1	This response seeks to understand a different viewpoint before proceeding further.	SHEREE 3 – Statement 2

SHEREE 2B

Character Statement: I don't think delaying our action will have a positive impact. [Expression: Sad]

Option	Meter Changes	Coach Feedback	Navigation
I suggest creating a fact sheet showing how the field day appears to have the most benefit and least cost.	+2	This response identifies a strategy for establishing the facts.	SHEREE 3 – Statement 1
Why are some members of the Policy Council's resisting the field day option?	+1	This response seeks to understand a different viewpoint before proceeding further.	SHEREE 3 – Statement 2
During the next scheduled Policy Council meeting, I'll explain that we reviewed the data and the best decision is clear.	-1	Making this choice does not help build consensus on this issue.	Try Again

SHEREE 3 [DEV: One of the two statements from the character displays, based on their previous choice]

Statement 1: Creating a fact sheet sounds like a great way to demonstrate the potential value of each option, including the field day. [Expression: Happy]

Statement 2: The field day is a newly proposed option for the celebration, and I think some members of the Policy Council are not very familiar with the idea. It's something we could present. [Expression: Thoughtful]

Option	Meter Changes	Coach Feedback	Navigation
As a part of the presentation, let's address the needs the Policy Council has identified for each option. I want them to feel heard.	+2	This response exhibits a method of acknowledging underlying interests and needs before shifting to a solution. It is great to include this as part of your plan for building consensus.	SHEREE 4 – Statement 1
As part of our approach, let's be sure to highlight why the alternatives to the field day are misinformed.	-1	This response reflects a strategy that does not invite other members of your team to open up about their viewpoint.	SHEREE 3B
I'd like to be able to acknowledge why the members want what they have identified, as well as offer a solution.	+1	This response expresses interests in the underlying interests and needs before shifting to a solution.	SHEREE 4 – Statement 2

SHEREE 3B

Character Statement: I'm not sure that will help in making them feel heard. Even if they are not invested in what we've identified as the best solution, they have good intentions. [Expression: Sad]

Option	Meter Changes	Coach Feedback	Navigation
Feelings should not interfere with reaching the best decision for us.	-1	This response is not an effective way to acknowledge underlying interests or needs as you shift toward a solution.	Try Again
In that case, let's also acknowledge those intentions and the reasoning behind them, as well as offer a solution.	+1	This response expresses interests in the underlying interests and needs before shifting to a solution.	SHEREE 4 – Statement 2

That's important. As a part of the discussion, let's make sure there is time to hear about the needs the Policy Council has identified for each option.	+2	This response exhibits a method of acknowledging underlying interests and needs before shifting to a solution. It is great to include this as part of your plan for building consensus.	SHEREE 4 – Statement 1

SHEREE 4 [DEV: One of the two statements from the character displays, based on their previous choice]

Statement 1: Okay. We will spend time exploring the options and hearing from the Policy Council before highlighting the value of the field day as a solution. [Expression: Happy]

Statement 2: Okay. We will make sure we review the various viewpoints before we shift to the field day as a valuable solution as part of our presentation. [Expression: Happy]

Option	Meter Changes	Coach Feedback	Navigation
As we present our solution, let's reinforce the facts that support it. That will be important for any discussion that emerges.	+1	This response reflects an establishment of the facts. Things that can be agreed upon by all parties should be identified.	Final Feedback
I want to make sure we don't seem as if we are imposing our solution. Let's also make time to hear from all members of the Policy Council if they discover new options or have new reactions.	+2	This response is an excellent way to build consensus by creating an opportunity to explore a final solution together.	Final Feedback
Let's also thank the membership for their investment and role in arriving at a solution.	+1	This response expresses reinforcement of the collaborative efforts of the team in reaching a consensus.	Final Feedback

SHEREE Final Feedback

Character Statement: Thanks for your help. I think what we discussed will improve our efforts to build consensus! [Expression: Happy]

Feedback: Excellent! You created a plan for building consensus around a tough issue. Remember, when working through conflicts or tough situations where team members need to find a way to come together, spending time making each member feel heard is important. Exploring the

various interests and needs behind different options—even if they are not the best options or solutions—is important for building consensus.

Select the forward arrow to return to the Practice Your Skills menu.

SHEREE Try Again

Character Statement: I don't think we are headed in the best direction. [Expression: Sad]

Feedback: This conversation did not go so well.

Select "Try Again" to restart this conversation from the beginning. [DEV: Try Again button; reset variables/meter]

COUNCIL 1

Scenario Introduction [DEV: Overlay screen. The interaction begins after the learner closes. Include coach character on this screen]

Due to staffing changes, the program's chief financial officer (CFO) is projecting a budget surplus. Options for how to use this budget surplus are provided to the Policy Council for their input. There appear to be different perspectives on spending. Some members of the Policy Council express a need for installing new playground equipment. Other members want the focus of the budget to be on purchasing new computers for classrooms.

Both options will enhance the program's curriculum. However, there is only so much that the budget surplus will cover. Neither of these groups seem to be in a place to budge until their requests are fulfilled. In this scenario, you will play the role of the Policy Council chair. How would you address this problem?

For this final conversation, I won't be giving you my thoughts on your selections. Let's see how you apply everything you've practiced so far!

Select "Start" to begin.

Conversation Model

Character Statements: A: There are competing budget priorities identified within the Policy Council. B: We're not sure how to move forward. [Expression: Neutral]

Option	Meter Changes	Navigation

What does the data reflect for the costs and instructional value for playground versus new computers?	+2	COUNCIL 2 – Statement 1
What are the motivations behind each group's choice?	+1	COUNCIL 2 – Statement 2
Let's review the data and move forward with the most fiscally sound decision. We want to use the surplus wisely.	-1	COUNCIL 1B

COUNCIL1B

Character Statements: A: Breaking down the numbers, the playground improvements would not be as costly as purchasing computers. B: This decision may have a greater impact on our budget in the future. Playground additions are a one-time cost, while new computers may have additional costs such as staff training, software, and related hardware. [Expression: Sad]

Option	Meter Changes	Navigation
The impact of either decision can be addressed in the future. Let's move forward with what makes the most sense for now.	-1	Try Again
Let's examine that impact. What is the rationale for each of the options for this decision?	+1	COUNCIL 2 – Statement 2
Let's review what information we have on the playground improvements and the impact of the computer purchases.	+2	COUNCIL 2 – Statement 1

COUNCIL 2 [DEV: One of the two statements from the character displays, based on the learner's previous choice]

Statement 1: A: We have the playground improvement recommendations and background research on the benefits of computers in the classroom. B: There is justification for both options. [Expression: Thoughtful]

Statement 2: A: Natural environments have been deemed a priority for the playground and fixing this was identified as a priority. B: Other members felt that research supports the use of new technology in the classroom. [Expression: Thoughtful]

Option	Meter Changes	Navigation
Bring the Policy Council meeting to order with	-1	COUNCIL 2B

the expectation that they need to reach a consensus.		
What is the impact of either option on the quality of the program's services?	+2	COUNCIL 3 – Statement 1
Let's identify what the costs will be in the long-term.	+1	COUNCIL 3 – Statement 2

COUNCIL 2B

Character Statement: A: The Policy Council has discussed this and hasn't been able to get past this budget priority conflict yet. Can we expect that to change? [Expression: Sad]

Option	Meter Changes	Navigation
To help guide this, let's identify the instructional and developmental benefits of both options.	+2	COUNCIL 3 – Statement 1
Let's think long-term. Which option would have the most impact?	+1	COUNCIL 3 – Statement 2
Let's open the meeting with the expectation that we will reach a consensus.	-1	Try Again

COUNCIL 3 [DEV: One of the two statements from the character displays, based on the learner's previous choice]

Statement 1: A: For the budget, a warranty on the playground guards against long-term costs. This option would have a short-term impact. B: The purchase of computers includes maintenance, additional software, and training, which could have a longer-term impact. [Expression: Happy]

Statement 2: A: The cost of computers and the associated maintenance, additional software, and training could have the most long-term consequences. [Expression: Thoughtful]

Option	Meter Changes	Navigation
After the next Policy Council meeting comes to order, the impact of each option should be made a focus of conversation.	+1	COUNCIL 4 – Statement 1
After the next Policy Council meeting comes to order, we could address why we can't	-1	COUNCIL 3B

seem to communicate well.		
After the next Policy Council meeting comes to order, we will want to hear why members feel the way they do for each option. It's important that all viewpoints are heard.	+2	COUNCIL 4 – Statement 2

COUNCIL 3B

Character Statement: A: That might help in the future but discussing communication problems amongst Policy Council members doesn't seem like it helps with the current decision. B: I doubt they'll feel very respected by that with no further explanation from us. [Expression: Sad]

Option	Meter Changes	Navigation
If the parents are debating the issue to this degree, feelings are getting in the way of a decision.	-1	Try Again
Let's ensure that, before we shift to finding the solution to this disagreement, we listen to and acknowledge everyone's viewpoints and discuss our instructional and developmental expectations.	+2	COUNCIL 4 – Statement 2
Before proceeding with a solution, we will want to hear from Policy Council members who hold both viewpoints to gain their buy-in.	+1	COUNCIL 4 – Statement 1

COUNCIL 4 [DEV: One of the two statements from the character displays, based on the learner's previous choice]

Statement 1: A: We gathered feedback from the Policy Council on the impact of the options. B: It seems to have helped with cooperation. [Expression: Happy]

Statement 2: A: We've heard from the Policy Council and acknowledged that both views are important. B: It seems to have helped with cooperation. [Expression: Happy]

Option	Meter Changes	Navigation
Now that we seem to be in a more productive place, is there a compromise or option we haven't considered?	+2	COUNCIL 5 – Statement 1

Let's bring in an education manager and a facilities manager who can speak to the Policy Council members about this decision.	+1	COUNCIL 5 – Statement 2
Now that the Policy Council members feel heard, we can proceed with the decision we feel is best.	-1	COUNCIL 4B

COUNCIL 4B

Character Statement: A: It feels like we're just smoothing things over to give the parents the floor for a while, only to move forward with what we want to decide anyway. [Expression: Sad]

Option	Meter Changes	Navigation
Let's regroup and see if there are any options or solutions that can gain us success toward both options.	+2	COUNCIL 5 – Statement 1
It appears we have gathered all the information needed, and we have been inclusive in our decision-making by involving them. We can proceed.	-1	Try Again
Before we move forward, we could gain the insight of the education manager and facilities manager.	+1	COUNCIL 5 – Statement 2

COUNCIL 5 [DEV: One of the two statements from the character displays, based on the learner's previous choice]

Statement 1: A: It appears we can buy some computers while also purchasing a smaller piece of playground equipment and still stay within our surplus budget. [Expression: Happy]

Statement 2: The education manager and facilities manager shared some insights with us. We can make a budget adjustment that can allow purchase of some computers while also allowing us to enhance the playground. [Expression: Thoughtful]

Option	Meter Changes	Navigation
We should proceed with that option immediately.	-1	COUNCIL 5B
Let's bring the Policy Council together to	+2	COUNCIL 6 – Statement 1

discuss and vote on the decision.		
The Policy Council will need to review the option and agree that this will be the decision.	+1	COUNCIL 6 – Statement 2

COUNCIL 5B

Character Statement: A: It seems we have come up with a tentative solution, but the Policy Council must concur and prepare the decision to submit to the governing body. [Expression: Sad]

Option	Meter Changes	Navigation
Let's bring the Policy Council together to solidify the decision and prepare next steps.	+2	COUNCIL 6 – Statement 1
Let's inform the governing body/Tribal Council so we can expedite this decision as soon as possible.	-1	Try Again
Let's make sure the Policy Council has this item decision on the agenda for the next meeting so a vote can be taken.	+1	COUNCIL 6 – Statement 2

COUNCIL 6 [DEV: One of the two statements from the character displays, based on the learner's previous choice]

Statement 1: A: We've reached a budget decision with which the Policy Council is satisfied! B: We are at the point that we can share with the rest of the leadership team. [Expression: Happy]

Statement 2: A: We have reached a decision on how to spend the projected surplus. It looks like we are prepared for the next steps! [Expression: Happy]

Option	Meter Changes	Navigation
Thank the Policy Council for all of their contributions in this process.	+1	Final Feedback
Let's ensure that the governing body/Tribal Council is informed of the budget decision.	+1	Final Feedback
Let's make the recommendation to the governing body/Tribal Council. Let's also communicate to parents in the service area a	+2	Final Feedback

summary of the decision.		

COUNCIL Final Feedback

Character Statement: Thank you for your help in navigating this. We had information to gather and process, and then we discussed it together to truly reach a consensus. It was hard work, but we've reached a successful outcome! [Expression: Happy]

Feedback: Throughout this conversation, each of the leadership skills were involved. In identifying information regarding the state of the playground and purchase of new computers, the viewpoints of the Policy Council members needed to be acknowledged to gain their investment in building consensus. Throughout, effective communication guided the way forward. Well done!

Select the forward arrow to return to the Practice Your Skills menu.

COUNCIL Try Again

Character Statements: A: We know we may not be able to please everyone, but I'm not sure this strategy will work. B: We need to think through this more. [Expression: Sad]

Feedback: This conversation did not go so well.

Select "Try Again" to re-try this conversation from the beginning. [DEV: Try Again button; reset variables/meter]

Screen Number: 11

Treatment: Moving Image/Text		
Text on Screen		**Dev/Media Instructions**
Screen Heading:	Bringing It All Together	Content with relevant image.
Content		
As you experienced in your conversation with the Policy Council, the leadership skills of communication, decision-making, and consensus building complement and interact. In real world conversations, you will find yourself drawing from each of them—and may find them seamlessly		

creating a path forward.

Familiarizing yourself with these skills sets a stage for creating a successful team culture that will empower you and the members of your team.

Select the forward arrow to continue.

Screen Number: 12

Treatment: Moving Image/Text	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Conclusion	Content with relevant image.
Content	

In this lesson, you gained new insights to strengthen your leadership skills. You learned about effective communication, informed and inclusive decision-making, and best practices for building consensus. Using these skills, you now have a good foundation to serve as a member of your program's leadership team.

Congratulations!

Select the forward arrow to continue.

Screen Number: 13

Treatment: Moving Image/Text	
Text on Screen	**Dev/Media Instructions**
Screen Heading: Head Start Leadership and Governance Next Steps	Content with relevant image.
Content	

You have completed the Head Start Leadership and Governance: Values, Regulations, and Skills!

You may revisit any lesson in the course to review information or continue to practice what you have learned. Explore the Resources menu to reference additional information related to the course lessons that will be helpful for you in your journey as a Head Start leader.

When you are ready, complete the Knowledge Check. It is accessible from the Course menu. Pass it to receive a Certificate of Completion for this training.

Select the forward arrow to return to the Course menu.

Knowledge Check

Knowledge Check
In this Knowledge Check, you will be evaluated on what you have learned throughout the Head Start Leadership and Governance: Values, Regulations, and Skills training. To pass, you must complete it with a score of 75 percent or higher. Once you achieve this, you will receive a Certificate of Completion! When you are ready, select "Start" to begin the Knowledge Check.

Question 1		
Who do Head Start programs serve?		
Options	**Correct**	**Feedback**
Infants, toddlers, and preschoolers		The correct answer is "All of the above."
Low-income children, pregnant women, and families		
Children with disabilities		Head Start is for everyone listed here, and programs can be found in all types of communities and neighborhoods.
Children experiencing homelessness or living in foster care		
All of the above	X	

Question 2		
Which of the following is not a section of the Head Start Program Performance Standards (HSPPS)?		
Options	**Correct**	**Feedback**
Staff Qualifications Requirements	X	The correct answer is "Staff Qualifications Requirements." This is not a section of the HSPPS. The HSPPS sections are:
Program Governance		- Program Governance - Program Operations - Financial and Administrative Requirements - Federal Administrative Procedures
Financial and Administrative Requirements		
Program Operations		Staff qualifications are covered under the Program Operations section.

Question 3		
The composition of which key stakeholder groups is described in the Head Start Act?		
Options	**Correct**	**Feedback**

Governing body/Tribal Council and parent committees		The correct answer is "Governing body/Tribal Council and Policy Council."
Governing body/Tribal Council and Policy Council	X	
Governing body/Tribal Council and management staff		
Policy Council and management staff		These are the leadership entities to which the Head Start Act most directly applies.

Question 4

What major event in Head Start's history occurred in 2016?

Options	Correct	Feedback
Publication of the comprehensively revised HSPPS	X	The correct answer is "Publication of the comprehensively revised HSPPS."
Integration of services for children with disabilities		
Funding granted for fatherhood initiatives		
Parent participation enacted as policy		The 2016 HSPPS build upon 50 years of leadership in comprehensive early childhood services and will further raise the quality of Head Start programs. They are streamlined, simplified, and reorganized to improve clarity and transparency to support high-quality program delivery and minimize administrative burden.

Question 5

Which Head Start leadership entity is responsible for the following: Approve and submit to the governing body/Tribal Council decisions regarding program recruitment, selection, and enrollment priorities?

Options	Correct	Feedback
Governing body/Tribal Council		The correct answer is "Policy Council."
Policy Council	X	
Management staff		The Policy Council's scope of responsibilities includes providing program direction, which is reviewed and approved by the governing body/Tribal Council.
Parent committee		

Question 6

What kinds of organizations can run a local Head Start program?

Options	Correct	Feedback
Community action agencies		The correct answer is "All of the above."
Federally-recognized tribal governments		

School systems		Programs can include community action agencies, federally recognized tribal governments, government agencies, private and public for-profit businesses, private and public nonprofit organizations, and school systems.
Private and public nonprofit organizations		
All of the above	X	

Question 7

Which Head Start leadership entity is responsible for the following: Maintain automated accounting and recordkeeping systems?

Options	Correct	Feedback
Governing body/Tribal Council		The correct answer is "Management staff."
Policy Council		
Management staff	X	The management staff are responsible for day-to-day operations of the Head Start program, including maintaining automated accounting and recordkeeping systems.
Executive director of the governing body/Tribal Council		

Question 8

Which of the following is not one of the 12 management systems for Head Start program governance?

Options	Correct	Feedback
Community and Self-Assessment		The correct answer is "Health and Mental Health."
Communication		
Recordkeeping and Reporting		While the holistic health of children and families are within the scope of Head Start program services, it is not one of the 12 management systems.
Human Resources		
Health and Mental Health	X	

Question 9

Which of the following is not a part of inclusive decision-making?

Options	Correct	Feedback
Being transparent		The correct answer is "Prioritizing the most actionable decisions."
Welcoming different perspectives		
Being guided by the consumer's voice		The identified best practices for inclusive decision-making include being transparent with others, welcoming different perspectives, keeping families' (the consumer) voice in mind, and consulting with experts.
Prioritizing the most actionable decisions	X	
Being guided by expert opinion		

Question 10

Which of these is the best description of communicating inside out?		
Options	**Correct**	**Feedback**
Carrying information from the Policy Council to the governing body/Tribal Council		The correct answer is "Carrying information from the Head Start program to families and the larger community."
Carrying information from the Head Start program to families and the larger community	X	
Carrying information from community stakeholders back into the Head Start organization		This practice helps the larger community maintain awareness of the positive impact of Head Start.
Carrying information from the Policy Council to the management staff		

Question 11		
School readiness goals must address which of the following domains?		
Options	**Correct**	**Feedback**
Approaches to Learning		The correct answer is "All of the above."
Language and Literacy		
Cognition		The HSPPS require programs to establish school readiness goals that are aligned with the Head Start Early Learning Outcomes Framework (ELOF) Ages Birth to Five, state/tribal early learning standards, as appropriate, and the requirements and expectations of the schools Head Start children will attend. At a minimum, school readiness goals must address the ELOF domains:
Social and Emotional Development		
Perceptual, Motor, and Physical Development		• Approaches to Learning • Social and Emotional Development • Language and Literacy • Cognition • Perceptual, Motor, and Physical Development
All of the above	X	

Question 12		
Which of these is a best practice for building consensus?		
Options	**Correct**	**Feedback**
Identify the underlying interests and needs for different viewpoints	X	The correct answer is "Identify the underlying interests and needs for different viewpoints."

Identify the risks and benefits to arrive at the best decision		
Consult with an expert		Part of building consensus is spending time acknowledging why individuals and groups feel invested in a viewpoint before shifting to a solution for a conflict.
Escalate conflict resolution to program leadership		

Notes for the Knowledge Check:
- Passing score: 75%
- The learner is shown which questions they got wrong and can go back to address
- Passing the Knowledge Check gives the learner a Certificate of Completion – content for the certificate to be determined following review

ADMINISTRATION FOR
CHILDREN & FAMILIES

NATIONAL CENTER ON
Program Management and Fiscal Operations

Early Childhood
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