

APPLICATION ACTIVITY:  
METRO-CITY EARLY HEAD START

4-X



Job Performance  
Situation 4:  
Building Collaboration  
in Head Start

HEAD START  
*MOVING AHEAD*  
COMPETENCY-BASED TRAINING PROGRAM



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## REFERENCE

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This activity addresses skill competencies in three skill areas: managing your role in collaboration, negotiating and formalizing agreements, and influencing others. Participants will increase their skill competencies in these areas and apply them to a Head Start job performance situation. They will consider how the lessons learned can be applied to other Head Start work situations.

Related skill activities include 4-C, Collaboration: Managing Your Role; 4-D, Collaboration: Negotiating and Formalizing Agreements; 4-E, Influencing Others: Applying Basic Skills; 3-C, Facilitation: Fundamentals of Leading Meetings; 3-E, Communication: Effective Spoken Communication; 3-F, Communication: Active Listening Skills; 5-C, Conflict Resolution: Understanding the Elements; and 5-D, Presentations: Developing Effective Presentations.

## Application Activity: Metro-City Early Head Start

**Outcomes.** Participants who complete this activity will:

- Define and prepare for their role as the convener, leader, or broker in a collaboration.
- Assess the developmental stage of an existing collaboration and devise strategies to move the collaboration forward.
- Identify potential community partners, as well as strategies for beginning a dialogue with them.
- Clarify the limits of their authority as their organization's representative.
- Articulate their organization's expectations to partnering organizations.
- Communicate the benefits and costs of being involved in a partnership.
- Approach negotiations from a win-win perspective.
- Prepare to negotiate by analyzing their organization's positions, interests, and BATNA (best alternative to a negotiated agreement).
- Anticipate their partners' interests and positions.
- Determine roles on the negotiation team.
- Follow a six-step negotiation process in a case example.
- Analyze the completeness of written agreements using a list of common elements.
- Recognize the value of social marketing as a strategy to improve services for children and families.
- Identify areas of influence in specific Head Start collaborations.
- Recognize the importance of targeted, ongoing communication to successful collaboration.
- Apply a step-by-step process for the promotion of a collaboration .
- Identify and utilize resources within their own organizations and the wider collaboration to accomplish the work.

**Recommended Group Size.** 3–15 participants, with at least 1 representative from each of these skill groups: 4-C, Collaboration: Managing Your Role; 4-D, Collaboration: Negotiating and Formalizing Agreements; and 4-E, Influencing Others: Applying Basic Skills.

**Materials.** Newsprint and markers.

**Components.** This activity can be completed by one person, an informal group, or as part of a formal workshop. Suggested time limits are provided below, but participants and facilitators may wish to adjust these to their own timetables.

Step 1. Handout: Metro-City Early Head Start (Scene 1)	5 min.
Step 2. Worksheet: Case Analysis	20 min.
Step 3. Handout: Metro-City Early Head Start (Scene 2)	5 min.
Step 4. Worksheet: Preparing for Negotiation	35 min.
Step 5. Handout: Metro-City Early Head Start (Scene 3)	5 min.
Step 6. Worksheet: Analyzing the Situation	35 min.
Step 7. Post-Assessment	15 min.
Suggested total time	2 hrs.

This activity contains 21 pages.



## STEP 1. HANDOUT: METRO-CITY EARLY HEAD START (SCENE 1)

Suggested time: 5 min.

Read Scene 1, then go on to the Step 2 Worksheet.

### **Metro-City Early Head Start**

Terry has been the director of Metro-City Early Head Start (EHS) for 2 months. When she was hired, the Early Head Start grant had just been awarded to Metro-City as a result of the Federal defunding process. The prior EHS grantee was asked to relinquish the grant after serious financial issues came to light in its Federal program review. As a resident of the community, Terry followed the story in the local newspaper. She was somewhat surprised when she learned that Metro-City was the successful applicant for the grant; she and other members of the community assumed that the city's Community Action Program (CAP) was the frontrunner. As the grantee for Metro-City's pre-school Head Start program, CAP seemed to be the natural choice.

When Metro-City won the grant, Terry seized the opportunity to be a part of this exciting initiative to increase community services for infants, toddlers, and pregnant women. "The key phrase is 'more services,'" Terry thought to herself as she accepted the job. "Early Head Start is not the only program in the city to reach this population; we need strong collaborative efforts to really make this work."

Prompted by a discussion with Ron, the Federal program specialist, Terry decided to convene a stakeholder's meeting to discuss the role of EHS in the community. Ron suggested inviting Rosario, the region's liaison to the Office of Community Services. "One of Rosario's roles is to help build bridges in communities," he told Terry. "She may be able to suggest ways that you can begin a dialog."

Terry made sure to schedule the meeting so that Ron and Rosario could attend—she was counting on their support and guidance to make this work. She sent invitations to a targeted group of 10 agencies, including the Visiting Nurses Association (VNA), the city's maternity hospital, the Teen Parenting Program at the high school, and Early Intervention.

Although their agencies originally competed for this grant, Terry felt strongly that she must forge a positive relationship with the CAP; therefore, she made sure to include the director of the CAP among the invitees. Looking to the future, Terry could envision Metro-City and the CAP in a collaboration where EHS families were enrolled in CAP-sponsored family child-care homes and...“But wait, I’m getting ahead of myself,” thought Terry. “Let’s at least get some people to the table first!”

Terry had no idea how prophetic her thoughts would be when the day of the stakeholder’s meeting arrived. Feeling a bit anxious, she was glad when Ron and Rosario arrived early; however, her anxiety quickly turned to disappointment when only one other person came to the meeting. She was delighted to see, however, that the lone attendee was Lavinia, director of the CAP. Terry introduced Ron and Rosario and thanked Lavinia for coming. Then the four of them began some preliminary discussions about professional collaboration among their agencies.

As Lavinia was leaving she said to Terry, “Look, you have to understand why people were probably reluctant to come to this meeting. The former EHS grantee resisted all overtures from other agencies to discuss any type of partnership or collaboration venture. The program never made any efforts to become part of this community, and that behavior built resentment toward EHS. People will need to know that you are sincere about this effort before they commit their valuable time.”

Terry escorted Lavinia out and returned to the conference room, closing the door behind her. “What can I do?” she asked Ron and Rosario. “I’ve got to make this work.”



## STEP 2. WORKSHEET: CASE ANALYSIS

Suggested time: 20 min.

**Purpose:** To begin to address the issues raised in the Metro-City Early Head Start case.

**Part I (10 min.)** Answer the following questions on your own. Feel free to refer to 4-C, Collaboration: Managing Your Role and 4-E, Influencing Others: Applying Basic Skills. The skill-building activity associated with each question is indicated in parentheses.

1. Terry originally sent invitations for the stakeholders' meeting to 10 community agencies. Only one representative from the CAP attended. What could Terry have done before the meeting to improve the response to her invitation? (4-C, Collaboration: Managing Your Role and 4-E, Influencing Others: Applying Basic Skills)

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2. Terry considers Lavinia's caution that "people will need to know that you are sincere before they commit their valuable time to this effort." She decides to reach out again to the VNA, the EI director, and the director of the Teen Parenting Program. What strategies might she consider for beginning a dialogue with each of them? (4-C, Collaboration: Managing Your Role)

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3. What messages does Terry need to share with her potential partners about the following: (4-C, Collaboration: Managing Your Role)

- The mission of Metro-City Early Head Start?

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- The critical needs of her constituents?

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- What the Early Head Start program can bring to the community?

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4. What other messages might Terry wish to share?

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5. Using what you know about social marketing techniques, suggest formats (presentation, fact sheet, newsletter, brochure, etc.) that Terry might use to help convey her message as she reaches out again to the VNA, the EI director, and the director of the Teen Parenting Program. (4-E, Influencing Others: Applying Basic Skills)

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Part II (10 min.) Reconvene as a group or pair up with another participant to discuss your answers. Invite participants who have completed relevant skill activities to share their insights.

Stop! Please complete the Step 2 Worksheet before turning the page.



## STEP 3. HANDOUT: METRO-CITY EARLY HEAD START (SCENE 2)

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Suggested time: 5 min.

Read Scene 2, then go on to the Step 4 Worksheet.

After Lavinia left, Terry, Ron, and Rosario brainstormed on some ways in which Terry might reach out more effectively to potential partners. Following Ron and Rosario's suggestions, Terry scheduled personal meetings with the community leaders that she had originally invited to the collaboration meeting. With each one, she shared the mission of EHS and her vision for services in Metro-City. To support her presentation, she used a fact sheet that she developed with information from the community assessment part of her grant application.

As a result of her networking efforts, the next collaboration meeting was more successful. Representatives from 9 of the 10 agencies, including the EI and Teen Parenting Programs, attended and agreed to meet bi-weekly to explore ways in which they could improve services for infants and toddlers in the community. At the next meeting, Terry thought that the group made a real breakthrough when they agreed to design an interagency recruitment and referral system. The group envisioned a system in which agencies serving infants and toddlers would use a similar or identical application form, regularly refer applicants to the program whose services best matched their needs, and hold joint recruiting events. Members of the group even dreamed of eventually sharing applications via E-mail.

But at the fourth meeting the discussion hit a major roadblock when Lori, the EI director, talked about how the new system would benefit her organization. "This joint application system is just what EI needs! For years we have struggled to make sure that we reach all of the infants and toddlers with disabilities in the community. With all of the members of the collaborative actively recruiting children for us, we will be sure to reach all of the children we are mandated to serve."

“I’m sure that the new system will help you to locate more children,” said Terry, EHS director. “But, as you know, Head Start is mandated to serve children with disabilities, too. At least 10 percent of my enrollment must be made up of children who meet the criteria for a diagnosed disability. I will be held accountable, so I need to make every effort to be in compliance. But regulations aside, Head Start is a very effective placement for children with disabilities because of the comprehensive services that are provided to the family. Although we are still looking for additional funding, we will provide full-day/full-year child-care to families who need it, as well as home-based services to families who would benefit from that type of programming. In both the home-based and center-based option, we have the resources for intensive family support that are critical for families with special needs children. I feel very confident in our ability to serve this population in an inclusive setting. I think that we should agree that all children with disabilities who meet the Head Start income guidelines should automatically be referred to EHS.”

Lori responded, “But we’re already prepared to provide the home-visiting services that EHS children need. After years of intensive work, we have finally succeeded in building a new facility that gives us lots of room to expand. This has increased our capacity to provide onsite parent/child groups, similar to what Head Start’s ‘socialization days.’ These weekly groups, accompanied by home visits, have proved to be a very successful model for the families enrolled in our program. It’s true that some of the families in our program need full-time child-care, but we don’t want to lose the opportunity to provide the home visiting services they need. We’ve already approached the CAP child-care program, but they are not sure if their teachers have the expertise to work with special-needs children.”

“Wait a minute!” said Malika, Teen Parenting Program director. “Before you two start dividing up all of the children with disabilities in the city, you need to know that the Teen Parenting Program plans to continue to serve the children with disabilities who are currently in our program. Some of them may be eligible for Head Start and EI services, but parents participate in our program because it is convenient. We provide onsite child-care at the high school while the parents attend classes. We also offer parents weekly support groups covering a wide range of topics. The model of onsite care has many advantages for both the parents and the children and is also a condition of our funding for this program. Although our funding is very limited and we are always looking for new ways to enhance our family support and disability services, our goal is to continue serving children with disabilities and be able to provide more intervention and support onsite.

Following the meeting, Terry called Ron to update him on the situation. “I’m just devastated,” Terry said. “For the first few months we were making so much progress, but now I’m afraid that it will fall apart because of competition among the three programs mandated to serve children with disabilities. We’re planning to meet again next week, but everyone is so stuck on their own positions that I don’t know how we can make any progress.”

“Positions—that gives me an idea,” said Ron. “It is always difficult to reach an agreement when negotiating parties communicate only about their positions. You might want to encourage the group to put aside their positions and begin to look at the underlying interests this negotiation can help them achieve.” Ron suggests that Terry, Malika, and Lori prepare for the next meeting by doing a little homework.

# STEP 4. WORKSHEET: PREPARING FOR NEGOTIATION

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Suggested time: 35 min.

Purpose: To practice preparing for a sensitive negotiation.

Part I (20 min.) Read the handout, “Metro-City Early Head Start (Scene 2).” Prepare for the negotiation by considering the perspectives of Terry, the EI director, and the Teen Parenting Program director. In your preparation, determine (1.) the benefits of establishing a common recruiting system for the organization and the community, (2.) the issues to be addressed, (3.) each organization’s position on the issues (what they want), (4.) the underlying issues (why they want it), and (5.) their BATNA.

Alternative directions: If you are participating with a small group, you may choose to have volunteers read aloud the Metro-City Head Start (Scene 2) handout. You will need a narrator, and volunteers to play Lori, Terry, Ron, and Malika. Following the reading, divide the group into three parts. Assign one group to answer questions 1–5 from Lori’s perspective, another group to answer these questions from Terry’s perspective, and another group to answer the question’s from Malika’s perspective. Do not complete questions 6–11.

I represent Early Head Start.

1. My organization and community will benefit from a successful agreement on a common recruiting system in the following ways:

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2. From my organization’s point of view, the primary issue (problem) to address is:

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3. My organization may take the following position on this issue:

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4. Our underlying interests for this position include:

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5. Our BATNA is:

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During negotiations with our partner Lori, the EI director,

6. She may articulate the following position:

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7. This position might be motivated by the following underlying interests:

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8. Her BATNA might be:

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In negotiating with our partner Malika, director of the Teen Parenting Program,

9. She may articulate the following position:

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10. This position might be motivated by the following underlying interests:

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11. Her BATNA might be:

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**Part II (15 min.)** If you are working in pairs or a group, discuss your answers, why you gave them, and any points of difference.

**Alternative directions: (15 min.)** If you followed the alternative directions above, invite each group to share its answers to questions 1–5. As each group shares, take note of potential areas of conflict. Discuss ways in which these conflicts might be resolved.



## STEP 5. HANDOUT: METRO-CITY EARLY HEAD START (SCENE 3)

Terry picked up the telephone to call Ron as soon as she returned from the latest collaboration meeting. “I’ve got some great news. You know that issue about disabilities services that we’ve been struggling with for the past few weeks? We’ve finally come to an agreement. Your suggestions about preparing for the negotiation on this issue were right on target. They really helped us to get past this roadblock. Not only am I pleased with the plan we’ve developed, I’m happy to report that the other members of the collaborative feel the same way.

“So here’s the plan. We’re ready to put the finishing touches on the inter-agency recruitment and referral system and expect to put the new process into effect in the next 3 months. We also agreed on a number of strategies for serving families, especially those who have children with disabilities. The highlights?

“First, EHS will enroll the teenage parents who are attending high school and would like to have their children at the onsite child-care center managed by the Teen Parenting Program. Priority would be given to those children with diagnosed or suspected disabilities. EHS will provide a family advocate to work with the families at that site and will also provide monthly consultation with a disabilities manager.

“In addition, EI has graciously offered the use of its new facility for the EHS home-based programming. EHS will pay a reduced rate for office space in the new building, and the home visitors will be housed with their counterparts in EI. And this is where it really gets exciting—the home visitors will jointly plan and conduct socializations with a mixed group of EHS and EI families! I’m so excited about the potential benefits of this model, not only for the programs and the staff but also for the families. I think it’s going to be great!

“Finally, EI needs to provide services to families who must have full-time child-care. We talked about that, too. With our new referral system, some of those families can be served in the EHS center-based option. In this case, the EHS and EI staff would meet on a regular basis for care management and conduct joint home visits with the family. The CAP child-care programs will also become an option for families. CAP will provide child-care, and the EI workers will provide training, information, and support to the families and staff about disability-related issues. “It still needs some fine-tuning, but the framework is in good shape. Also in good shape, Ron, is the commitment to the collaboration. I know that we will have other hurdles and setbacks to overcome, but right now we’re all feeling pretty excited. Tired—exhausted even—but really excited!”



## STEP 6. WORKSHEET: ANALYZING THE SITUATION

Suggested time: 35 min.

**Purpose:** To provide participants with the opportunity to practice the social marketing skills needed to deliver an effective message about a collaboration.

**Part I (25 min.)** The Metro-City collaboration is now ready to move forward to establish a common recruiting system. It is important that members of the community hear “one voice” that describes this innovation. Refer again to the Step 5 handout. Using the information from the case and your own experience in working with community organizations, begin to develop an outreach plan that the collaborative can use to communicate this information.

There are many different constituents or audiences for this message, including, (1.) parents of infants and toddlers, (2.) other social service agencies in the community, and (3.) employers and other businesses. Select an audience for this message and think about the best strategies for reaching your audience. Use the table and questions below that are designed to prompt your ideas.

<b>Element</b>	<b>Questions to Address</b>
<i>Audience group</i>	Select one:    Parents of infants and toddlers____ Other social service agencies____ Employers and other business ____
<i>Purpose of the outreach</i>	What do we want to achieve through our communications?
<i>Audience</i>	What specific individuals or groups of people do we want to reach?
<i>Channels</i>	How can we best reach them? Brainstorm possible

	<p>channels:</p> <ul style="list-style-type: none"> <li>▪ Neighborhood</li> <li>▪ Community</li> <li>▪ Faith institutions</li> <li>▪ Social clubs</li> <li>▪ Health centers</li> <li>▪ Social service agencies</li> <li>▪ Media (radio stations or community newspapers)</li> </ul>
<i>Message</i>	<p>What, specifically, do we want to say?</p> <p>What information (e.g., statistics or facts) will we need to obtain to strengthen the message?</p> <p>Does the message change (1.) with different audience segments or (2.) different channels?</p>
<i>Format</i>	<p>Given the message and channel identified, what is the best format for reaching each audience segment? How many formats will we need?</p> <ul style="list-style-type: none"> <li>▪ Presentations for scheduled meetings</li> <li>▪ Targeted mailings</li> <li>▪ Fact sheet</li> <li>▪ Newsletters</li> <li>▪ Brochures or flyers</li> <li>▪ Press releases</li> <li>▪ Newspaper articles or editorials</li> <li>▪ Transportation posters</li> <li>▪ Information packets</li> <li>▪ Web sites</li> </ul>

<i>Campaign</i>	<p>How will we put this together into an integrated recruitment campaign with consistent, timed messages?</p> <p>What will be the steps?</p> <p>Timeline?</p> <p>Who will take the lead on each?</p>
<i>Tracking results</i>	<p>How will we know if the marketing campaign has been successful?</p>

Part II (10 min.) If you are working in pairs or a group, discuss your answers, why you gave them, and any points of difference.



## STEP 7. POST-ASSESSMENT

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Suggested time: 15 min.

Now that you have completed Job Performance Situation 4, this Post-Assessment will help you evaluate your competencies.

### Part I

I completed the following exercises in Job Performance Situation 4:

- \_\_\_\_\_ 4-B, Case Activity
- \_\_\_\_\_ 4-C, Collaboration: Managing Your Role
- \_\_\_\_\_ 4-D, Collaboration: Negotiating and Formalizing Agreements
- \_\_\_\_\_ 4-E, Influencing Others: Applying Basic Skills

### Part II

Reassess your skills in the following areas:

#### SKILL: *MANAGING YOUR ROLE IN COLLABORATION*

Rate your current skills in situations in which you need to

	New skill for me	Some skill	Highly skilled		
1. <i>Demonstrate leadership in the 4 stages of collaboration (Getting Together, Building Trust and Ownership, Developing a Strategic Plan, and Taking Action)</i>	1	2	3	4	5
2. <i>Articulate your organization's mission, goals, and resources</i>	1	2	3	4	5
3. <i>Strengthen your organization's position by building a community network</i>	1	2	3	4	5
4. <i>Recognize potential collaboration partners</i>	1	2	3	4	5
5. <i>Reach out to collaboration partners</i>	1	2	3	4	5
6. <i>Determine your authority to collaborate</i>	1	2	3	4	5
7. <i>Represent your organization in a collaboration</i>	1	2	3	4	5

8. *Keep a collaboration healthy and on track*    1       2       3       4       5

**SKILL: NEGOTIATING AND FORMALIZING AGREEMENTS**

Rate your current skills in addressing situations in which you need to

	New skill for me	Some skill	Highly skilled		
1. <i>Prepare for formal negotiation</i>	1	2	3	4	5
2. <i>Lead or participate on a negotiation team</i>	1	2	3	4	5
3. <i>Reach an agreement through bargaining that considers the interests of all parties</i>	1	2	3	4	5
4. <i>Develop written agreements</i>	1	2	3	4	5
5. <i>Evaluate contracts or other formal agreements</i>	1	2	3	4	5

**SKILL: INFLUENCING OTHERS**

Rate your current skills in addressing situations in which you need to

	New skill for me	Some skill	Highly skilled		
1. <i>Use social marketing strategies to create a climate of support for collaboration</i>	1	2	3	4	5
2. <i>Foster awareness of collaborative activity among staff and colleagues in your organization</i>	1	2	3	4	5
3. <i>Recruit partners for a collaboration</i>	1	2	3	4	5
4. <i>Promote an existing or proposed collaboration to the community at large</i>	1	2	3	4	5
5. <i>Reach key decision-makers in an effort to strengthen a collaboration</i>	1	2	3	4	5
6. <i>Develop a plan to market the collaboration and influence others</i>	1	2	3	4	5

Part III Use your answers to the following questions to finish filling in your Learning Plan for Job Performance Situation 4 (at the end of Activity 4-A).

1. In which competencies would you like to continue your skill building?
  
2. What steps will you take to continue your skill building in these areas?
  
3. How can managers, your supervisor, team members, and other colleagues support you in your continued skill development?