



# Building and Sustaining Quality Systems: Cultivating Excellence in Early Head Start

## Track D Webcast Viewer's Guide

### Summary

Building healthy, supportive, professional relationships with families provides multiple challenges and opportunities. Motivational interviewing is an evidence-based method of partnering with people to help them prepare for, and commit to, change. Motivational interviewing techniques can support all Early and Migrant Seasonal Head Start staff to increase meaningful family engagement with families throughout the families' participation in the Early Head Start program.

### Key Messages

- Motivational interviewing based upon principles of partnership, acceptance and compassion can aid Early and Migrant Seasonal Head Start staff focus on drawing out families' motivation for change.
- How Early and Migrant Seasonal Head Start staff approach and learn about families is key to facilitating improved family outcomes.
- Understanding the families' motivations and dreams for their child can assist staff empower them to meet meaningful goals and increase the likelihood of continued progress.

## Learning Objectives

At the end of the session the participants will:

- Describe how motivational interviewing is different from their current style of communicating with families.
- Explain how motivational interviewing techniques contribute to empowering families to commit to positive change.
- Identify two motivational interviewing techniques to put into practice.

## Presenter

**Dr. Jerlean Daniel** is executive director of the National Association for the Education of Young Children (NAEYC), the nation's largest organization of early childhood education professionals working with and on behalf of children from birth through age 8. Dr. Daniel has served on a variety of committees including the U.S. Secretary of Health and Human Services Advisory Committee on Re-Designation of Head Start Grantees, the advisory committee of the New Standards Project on Speaking and Listening for Preschool through Third Grade, the Early Head Start Advisory Committee, and the Allegheny County Early Childhood Initiative. She currently serves on the boards of The Fred Rogers Center and the Advisory Council for PNC bank's initiative, Grow Up Great. Dr. Daniel was a child care center director for 18 years. During that time, she served at various times as a board member, secretary, and president of the Pennsylvania Association of Child Care Agencies; president of the Pittsburgh AEYC; and Governing Board member and president of NAEYC.

## Panelist

**Larissa Zoot** is a federal Head Start specialist currently based in the Quality Assurance Division at the Office of Head Start (OHS). Her primary role is that of federal project officer for the Office of Head Start National Center on Program Management and Fiscal Operations (NCPMFO). She also works across divisions at OHS on a variety of programmatic and policy-related projects. Prior to joining OHS in Washington, DC in January 2012, Larissa spent 13 years working in the New England Regional Office as a program specialist, federal review team leader, and Early Head Start liaison. Ms. Zoot holds a Master of Public Health in health management and policy and a Bachelor of Science in community health education.

**Stacy Dimino** brings expertise in program design and start-up, organizational management, governance, fiscal management, and contract monitoring and compliance to her role as National Center on Program Management and Fiscal Operations (NCPMFO) co-project director. Her experience with a wide range of nonprofit agencies and early childhood education programs includes serving as executive director for a comprehensive early education agency that operated Head Start and Early Head Start, and as the chief education and training officer for Horizons for Homeless Children in which she oversaw national training and technical assistance (T/TA) efforts. Ms. Dimino also has lead



T/TA large scale efforts, most recently serving as project director for the Head Start Massachusetts state-based T/TA Center.

**Margaret Mascarenaz** is the director of infant/toddler (I/T) programs at the Division of Early Childhood (DEC) Center in the Pueblo of Laguna, New Mexico, with responsibility for the Early Head Start, Early Intervention, and I/T child care programs. Prior to joining the Pueblo of Laguna, Ms. Mascarenaz worked for over 20 years in school systems and for American Indian and Alaska Native, Migrant, and regional Head Start and Early Head Start programs in Arizona, New Mexico, and Colorado. She has a Bachelor of Science in special education from the University of New Mexico. She is a community level trainer for the Brazelton Touchpoints Center and currently serves on the State of New Mexico Early Learning Guidelines-Family Engagement Committee.

### **Moderator**

**Terra Bonds Clark, MS**, is currently the director of special initiatives for the Early Head Start National Resource Center. She has worked on behalf of children and their families for over 20 years in a variety of programs, settings, and in varying capacities. She has a passion and commitment to service in the community. Ms. Clark began working with Early Head Start in 1997 providing direct services to children and families. Later, she had the distinct honor of participating in the Office of Head Start National Fellowship program, and has provided training and technical assistance to the early care and education community since that time.

### **Relevant Head Start Program Performance Standards**

**1304.51 – Management Systems and Procedure** - The objective of 45 CFR 1304.51 is to establish dynamic and cohesive management systems that support continuous improvement and foster commitment to providing the highest level of services to children and families in accordance with legislation, regulations, and policies.

Management systems and procedures are part of each program's on-going and organized approach to managing Head Start services. They are all connected and inter-related with each impacted by the others and all influencing and influenced by program services. The graphic below is intended to convey this message. With all of these systems, the emphasis is as much on the process involved in their implementation as it is on the product that may come from implementation.

The standards in this section are written to allow grantees great flexibility in designing the approach that will work best in their program and community. Through designing and implementing effective systems for program planning, communication, record-keeping, reporting, and program self-assessment and monitoring, each Head Start program has greater ability to integrate the various functions of Head Start and provide high quality services to children and families.

**1304.51(a)** - Program planning.



**1304.51(a)(1)** - Grantee and delegate agencies must develop and implement a systematic, ongoing process of program planning that includes consultation with the program's governing body, policy groups, and program staff, and with other community organizations that serve Early Head Start and Head Start or other low-income families with young children. Program planning must include:

**1304.51(a)(1)(i)** - An assessment of community strengths, needs and resources through completion of the Community Assessment, in accordance with the requirements of 45 CFR 1305.3

**1304.51(a)(1)(ii)** - The formulation of both multi-year (long-range) program goals and short-term program and financial objectives that address the findings of the Community Assessment, are consistent with the philosophy of Early Head Start and Head Start, and reflect the findings of the program's annual self-assessment; and

**1304.51(a)(1)(iii)** - The development of written plan(s) for implementing services in each of the program areas covered by this part (e.g., Early Childhood Development and Health Services, Family and Community Partnerships, and Program

### Presentation Slides and Notes

Slide 1




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Slide 2

**WEEK 3 – TRACK C:  
FAMILY AND COMMUNITY PARTNERSHIPS**

- **The work we do with children and families in Early Head Start can lessen the impact of adverse experiences on young children’s social, emotional, and cognitive development**



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Slide 3

**WEEK 3 – TRACK C:  
FAMILY AND COMMUNITY PARTNERSHIPS**

- **Motivational interviewing techniques can support our daily interactions with families, and support us in fully engaging families with their child, the Early Head Start program, and the community**



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Slide 4

**WEEK 3 – TRACK C:  
FAMILY AND COMMUNITY PARTNERSHIPS**

- **Honoring and celebrating families’ small achievements can lead to sustained success**



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Slide 5

**WEEK 4 – TRACK D:  
MANAGEMENT AND PROFESSIONAL DEVELOPMENT**

**Featured Plenary Presenter:**  
**Dr. Jerlean Daniel**  
**Executive Director**  
**National Association for  
the Education of Young Children**




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Slide 6

**WEEK 4 – TRACK D:  
MANAGEMENT AND PROFESSIONAL DEVELOPMENT**

**Plenary Webcast:**  
**Building and Sustaining Quality Systems:  
Cultivating Excellence in Early Head Start**

**Monday, June 17, 2013**  
**2:00-3:30 p.m. EDT**




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Slide 7

**WEEK 4 – TRACK D:  
MANAGEMENT AND PROFESSIONAL DEVELOPMENT**

**Webinar D7:**  
**Invest in People:**  
**The Use of Coaching in Professional  
Development and Continuous Learning**

**Tuesday, June 18, 2013**  
**2:00-3:30 p.m. EDT**




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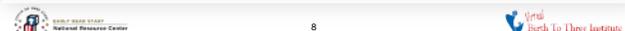


Slide 8

**WEEK 4 – TRACK D:  
MANAGEMENT AND PROFESSIONAL DEVELOPMENT**

**Webinar D8:  
Interviewing Strategies  
to Hire Relationship-Ready Staff**

**Wednesday, June 19, 2013  
2:00-3:30 p.m. EDT**




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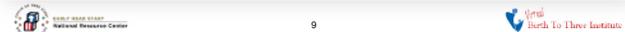
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Slide 9

**WEEK 4 – TRACK D:  
MANAGEMENT AND PROFESSIONAL DEVELOPMENT**

**Webinar D9:  
Growing Programs, Growing People:  
Reflective Leadership in Early Head Start**

**Thursday, June 20, 2013  
2:00-3:30 p.m. EDT**




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Slide 10

**BUILDING AND SUSTAINING  
QUALITY SYSTEMS**

**CULTIVATING EXCELLENCE  
IN EARLY HEAD START**

**Jerlean Daniel, PhD  
NAEYC Executive Director**




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Slide 11

**CHILD CARE DELIVERY SYSTEM IS LIKE A 3-LEGGED STOOL**

- **Accessibility**
- **Affordability**
- **Highest Quality**

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Slide 12

**CULTIVATING EXCELLENCE**

**Relationships**

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Slide 13

**CULTIVATING EXCELLENCE**

- **Clearly defined standards**
- **Planning**
- **Ongoing monitoring/evaluation**

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Slide 14

**HEAD START PROGRAM  
PERFORMANCE STANDARDS**

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**1304.51 MANAGEMENT SYSTEMS  
AND PROCEDURES**

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Slide 15

**HEAD START PROGRAM  
PERFORMANCE STANDARDS**

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**1304.51 MANAGEMENT SYSTEMS AND PROCEDURES**

- Establish dynamic and cohesive management systems that:
  - Demand planning at the outset and through implementation

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Slide 16

**HEAD START PROGRAM  
PERFORMANCE STANDARDS**

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**1304.51 MANAGEMENT SYSTEMS AND PROCEDURES**

- Establish dynamic and cohesive management systems that:
  - Support continuous improvement

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Slide 17



**HEAD START PROGRAM  
PERFORMANCE STANDARDS**

**1304.51 MANAGEMENT SYSTEMS AND PROCEDURES**

- Establish dynamic and cohesive management systems that:
  - Foster commitment to comprehensive services at the highest level



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Slide 18



**CULTIVATING EXCELLENCE**

**Relationships**

- Operate from a strength-based perspective



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Slide 19



**RELATIONSHIPS: A HIGH VALUE**

**Program design must be relationship-ready**



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Slide 20

**PRINCIPLES OF FAMILY-CENTERED EARLY CHILDHOOD EDUCATION PROGRAMS**

- 1. Both programs and families have knowledge and expertise.**
- 2. Communication flow is two-way.**

Keyser, J. (2006). *From Parents to Partners: Building a Family-Centered Early Childhood Program*. St. Paul, MN: Redleaf Press and NAEYC, 12.




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Slide 21

**PRINCIPLES OF FAMILY-CENTERED EARLY CHILDHOOD EDUCATION PROGRAMS**

- 3. Power and decision making are shared.**
- 4. Diversity is acknowledged and actively respected.**
- 5. Together families and programs create networks of support.**

Keyser, J. (2006). *From Parents to Partners: Building a Family-Centered Early Childhood Program*. St. Paul, MN: Redleaf Press and NAEYC, 12.




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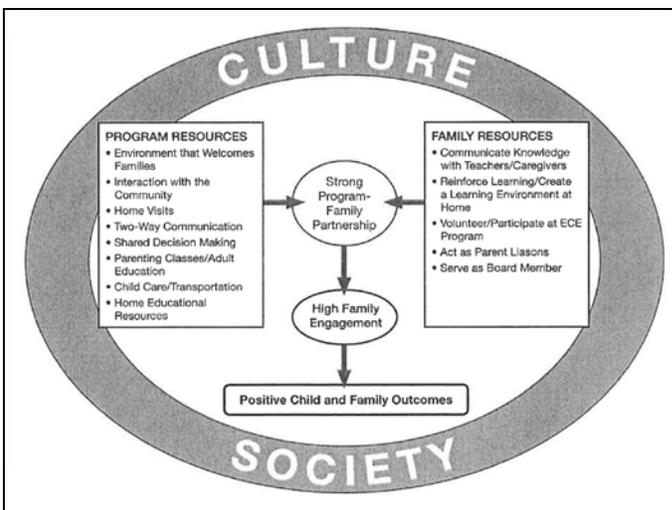
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Slide 22




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Slide 23



**SUMMARY**

**Early Head Start, with relationships at the center and the Head Start Program Performance Standards as a framework, is an opportunity to provide the highest level services to children, families, and communities.**



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Slide 24



**REFERENCES & ADDITIONAL RESOURCES**

- Keyser, J. (2006), *From Parents to Partners: Building a Family-Centered Early Childhood Program*. Redleaf Press and NAEYC.
- NAEYC (2009), *Communication Skills for Challenging Conversations: Trainer's Manual*.
- Halgunseth, L., Peterson, A., Stark, D. and Moodie, S. (2009), *Family Engagement, Diverse Families, and Early Childhood Education Programs: An Integrated Review of the Literature*.
- [www.naeyc.org/familyengagement/about](http://www.naeyc.org/familyengagement/about)



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Slide 25



**Building and Sustaining Quality Systems in Early Head Start Panel Response**

Larissa Zoot, Office of Head Start  
 Margaret Mascarenaz, Division of Early Childhood Center, Pueblo of Laguna, NM  
 Stacy Dimino, Office of Head Start National Center on Program Management and Fiscal Operations  
 Moderated by:  
 Terra Bonds Clark, Early Head Start National Resource Center



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Slide 26



**3-LEGGED STOOL METAPHOR**

**RELATIONSHIPS:**

- **Head Start Program Performance Standards**
- **Planning**
- **Ongoing Monitoring**

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Slide 27



**FAMILY-CENTERED PRACTICE**

- **Recognizes that both programs and families have knowledge and expertise**
- **Fosters open communication and shared decision-making**
- **Acknowledges and actively respects the diversity of families**

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Slide 28



**Relationships are at the heart of everything we do in Early Head Start and Head Start.**

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Slide 29



Relationships are essential to having strong management systems in place so that programs can fully implement the Head Start Program Performance Standards.

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Slide 30



The Early Head Start Research and Evaluation project found that “implementing the Head Start Program Performance Standards EARLY and FULLY is important for maximizing positive program impacts on children and families.”

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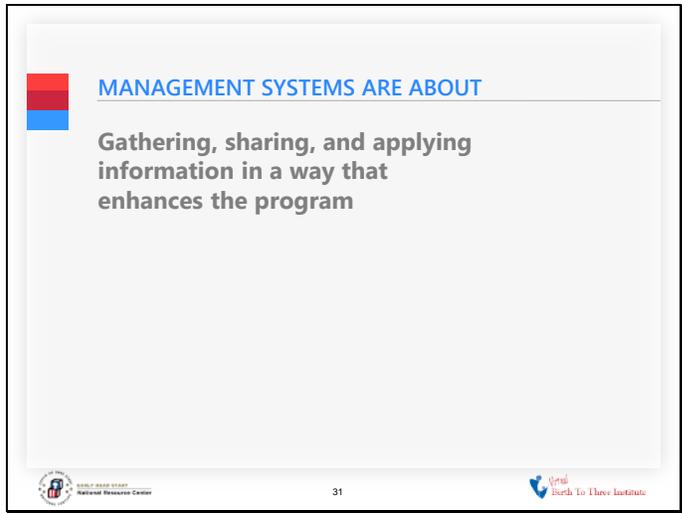
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Slide 31



**MANAGEMENT SYSTEMS ARE ABOUT**

Gathering, sharing, and applying information in a way that enhances the program

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Slide 32

**MECHANISMS TO GATHER & SHARE INFORMATION**

- Checklists, policies, and procedures
- Clearly defined roles
- Analysis
- Action

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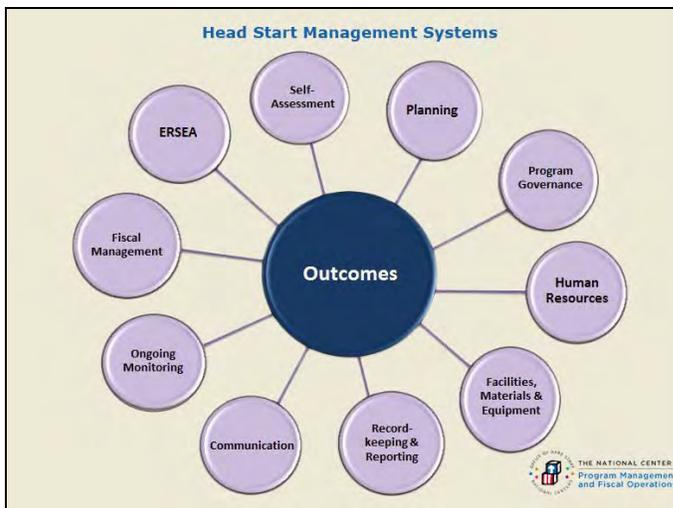
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Slide 33




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Slide 34

**FOCUS ON HEAD START MANAGEMENT SYSTEMS**

- Ongoing monitoring
- Self-assessment
- Planning

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Slide 35

All systems are interconnected and overlapping.

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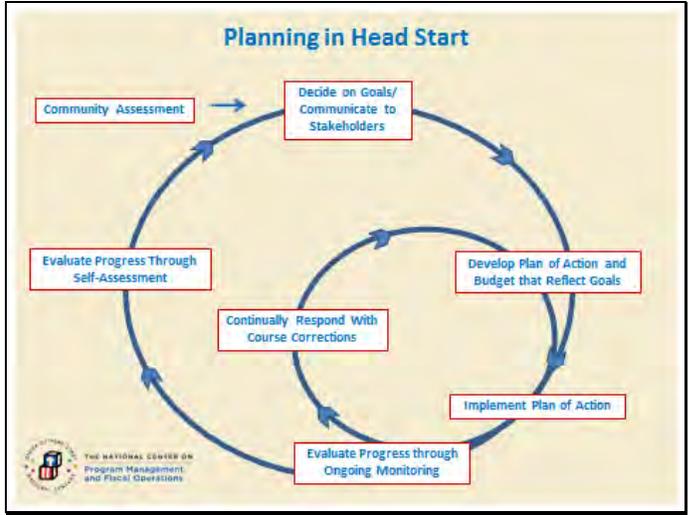
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Slide 36



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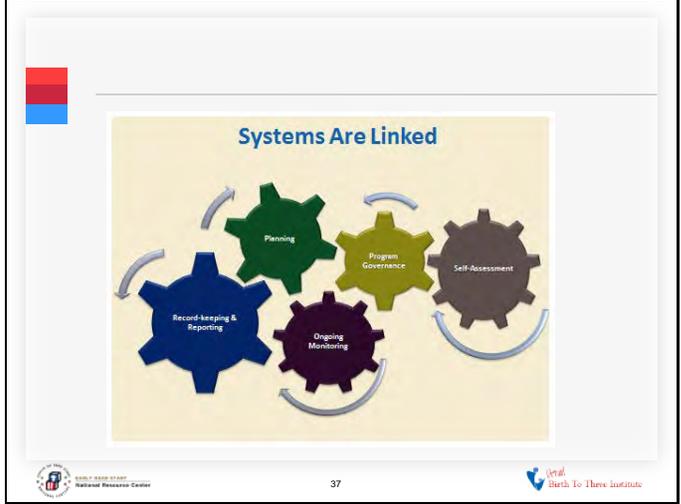
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Slide 37



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Slide 38



Early Head Start programs must continuously scan their environment and adjust to change.

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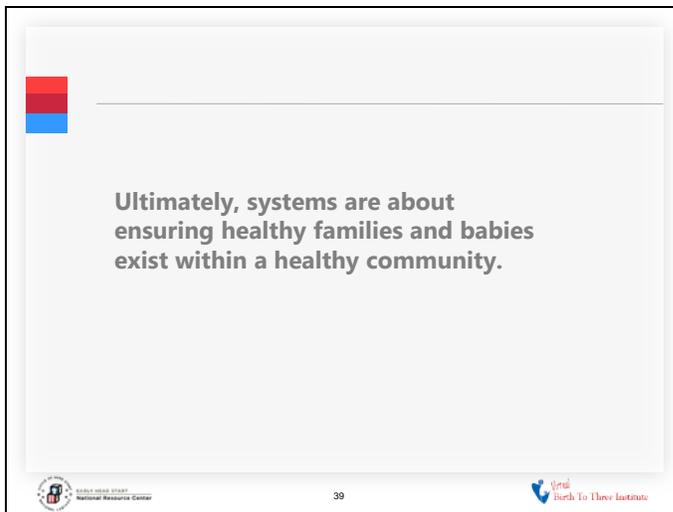
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Slide 39



Ultimately, systems are about ensuring healthy families and babies exist within a healthy community.

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Slide 40



- Program leaders are responsible for building and sustaining management systems that support high-quality comprehensive services
- This work can be challenging, but also is extremely rewarding

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Slide 41



- Strong systems create a framework that allows program staff to fully understand the values, goals, and results the program is striving to achieve
- Relationships are the basis for all we can accomplish in our programs



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Slide 42



**LEARNING ORGANIZATIONS**

- Encourage an interconnected way of thinking
- Help staff assess their program by looking at the whole and the various components
- Offer a safe environment for reflection, new ideas, and adaptability to change



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Slide 43



- Programs must nurture caregivers so that they can nurture the children and families they work with
- Program administrators must ensure that there are well-constructed systems in place to connect and support staff



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Slide 44



**HIGH QUALITY PROGRAMS**

- Emphasize two-way communication, shared power, and shared decision-making
- Celebrate and honor diverse backgrounds and perspectives
- Create rich networks of support



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Slide 45



**To ask Dr. Daniel a question,  
please call**

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**International Toll: 719-325-4861  
US/CAN Toll Free: 888-287-5534  
Participant Passcode: 469603**



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Slide 46

**T H A N K Y O U**

**S E E Y O U S O O N**





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## Handouts

Handout 1 – Planning in Head Start pg. 22

Handout 2 – Head Start Management Systems pg. 23

Handout 3 – Linda Hellgunsith Diagram pg. 24

## Additional Resources

### ECLKC

Creating a Program and Professional Development Plan.

[http://eclkc.ohs.acf.hhs.gov/hslc/ttssystem/operations/mgmtadmin/hr/career/intodd\\_pub\\_00026a\\_070805.html](http://eclkc.ohs.acf.hhs.gov/hslc/ttssystem/operations/mgmtadmin/hr/career/intodd_pub_00026a_070805.html)

Data in Head Start and Early Head Start: Creating a Culture that Embraces Data. Learning Module.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/center/data/index.html>

Early Head Start National Resource Center Tip Sheet #13 - How Does an Early Head Start Program Establish an Effective System for Infant Toddler Staff Development?

[http://eclkc.ohs.acf.hhs.gov/hslc/ttssystem/operations/mgmtadmin/hr/career/edudev\\_fts\\_00003\\_061305.html](http://eclkc.ohs.acf.hhs.gov/hslc/ttssystem/operations/mgmtadmin/hr/career/edudev_fts_00003_061305.html)

Early Head Start Research and Evaluation Project (EHSRE).

[http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/mgmt-admin/assess-monitor/evaluation/intodd\\_bib\\_00039a\\_080805.html](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/mgmt-admin/assess-monitor/evaluation/intodd_bib_00039a_080805.html)

Five Steps to Community Assessment: A Workbook for Head Start and Early Head Start Programs Serving Hispanic and Other Emerging Populations.

<http://eclkc.ohs.acf.hhs.gov/hslc/ttssystem/operations/mgmtadmin/community/process/FiveStepstoCom.htm>

Governance Readiness Tool.

<http://eclkc.ohs.acf.hhs.gov/hslc/ttssystem/operations/mgmtadmin/governance/shared/GovernanceReadin.htm>

Head Start and Early Head Start New Directors' Toolkit.

<http://eclkc.ohs.acf.hhs.gov/hslc/ttssystem/operations/mgmtadmin/hr/leadership/HeadStartandEa.htm>



Head Start Self-Assessment: Your Foundation for Building Program Excellence.

[http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/mgmt-admin/assess-monitor/self-assess/manage\\_pub\\_00807\\_091905.html](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/mgmt-admin/assess-monitor/self-assess/manage_pub_00807_091905.html)

How to Conduct a Needs Assessment Survey.

[http://eclkc.ohs.acf.hhs.gov/hslc/ttasystem/operations/mgmtadmin/community/process/manage\\_art\\_00102a2\\_070605.html](http://eclkc.ohs.acf.hhs.gov/hslc/ttasystem/operations/mgmtadmin/community/process/manage_art_00102a2_070605.html)

Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five.

<http://eclkc.ohs.acf.hhs.gov/hslc/ttasystem/operations/mgmtadmin/diversity/multiculturalism/RevisitingandUp.htm>

Self-Assessment Tip Sheet.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/mgmt-admin/assess-monitor/self-assess/SelfAssessmentT.htm>

What Head Start Leaders Need to Know. Online Directory.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/center/navigating>

## Websites

National Association of the Education of Young Children.

[www.naeyc.org](http://www.naeyc.org)

## References

Halgunseth, L.C. (2009). Family Engagement, Diverse Families, and Early Childhood Education programs: An Integrated Review of the Literature, *Young Children*, 64(5), 56-58.

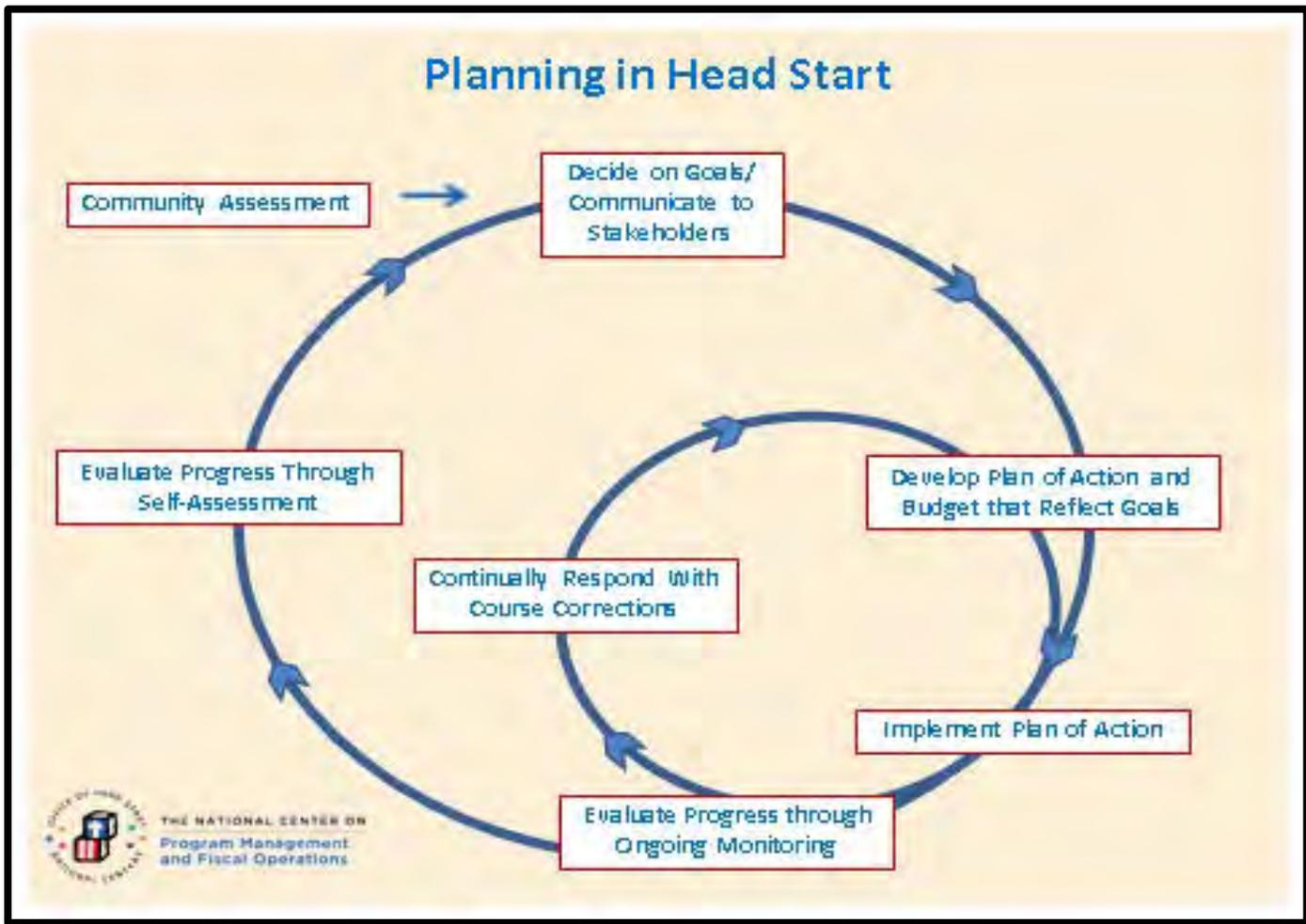
Keyser, J. (2006). *From Parents to Partners: Building a Family-Centered Early Childhood Program*. St. Paul, MN: Redleaf Press and NAEYC, 12.

NAEYC (2009). *Communication Skills for Challenging Conversations: Trainer's Manual*.

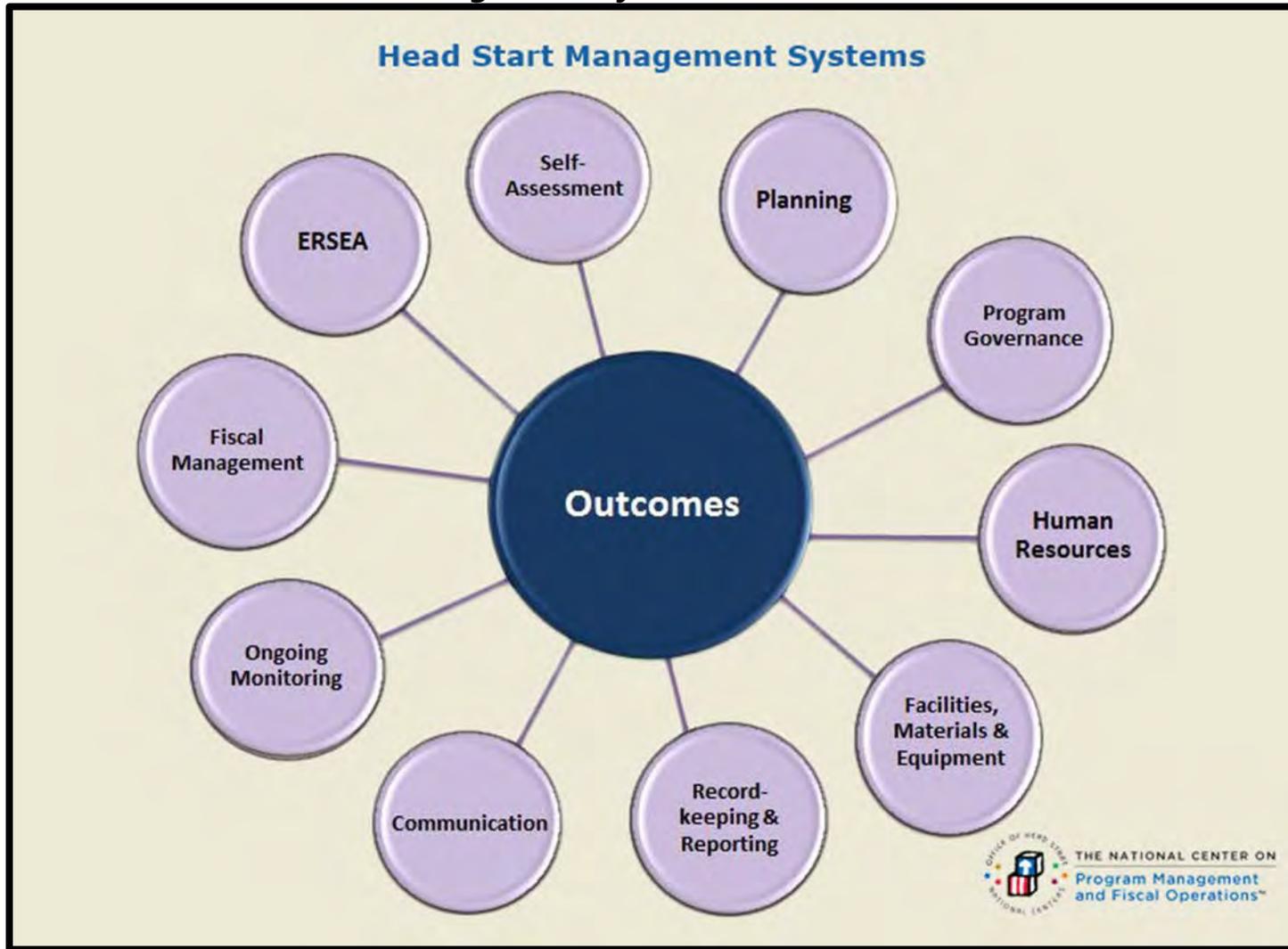
Halgunseth, L., Peterson, A., Stark, D. and Moodie, S. (2009), *Family Engagement, Diverse Families, and Early Childhood Education Programs: An Integrated Review of the Literature*.



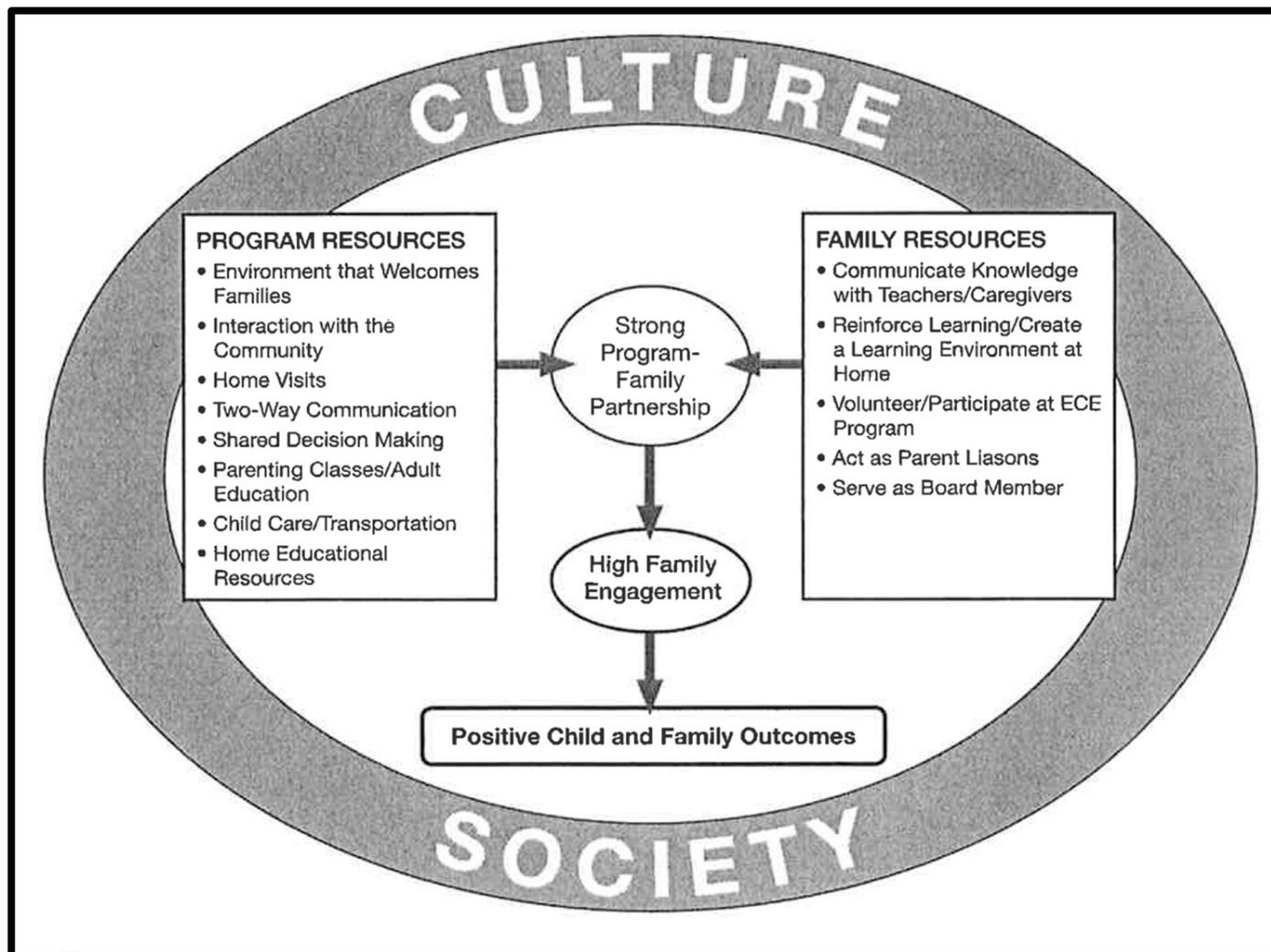
# Handout 1 - Planning in Head Start



## Handout 2 – Head Start Management Systems



## Handout 3 - Linda Hellgunsith Diagram



Halgunseth, L.C. (2009). Family Engagement, Diverse Families, and Early Childhood Education programs: An Integrated Review of the Literature, *Young Children*, 64(5), 56-58.