Foundation Part I: Values, Regulations, and Decision-making

Background

Regulatory Process

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

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

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

After considering the public comments, the NPRM is modified or changed as deemed necessary by the agency and returned to OMB as the Final Rule. Once approved by OMB, the Final Rule is published in the *Federal Register* and is incorporated as part of the body of the regulations contained in the *Code of Federal Regulations* for the issuing agency. An example of this process is 45 CFR, Part 1307; it begins on page 70,010. The Head Start Program Performance Standards for Part 1307 begin on page 70,029.

Code of Federal Regulations

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

Some of the regulations pertaining to the Department of Health and Human Services (DHHS) are **Title 21, Food and Drug Administration**; **Title 42, Public Health Service**; and, for Human Services, **Title 45, Public Welfare**. Title 45 is further divided between Subtitle A, "General Administration," and Subtitle B, "Regulations Relating to Public Welfare." Title 45 contains the regulations governing the Head Start program.

Title 45, Subtitle A. Parts 1 to 199 under Subtitle A contain the department-wide regulations that apply to *all* grants and contracts funded by the Department of Health and Human Services (HHS). Most important among these in terms of the day-to-day operation of a Head Start program are Part 74, "Administration of Grants," and Part 92, "Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments." Parts 74 and 92 contain the procedures governing the administration of grants and cooperative agreements issued by HHS. The subparts cover such topics as cash management, financial reports, allowable and unallowable costs, and property and procurement. The agency type determines which regulation applies (Part 74 for private nonprofit agencies and Part 92 for public agencies). It is important for every Head Start administrator to be familiar with the appropriate regulation and the relationship of the more general set of regulations to the Head Start-specific regulations.

Head Start Program Performance Standards and Other Regulations

In addition to the agency-wide regulations that guide Head Start, 45 CFR contains regulations that apply only to Head Start programs. These regulations are contained in 45 CFR, Chapter 13. Although the Head Start Performance Standards, contained in Part 1304, are the most commonly known of these regulations, the remaining parts (1301, 1302, 1303, 1305, 1306, 1307, 1308, 1309, 1310, and 1311) also hold significant implications for the operation of Head Start programs. When reviewing the parts of Chapter 13, note that they all follow a similar format:

 ➢ Most begin with an introductory section titled "Subpart A-General."
    ✓ Parts 1305 and 1307 do not begin with an introductory subtitle
 ➢ The introductory section begins with a paragraph that explains the purpose and scope of the regulations.
 ➢ The introductory section also provides a list of definitions of terms that are contained in the document.

Older, hard-copy versions of the Head Start Program Performance Standards included guidance, which provided illustrations of how the regulations could be implemented. These illustrations have been intentionally eliminated because they created confusion between requirements and flexible options of how the regulations may be implemented. Programs seeking policy guidance should contact their assigned program specialist. Programs seeking support in developing methods of implementation should seek technical assistance from their regional T/TA support.

In the paragraphs that follow, the purpose and scope of Parts 1301, 1302, 1303, 1304, 1305, 1306, 1307, 1308, 1309, 1310, and 1311 are provided.

Part 1301
This part establishes regulations applicable to program administration and grants management for all grants under the Head Start Act, including grants for technical assistance and training and for research, demonstration, and pilot projects. In addition to listing the applicable general requirements, this part contains grants administration requirements regarding insurance, bonding, audits, and regulations pertaining to the identification and reporting of child abuse and neglect.

Part 1302
The purpose of this part is to set forth policies and procedures for the selection, initial funding, and refunding of Head Start grantees and for the selection of replacement grantees in the event of the voluntary or involuntary termination or denial of refunding of Head Start programs. As far as Head Start grantees are concerned, these regulations are for informative purposes and have no applicability to day-to-day operations. They are published here rather than in the department-wide regulations because, as required in the Head Start Act, they were developed specifically for the Head Start program.

Part 1303
Part 1303 contains the appeals procedures for grantees and delegate agencies in cases of intended or actual termination or suspension of funding. In the event of an adverse action by the Administration for Children and Families (ACF) against a grantee, or by a grantee against a delegate agency, these rules are designed to protect the rights of both parties and have applicability only to such situations.

Part 1304
Part 1304 contains the Head Start Performance Standards. These standards became effective on January 1, 1998, and apply to the operation of all Early Head Start and Head Start services. In addition to the introductory sub-part that contains the purpose, scope, and definitions, they contain three other major subparts and a small subpart on Implementation and Enforcement. See the expanded discussion of the Head Start Performance Standards in the section that follows titled "Focus on Part 1304: The Head Start Program Performance Standards."

Part 1305
This part prescribes requirements for determining community needs and recruitment areas. It contains requirements and procedures for the eligibility determination, recruitment, selection, enrollment, and attendance of children in Head Start programs and explains the policy concerning the charging of fees by Head Start programs.

Part 1306
This part sets forth requirements for Early Head Start and Head Start program staffing and program options that all Early Head Start and Head Start grantee and delegate agencies must

meet. These requirements, including those pertaining to staffing patterns, the choice of program options to be implemented, and the acceptable ranges of implementation of these options, have been developed to help maintain and improve the quality of Early Head Start and Head Start and to promote lasting benefits to the children and families being served.

Part 1307

The purpose of this part is to set forth policies and procedures for the designation renewal of Head Start and Early Head Start programs. It is intended that these programs be administered effectively and responsibly, that applicants to administer programs receive fair and equitable consideration, and that the legal rights of current Head Start and Early Head Start grantees be fully protected. The Designation Renewal System is established in this part to determine whether Head Start and Early Head Start agencies deliver high-quality services to meet the educational, health, nutritional, and social needs of the children and families they serve; meet the program and financial requirements and standards described in section 641A(a)(1) of the Head Start Act; and qualify to be designated for funding for five years without competing for such funding, as required under section 641(c) of the Head Start Act with respect to Head Start agencies, and pursuant to section 645A(b)(12) and (d) with respect to Early Head Start agencies.

Part 1308

This rule sets forth the requirements for providing special services for three- through five-year-old children with disabilities enrolled in Head Start programs. The purpose of this part is to ensure that children with disabilities enrolled in Head Start programs receive all the services to which they are entitled under the Head Start Program Performance Standards at 45 CFR, Part 1304, as amended. (**Please note:** requirements for providing disability services for infants and toddlers are contained in 1304.20(f)(2)(I).)

Part 1309

This part describes the procedures for applying for Head Start grant funds to purchase facilities in which to operate Head Start programs; and it describes the conditions under which grant funds may be awarded to purchase facilities. It also specifies the measures that must be taken to protect the federal interest in facilities purchased with Head Start grant funds.

Part 1310

This part sets forth the regulations governing the safety features and safe operation of vehicles used by Head Start agencies in transporting Head Start children.

Part 1311

This part establishes regulations applicable to the administration of the Head Start Fellows Program. The program was designed to enhance the ability of Head Start fellows to make significant contributions to Head Start and other child development and family services programs. It includes information on the selection, placement, duration, and status of the Head Start Fellow.

Focus on Part 1304: The Head Start Program Performance Standards

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

The Head Start Program Performance Standards have played a central role in defining quality services for low-income children and their families for over 49 years. The Performance Standards were created to advance the primary goal of Head Start to increase social competence and school readiness of children. Head Start defines "increasing social competence" as promoting each child's everyday effectiveness in dealing with his or her present environment and later responsibilities when beginning school. Head Start defines "school readiness" as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life.

These visionary beliefs provided the solid, lasting foundation for the creation and subsequent revisions of the Head Start Program Performance Standards:
  ➢ Comprehensive individualized child development services
  ➢ Parent and family engagement and a family-centered approach
  ➢ Community-based partnerships and community-based services
  ➢ Strong, effective management systems and procedures

The Head Start Program Performance Standards were revised in 1998 with the purpose of updating information and establishing regulations for such initiatives as Early Head Start. In an effort to promote a more integrated service delivery approach, the Standards were reorganized into three major content-area sections and one smaller section related to the federal monitoring process:
  ➢ Subpart B—Early Childhood Development and Health Services
  ➢ Subpart C—Family and Community Partnerships
  ➢ Subpart D—Program Design and Management.
  ➢ Subpart E—Deficiencies and Quality Improvement Plans

The Standards for Disabilities Services are integrated throughout these three areas (Subparts B, C, and D) as well as in part 1308. The standards also incorporate the expectations for parent involvement (parent and family engagement) in each of the major content areas.

Subpart B—Early Childhood Development and Health Services. This subpart defines the expectations for services to children participating in Head Start and Early Head Start. The regulations provide direction to programs in the areas of health, education, safety, nutrition, and mental health. Special considerations for pregnant women enrolled in Early Head Start are also described in this subpart.

Subpart C—Family and Community Partnerships. In this subpart, the Office of Head Start outlines its expectations for a program's relationships with families and the communities the program serves. Family and Community Partnerships has adopted a new title of "Parent and Family Engagement."

Subpart D—Program Design and Management. When the Performance Standards were originally written in the 1970s, the founders did not articulate standards for management. However, as Head Start grew in size and complexity, it became clear how critical management systems were to successful program operations. In this new section of the Standards, the OHS spells out its requirements for program governance; cohesive management systems; human resource management; and facilities, materials, and equipment.

Subpart E—Deficiencies and Quality Improvement Plans. In this very short subpart, the OHS describes the requirements for programs that have been identified as having deficiencies in their services as the result of an onsite program review.

Regulations and Statutes

Improving Head Start for School Readiness Act of 2007

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

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

Throughout, the Act directs the Secretary of Health and Human Services to develop regulations to guide the implementation of the program.

Given that the *Improving Head Start for School Readiness Act of 2007* was enacted in 2007 and the last substantial revisions of the Head Start regulations were promulgated in 1998, it is important to be mindful that in most cases the *Head Start Act of 2007* takes precedence over what is stated in the regulations; and in the absence of **clear** change or changes with accompanying official guidance, provisions of the Performance Standards are still in force.

Once developed, these regulations become a part of the *Code of Federal Regulations*. Since regulations have their basis in public law, they have the force of law for programs funded by the issuing agency, which in this case is the Office of Head Start.

The Relationship Between the Performance Standards and the Federal Monitoring Process

Each Head Start grantee is held accountable for ensuring that the Performance Standards are fully implemented in its program. A monitoring team, which is made up primarily of nonfederal staff, conducts a thorough review of each grantee every 3 years to determine its compliance with the Performance Standards and other regulations. Currently, reviewers use an instrument called the Office of Head Start Monitoring Protocol. The Protocol has been revised to place a greater emphasis on the systems that Head Start and Early Head Start programs have in place to enhance the quality of the delivery and management of program services.

The focus of the Protocol is on making connections between program systems and on collecting data for critical indicators of success in promoting school readiness.

The Protocol organizes elements of the Performance Standards, the *Head Start Act,* and other regulations into seven sections against which compliance is monitored:
1. Program Governance (GOV)
2. Management Systems (SYS)
3. Fiscal Integrity (FIS)
4. Eligibility, Recruitment, Selection, Enrollment, Attendance (ERSEA)
5. Child Health and Safety (CHS)
6. Family and Community Engagement (FCE)
7. Child Development and Education (CDE)

Head Start Policies

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

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

Policies are often issued in the form of an Information Memorandum (IM) or a Program Instruction (PI) that is sent to every Head Start program. IMs inform programs and may be issued to clarify. PIs are issued to instruct programs and to alert programs of changes that effect how a program operates. Wise program leaders maintain a file of all IMs and PIs that they and their staff can refer to as needed. Programs can obtain copies of IMs and PIs that are still in force on the Early Childhood Learning and Knowledge Center (ECLKC).

Overarching Theme

This segment offers leaders the opportunity to become familiar with the underlying tenets of Head Start. It affirms the solid foundation on which Head Start was built. *Head Start: A Nation's Pride* is a 12-minute video that was produced by the National Head Start Association in 1990. It captures a moment in time of the ever-evolving Head Start program. The video opens with a newly added section from *Head Start: Leading the Way for Children, Families, and Communities*. The video has been included in this training to provide a context to Head Start's history. This clip briefly shows President Johnson in 1965 announcing Project Head Start as an 8-week summer program.

During this segment, Head Start leaders are asked to reflect on the programs for which they provide leadership and to consider the depths to which the core values of Head Start are evidenced in the daily operations of their programs.

Outcomes

➢ Identify ways in which the Head Start core values are evident in program services
➢ Become familiar with the Head Start core values

Materials

➢ PowerPoint presentation
➢ Video: *Head Start: A Nation's Pride* (*Head Start A to Z* version)
➢ Video Short: *How Head Start Has Changed* (4:45)
➢ Video clips: *Insights for New Directors*
➢ Masking tape
➢ 4 pages of chart paper
➢ Handouts:
   ✓ Nifty Notes
   ✓ Head Start Core Values
   ✓ School Readiness graphic
   ✓ Family Engagement as Parent Involvement 2.0

Planning Ahead

➢ Time required for session will vary based on size of group and their level of knowledge
➢ Write the letters A, B, C, and D on chart paper and tape them in different locations in the room. Write one letter on each piece of chart paper.
➢ Make copies of the "Head Start Core Values" handout.
➢ Make copies of "School Readiness" graphic.

- ➢ Make copies of the "Family Engagement as Parent Involvement" handout.
- ➢ Review the "Head Start Core Values" handout before your session begins to ensure that you are clear about the meaning of each statement.
- ➢ Preview the *Head Start: A Nation's Pride* (*Head Start A to Z* version) video. Check to ensure there is audio in the presentation room. Be prepared to prompt responses to the following question on the handout: "What core values are evidenced in the video?"
- ➢ Preview the video short, *How Head Start has Changed*
- ➢ Preview video clips: *Insights for New Directors.*
- ➢ Prepare in advance to ensure you have facts for any of the items you choose to highlight related to How Head Start has changed.
- ➢ Decide when you might show the video clips, *Insights for New Directors* (e.g., during breaks, during the session, after the session, etc.).

Let's Get Started

1. Introduce yourself. If you have co-facilitators, invite them to introduce themselves, too. This is the time when you may want to consider a warm-up activity that suits the size of the group. If the group is large, invite the group members to talk among themselves in small groups at tables instead of engaging them in a full-group activity.

   Offer the following beliefs and ideas about *Head Start A to Z*:
   - ➢ The National Center on Program Management and Fiscal Operations (PMFO) has created *Head Start A to Z* as a set of learning sessions targeting the following kinds of new leaders in the Head Start community:
     - ✓ Leaders who are new both to the Head Start program and to holding a leadership position
     - ✓ Those new to Head Start who have held leadership roles in other organizations
     - ✓ Individuals who know Head Start well but are taking on a leadership role for the first time
     - ✓ Leaders of newly funded Head Start programs
     - ✓ Those currently serving in a Head Start leadership role who want to re-energize
     - ✓ Current directors who are supporting the orientation and ongoing learning of new leaders in their programs, such as individuals in management staff positions and governing body members

   Head Start A to Z will provide an excellent opportunity for these groups to learn together about the foundations of Head Start and other *A to Z* lessons.
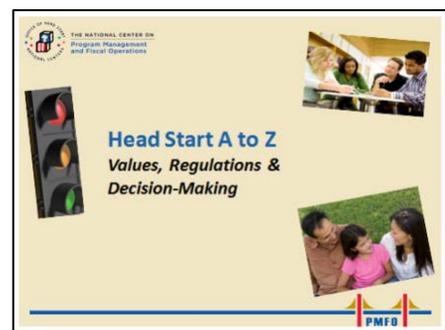
➤ PMFO wants the Head Start community to know that whenever they attend any conference where a *Head Start A to Z* session is offered, the *A to Z* label means that the session is geared toward new leaders in the Head Start community and that those who attend will leave with renewed vigor and useful information that they can bring back to their programs.

➤ While *Head Start A to Z* is designed to support new directors, it also provides learning and support for leaders at other levels; these include members of the governing body and Policy Council, as they have important leadership roles in Head Start, as well. The *Head Start A to Z* design provides opportunities for mangers to develop and hone their leadership skills, while at the same time learning new ways to engage their teams and support their directors.

➤ *Head Start A to Z* sessions are also designed to emulate the concept of the "learning organization." Express the following to the attendees: "We recognize key characteristics of learning organizations: these include a supportive learning environment, openness to new ideas, and time for reflection. Each person has an important role to play in the success of this session. Those with experience remind us where we've come from and what we must do to maintain our identity and uniqueness. New members bring a fresh perspective and remind us what we must do to prepare for the future. All roles are essential for Head Start, as a learning organization, to continue to grow and flourish. *Head Start A to Z* sessions are successful when we share the best of what we have to offer with a strength-based focus. As you engage in this session, we hope that you will support one another in the learning process by generously sharing your knowledge, experience, and perspective."

2. Begin the session by sharing with participants the "Nifty Notes" handout is a place to capture their thoughts, "A-ha!" moments, or any new knowledge that they acquire during this session.
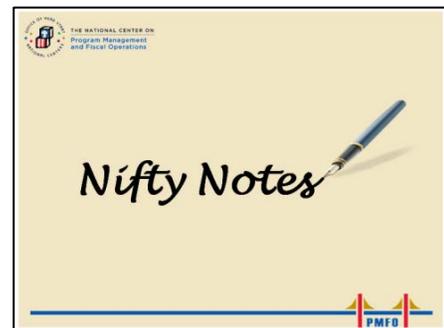
3. Networking Activity: Body Voting

Ask participants to move to the corner of the room that best describes their current tenure with HS/EHS. Read the slide while everyone is seated: (**A**) new to Head Start and new to a leadership role; (**B**) new to Head Start but have experience in leadership roles; (**C**) have Head Start experience but new to leadership role; (**D**) have Head Start experience and experience in leadership roles.

After they have selected their group, tell participants to form dyads or triads. Say to participants:

✓ "Introduce yourselves and talk about the most important thing you want to know right now about HS/EHS."
✓ "For group D, the experienced group talk about the biggest lesson learned during your tenure as a HS/EHS leader."

4. Explain that values are deeply held views that come from many sources. In a sense, they determine who we are and what we want. Values also form organizational cultures. They reflect what we find worthwhile in the work we do. Values influence how we relate to one another and how we do our work.

Core values are ideals that we strive for. Core values are used to guide our behavior. Core values create a reinforcing cycle.

Transition to the next slide.

5. Ask participants, "What values do you have that are most important in you work life?" Listen as participants share their responses. Direct the participants' attention to the handout, "Head Start Core Values." Ask participants to join with their tablemates to talk about the Head Start Core Values. Explain that, "Each will choose one of the core values and in 30 seconds share with your tablemates what it means. Continue until all of the core values have been discussed at your table."
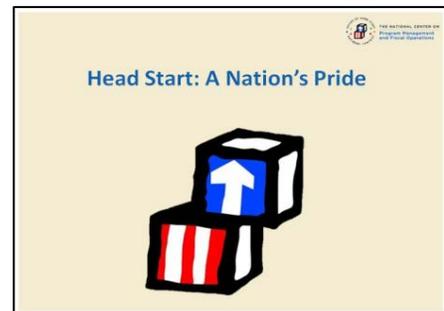
Explain to the participants that they are now going to watch a video, *Head Start: A Nation's Pride.* Ask the group if they have seen the video. Explain that the video was produced in 1990 by the National Head Start Association. The National Center on Program Management and Fiscal Operations asked permission to add an additional segment to the beginning of

the video, so this version will slightly differ from the original.

Guide participants again to their "Head Start Core Values" handout. Explain to participants that, as they watch the video, they should determine where they see evidence of the Head Start core values in action. Invite the group to jot down a couple significant words or phrases on the first page of their "Head Start Core Values" handout. Explain that after the video they will have an opportunity to share what they saw.

Caution the group that, as they watch the video, they will hear and see some things that are different from Head Start today. Ask them to jot down some of their thoughts about these changes on the second page of the "Head Start Core Values" handout.

Tell participants that they shouldn't feel obligated to write something for each of the core values or fill the whole "What has changed?" page. Complete what feels comfortable.

Show the video.

6. After the video, encourage the group members to share their thoughts. As the facilitator, guide the group to spend most of their time on the "What has changed?" page. The importance of the Head Start core values section is to ensure that Head Start leaders are aware that Head Start is grounded in a set of core values.

Expand the conversation about "What has changed?" to emphasize where Head Start is today and the implications for the group members' role as new leaders in the Head Start community.

Terms and concepts to highlight:
> "Mainstreaming" is no longer used. The preferred term is "inclusion."
> The Office of Head Start now has a birth to five vision that includes infants and toddlers.
> There are important changes in the composition of the governing body.
> "Family engagement" is now the emphasis, in addition to "parent involvement" (guide the group's attention to the "Family Engagement as Parent Involvement 2.0" handout).
> Social competence and school readiness have both become primary goals. Head Start defines "increasing social competence" as promoting each child's everyday effectiveness in dealing with his or her present environment and later responsibilities when beginning school. Head Start defines "school readiness" as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. (Guide the group's attention to the "School Readiness Graphic" handout)
> There is a significant emphasis on data-driven decision-making.

> ➢ Program options now include home-base and family child care.
> ➢ Transition to the Five Year Project Period
>
> After 7 minutes of conversation, introduce the video short, *How Head Start has Changed*. Say to participants, "A group of experienced directors watched the video that you just watched. Listen as they share their thoughts."
>
> After the video ends, say to participants that the directors in the video spoke based on their program experience. Now, you get to talk about your programs. Transition to the next slide.

7. Divide participants into groups with three or four participants each. If there are people from the same program in attendance, encourage them to work as a group. Guide the groups to look at the next page of their "Head Start Core Values" handout, which focuses on the core values that are evident in their program. Say to participants, "Think about your program. As a new leader or new director, imagine that you are visiting your Head Start centers. During your visit, what two Head Start core values would be evident?" Allow 3 minutes for the groups to jot down their thoughts.

Think about your program…

Identify at least two core values that would be evident.
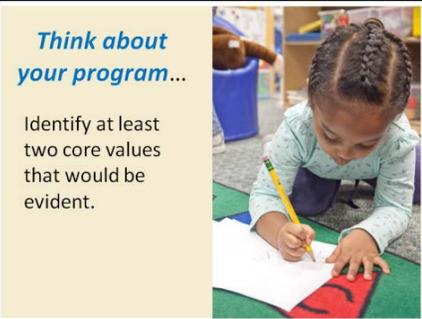
Conclude this section with the following message: "The hallmark of Head Start is its values. From the beginning, Head Start has emphasized the importance of comprehensive programming. Today it continues to anchor its programming in the fundamental Head Start core values."

Overarching Theme

Leaders in the Head Start community must be fully aware of and knowledgeable about federal requirements, and they must be adept at applying these requirements to the operation of Head Start/Early Head Start (HS/EHS) programs, whether they are starting a new program or working to maintain a quality program. New leaders in the Head Start community face a daunting task: they must be knowledgeable about everything related to HS/EHS. As leaders progress through the ups and downs of the learning curve, they also must know how to find what they need to know. Many of the requirements for operating an HS/EHS program are in the *Head Start Program Performance Standards and Other Regulations* and the *Improving Head Start for School Readiness Act of 2007*. Technology has enhanced the accessibility of this and other necessary information. The Early Childhood Learning and Knowledge Center (ECLKC) is the official website for the Office of Head Start (OHS) and contains much of the information that Head Start leaders need to know. In particular, the ECLKC makes available the tool What Head Start Leaders Need to Know, which provides essential information for the day-to-day work of leaders and managers.

Outcomes

➢ Enhance the understanding of how regulations shape program operations
➢ Use knowledge and understanding of the regulations to address common HS/EHS questions, challenges, and issues

Materials

➢ PowerPoint presentation
➢ Internet access (to display ECLKC)
➢ Handouts:
  ✓ Nifty Notes
  ✓ Which PART Is It? (no answers)
  ✓ Head Start Scenarios
  ✓ Head Start Core Values
➢ Head Start Scenarios (packets for small group)
➢ Head Start Scenarios (answer guide)
➢ One set of "Which PART IS It?" cards

Planning Ahead

➢ Time required for session will vary based on size of group and their level of knowledge

➢ Be familiar with the parts of the *Head Start Program Performance Standards.*

➢ Be familiar with the changes that resulted from the *2007 Head Start Act*

➢ Review background information above (pages 1–8 and 16).

➢ Check for the availability of Internet access. Use the ECLKC to point out where participants can find important information.

➢ Review answer guide for "Head Start Scenarios."

➢ Select the scenarios you will use.

➢ Make copies of the handouts.

➢ Make a copy of one set of the "Which PART Is It?" cards. Print back-to-back with Part number on one side and description on the opposite side. NOTE: Make sure the part number and description match.

➢ Place one "Which PART Is It?" card on each table or distribute the cards among the group in a manner that works best.

➢ Put the ECLKC link in PowerPoint slide #8.

➢ Organize the "Head Start Scenarios" packets, with each consisting of the following:
  o One envelope (11 x 14-inch)
  o One copy of each scenario
  o A section from the Head Start Program Performance Standards or/and the Head Start Act, as well as other policies; e.g., Information Memorandum (IM) and Program Instruction (PI) that will support each group in preparing an informed response

You must have Internet access to use this section.

8. Head Start regulations have played a central role in defining quality services for low-income children and their families for almost 30 years. Regulations that guide Head Start are designed to advance the primary goal of Head Start school readiness for all children. Head Start defines "school readiness" as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life.

   Say to participants, "We are going to use the ECLKC to talk about the Head Start regulations. Before we begin. Let's have a little fun."

   Activity: "Which PART is It?" Part 1
   Distribute the handout, "Which PART Is It?" Explain to participants that most of the regulations that guide Head Start are contained in Parts 1301 to 1311. They will have 5 minutes to match the PART number to the correct PART description. Everyone should get at least one correct. The card that is on their table. Let participants know they can work in groups.
   After 5 or 6 minutes, bring the group back together. Explain to participants that they will find out the answers in a few minutes. Proceed to next slide.

9. Ask participants if they are familiar with the ECLKC. Explain that the ECLKC is the Early Childhood Learning and Knowledge Center, and it is the official website for the Office of Head Start (OHS). Ask participants if they have subscribed to receive information through the ECLKC. Explain that it is important to register as soon as possible. Advise participants that registering on the ECLKC is the best way to receive all OHS communications.

   Select the ECLKC URL in the screen shot on the PowerPoint slide. Point out where participants can register. Click on "Subscribe**."** Show participants what the page looks like. Point out that participants can select checkboxes for all the various kinds of information they would like to receive. Demonstrate how the dropdown list appears and how participants can select all the various kinds of communications they would like to receive. Then demonstrate how to select the "Back" button to return to the ECLKC home page.

With the ECLKC home page displayed, explain to the group that there is a great deal of useful information on the ECLKC. Take a few minutes to explore the home page.

Show the participants where they can find the resource *What Head Start Leaders Need to Know* on the National Center on Program Management and Fiscal Operations page. Also show them where all of the national centers are located on the home page.

Point out the tabs across the top of the page and explain that most of the information from the Office of Head Start is housed within these tabs, including important announcements, such as new IM's and PI's. Point out the "Español" tab takes the user to a Spanish version of the ECLKC. Reiterate that it would be worthwhile to take some time to explore the ECLKC.

Guide participants back to the bar across the top of the ECLKC homepage. Select "Policy & Regulations." Then select "Head Start Program Performance Standards and Other Regulations." A box will appear to the right. Select "Download full version of the Head Start Program Performance Standards." Then select "45 CFR 1300 (Chapter XIII)." At a minimum, explain the meaning of 45 CFR Chapter XIII. Now move to part 2 of the activity.

Activity: "Which PART Is It?" Part 2
Guide participants' attention back to the "Which PART Is It?" handout that they completed earlier. Ask participants to locate the card that has a PART number on it. Explain that whoever has the card that is called out will pop-up and read the description for that PART.

Optional: After the activity, use information from the background reading to further explain the standards and regulations.

Show participants how they can search the entire document for information using key words or phrases. To search, select "Ctrl + F" on a PC and "Command + F" on a Mac. A white rectangle will appear in the upper right corner of the screen. Explain that within that rectangle they can enter the key word or phrase they are searching for. Provide an example. (**Note**: There are several ways to demonstrate the search feature of a PDF. Please explain and show the process that is most comfortable for you.)

Take a minute to check in with participants; ask if they have any questions and ask how they're generally doing.

Using the "back" arrow on the browser, return to the ECLKC homepage. Select the "Policy & Regulations" tab across the top of the page. Select "Head Start Act" from the dropdown menu. Select the hyperlink "English." Show the table of contents. Explain to the group the general focus of the *Head Start Act* and how it provides a context for the Performance Standards. Use the background reading as supporting material for this explanation.

Using the back arrow on the browser, return to the ECLKC homepage. Hover over the "Policy & Regulations" tab at the top of the home page. The dropdown list will appear.

Before selecting an item, move the arrow down the PI list and select the last PI issued. Explain to the group what a PI is and its relevance to Head Start.

Using the "back" arrow on the browser, go back to the ECLKC homepage. Hover over the "Policy & Regulations" tab at the top of the home page. The dropdown list will appear. Before selecting an item, move the arrow down the IM list and select the last IM issued. Explain to the group what an IM is and its relevance to Head Start. Use the information about IMs from the background reading.

Using the back arrow on the browser, return to the ECLKC homepage. Hover over the "Monitoring & Reports" tab at the top of the home page. Select "Monitoring Reviews" from the dropdown menu. Take a second to point out to the group that the webcast featured on this page (*Grantee Webcast—Video*) is referencing the Office of Head Start Monitoring Protocol. Say to participants, "This is a very valuable video to watch, especially if your program will be going through a federal review this year."

Select the "FY 20XX Office of Head Start Monitoring Protocol." Show the table of contents. Using the background reading for this session, explain the monitoring process.

Ask the group to call out loud the current OHS and national initiatives. Ask, "How does each initiative impact your role as a Head Start leader?"

Note: The following initiatives should be brought to the group's attention: School Readiness, Parent/Family Engagement, Designation Renewal System, and Program Governance and the Five Year Project Period.

10. Transition participants to the activity "Head Start Decision-making**."** Divide participants into small groups, with three or four participants in each. Distribute the "Head Start Scenarios" packet. Draw their attention to the questions included with each scenario. Explain that each group will receive a packet that includes one of the Head Start scenarios, all the regulations, and other information they'll need in order to respond to the questions. Distribute one packet to each group. Give the groups 15 minutes to complete the task.

Let's use the Head Start regulations to practice program decision-making!

Reconvene the large group. Listen to responses from each of the groups. Be prepared to add information as required.

11. Conclude the session by inviting questions and comments.

Questions/Comments?