

Using Management Systems to Support Coordinated Approaches

Jacqueline Davis: Using Management Systems to Support Coordinated Approaches. And today, what we're gonna do, if you notice, we have tent cards. We have things on the table. So we're going to want to make this interactive, and we're going to try, and the reason I'm saying try is because we have a whole group of people that you don't even see. They're invisible because they're out in our virtual world. So this session is being live-streamed, and we have a whole virtual community out there that's participating in this session. And so we want to make sure that during this time -- You'll hear me saying, "Let's check in with our virtual audience," and that kind of a thing so we can get feedback, and they're able to chat and everything. So they'll be coming in.

And we have someone over there that's representing the virtual audience, and so we'll be hearing from them, as well, as well as you. And we have mics, as you see, all along the aisles, and we also have team members here from my team, and they are available to kind of, as we say, run the mic, you know, bring the mic to you, because you're going to need the mic because if you don't have the mic, then our virtual audience won't be able to hear what you're saying. And also, this is being translated to Spanish, as well. And everybody's back over there. I went back over there and I saw it's a whole group of people hiding back over there supporting this.

And so there is a Spanish translation going on, as well. So we'll definitely need the mics for everyone to be able to hear and for the translators to be able to translate. So those are some of the key things about this session that's really important. And so I'm glad to have you here today. My name is Jacqueline Davis. And I work with the National Center on Program Management and Fiscal Operations. And what I'm doing today is just sharing with you in a really kind of like -- I used to say "Put the cookies on the table where the babies can reach it" kind of a thing, just making it real meaningful for you in terms of being able to go back and, in some cases, continue doing what you're doing with some scaffolding and some intentionality and/or start doing some things around coordinated approaches.

We've had a lot of conversations recently in the Office of Head Start, as well as with all of the national centers, and we're bringing this to you because it's -- the term is new, but the work is not. And so that's one of the things I hope that we're able to walk away with today is how this is a new term in the performance centers, but the work is not. It is existing. It's probably work that you've been doing for a while. And so as we begin to move forward, let's get started. And I want to -- We have a lot of people in here, so how many of you in here right now are directors? Oh, we have a lot of directors in here. Great. How many of you in here are managers, coordinators, specialists? Okay. How many of you in here are staff? Okay. Staff -- That could have been a trick question because all of you are staff, right? But, yes, so how many of you in here are with the Policy Council? Governing boards? We have a board? Okay. We have a board person back there.

Okay. So anything I missed? Fiscal. Fiscal.

Okay, I know Chris is in here somewhere. He's probably saying, "I don't believe she did that. She didn't say fiscal." Chris is one of our fiscal gurus at the National Center on Program Management and Fiscal Operations. Okay, so we're here and we're ready to get started, and welcome. We're starting with just looking at what we hope to accomplish, and that's look at the coordinated approaches and think about it from within the Head Start Program Performance Standards and kind of unpack that a little bit and then thinking about coordinated approaches strategies, and using the Management Systems Wheel as a tool. And when we talk about the Management Systems Wheel as a tool, I just want to be clear and help

everybody know, because you probably already do know this, but the Management Systems Wheel is a representative. It's a tool. It's not part of the Performance Standards, and it's not emulating the Performance Standards in any way.

It's a tool that we offer you at the National Center on Program Management and Fiscal Operations to support you in not only your work around coordinated approaches, but your work in a lot of areas within your program. And then, of course, what we also want to do is translate the work and the design of the coordinated approaches to your current work. And so on that note, I just want to share something with you. I have this book here, and it's called "Extraordinary Outcomes," and one of the authors is Iris Firstenberg. And in this book, they talk about this whole idea of visiting the future. And what does that have to do with coordinated approaches?

Well, here it is. Okay. So in the book, she uses an example of her daughter and how when her daughter was about to graduate from high school, she really, really felt that she wanted to be an archeologist. Right? So then she had an opportunity. Whatever school, whatever was going on, she had an opportunity to participate in this venture where they went off and they did this digging, you know, digging expeditions and all of that. So, of course, when she did that and she came back home, she realized archeology was not what she wanted to do.

So because she was able to visit the future in that particular instance, she cut out a lot of stuff, getting in there and realizing that she didn't want to do it. So let's bring that to our work and your work that you're doing now. So when the coordinated approaches was put into the Performance Standards, I'm thinking about a lot of the work that you guys do around integrated services, right? And you've been doing that for a while, right? And so does anybody want to share how they've done some work, integrated services, maybe with an IEP or IFSP and how you brought people in and that really created a successful outcome for a child? Does anybody want to share a particular instance when you did that?

Man: Jacque, I have the mic.

Jacqueline: Okay. So we have the mic. Chris has a mic. Anybody want to share? It could be brief.

Woman: Can you repeat the question?

Jacqueline: Yeah. Okay. Anytime that you have coordinated services for a child around IEP, IFSP -- here we have a hand right there -- and what that looked like.

Pam: Hi. We have a 2-year-old in Early Head Start with severe cerebral palsy, and he's been in the program since he was an infant. And so we've been meeting on a regular basis, but around last December, he had a health meltdown and came back to school with a G-tube, and he had been in the hospital basically the full winter break because of failure to thrive. And so mom just brings him in with a G-tube, and she walks in, and it was like, "Okay, I'm here. He's here. Goodbye. I'll see you later." And it was like, "Whoa, put the brakes on."

So we kind of -- Everybody came together, from me, because we needed the funding to figure out what we're going to do, to a nurse to our health manager, the disabilities manager, Family Services person, the family advocate, the teacher, the center director. It was like -- with the parent to figure out what we're going to do, because there was a whole lot of stuff going on with this kid, from CPS involvement, which is what got him to the hospital in the first place, to who is going to feed him through a G-tube.

And so it actually has been an amazing experience, and we're now heading into transition to preschool. And so he's still got the G-tube, and we're shopping around for the right preschool setting for him where he can be fully included. And now, of course, she gets everything she wants, so she doesn't want to leave our center. But we'll see what happens there.

Jacqueline: Okay. Thank you. I can't see your face very well, but I think that voice is Pam? Thank you very much. So, listen, okay, that story that she just shared, I'm sure that now you guys can probably all think of stories like that where you've had successful outcomes. And so let's go back to that thought about visiting the future. And you think about, okay, so you all have been doing this work and you've been doing things like this that's been successful, and I'm sure that you've been sharing it with your program specialists, your regional people, your federal folks, as well. And so now what they have done is they have put that whole idea of that kind of a work, coordinating and integrating into the performance centers, and they're being really intentional about it. And so they've known that that's been happening out there and there's been a lot of success around it, so now they've had the opportunity through you to visit the future, and so now they're putting it in there in the Performance Standards, and it's intentional in terms of what we all must do in our programs. And that kind of stuck out at me, so I thought that I would share that with you.

And then I thought also that I would just kind of share some of the other thoughts about that in terms of visiting the future and what it does. And what it does, it creates -- because you know it can be successful, it creates extraordinary outcomes, so you're not walking into this blindly. You're walking into it knowing that there is success around coordinating services, and so you're ready to move forward. So we're just going to galvanize that for you today in a big way. So as we move on -- So, yeah, okay. What changes are having the biggest impact on your programs, in your programs? We can just kind of -- If you want to stand up, run up to a mic, we have two mic runners, and just kind of share what changes in your community are the biggest impact in your programs?

Woman: We are a relatively small community, but our city no longer has any HUD-assisted housing or any subsidies provided for families that need support in that way because we're a college community and it's more fiscally efficient to rent to college students rather than low-income families. So we really don't know where that's going to go with our population, but it's been a big difficulty for us as it's kind of gradually taken over all of the housing areas in our city.

Jacqueline: Okay. Thank you for sharing that. Yeah. We have one over here. Okay.

Woman: Hi. Yes. I think the extension of our pre-K programs in our public schools has caused a decline, especially in our rural areas. That's been one of our biggest challenges and impacts over the last couple years.

Jacqueline: Yeah. Okay. Thank you. And that's happening in a lot of different areas. Yes.

Woman: We've had a major decrease in manufacturing jobs, which has decreased the population of our town in general, and we've also had an incredibly high spike in substance abuse and addiction and those kinds of things in correlation with those demographic changes. That has been a challenge for us.

Jacqueline: Okay. Thank you. Do we have -- Yeah. Okay.

Man: We've had an expansion of our program 'cause of duration funding, and we have to hire a lot of teachers, but there's a lot of competition in our community with the local school district, being in L.A. County. I think a lot of other programs are in the same boat as we are. So again, we're trying to hire a lot of teachers right now. Jacqueline: Okay. Thank you. Duration funds. Yes. Okay, yes.

Woman: There's been a lot of fear around immigration issues, and that has led to us partnering with more legal agencies and also with more mental-health agencies to support families who are having increased stress levels.

Jacqueline: Yes. So that's a new one, really new. Yeah. Thank you. Anyone else? Yes. We have one right up here, Chris. Right there with their hand up. Mm-hmm. Thank you.

Woman: So along with similar to the pre-K expansion that many of us are experiencing, we also have a lot more layered funding and regulations that we have to deal with. So understanding it from the fiscal perspective, understanding how Office of Child Care Subsidy, Head Start funding, state funding, and then also all the different regulations, so it's a coordination and integration of not only services, but also from an organizational viewpoint.

Jacqueline: Okay. Thank you. To use those key words. Thank you. Yes. We have another person. Mm-hmm.

Man: Yeah.

Woman: There you go. We live -- I live in a military community with five military installations in Colorado Springs, and we are seeing the impact of the ramping up of deployments. We went through a very heavy deployment cycle, then it kind of settled down, and now we're back to increased deployments, and that is showing up in very significant behavioral challenges with our kiddos, and so that is increasing all of the time on top of those who are not military who are really struggling with behavioral issues. The military piece is adding to that.

Jacqueline: Thank you very much. Okay. These are some varying kinds of impacts. Do we have anyone else?

Man: Yeah.

Jacqueline: Oh, we have one more here in the green.

Man: Also social media, Jacque.

Jacqueline: Oh, okay.

Woman: Hi. I live in Oakland, California. Gentrification is huge. Our communities are changing drastically. A lot of income-eligible families are in constant movement from packs of areas that have been low-income. The new boom with technology in the Bay Area has caused a lot of rental costs and homeless issues and concerns around constant movement of families who are eligible, as well as the same around immigration fears.

Jacqueline: Okay. Thank you very much. So I want to take a pause, and I thank my colleague for this, because I forgot just that quickly. So we have a virtual audience that we want to welcome into this conversation and invite to share. So do we have anyone that wants to share anything out there in the virtual?

Woman: Yes, from the online community, we have multiple comments. saying that local preschool programs... [Speaking indistinctly] Families leaving for lack of jobs.

Jacqueline: Okay. Oh, yeah, leaving for lack of jobs. Okay, so, those are some good examples of things that are impacting -- that are having big impacts in your communities and it's impacting your programs. So I wanted to bring this up because I wanted to stick a pin in this in terms of as we begin to talk about coordinated approaches, making sure that we're having a focus and we're keeping in our view external - what external people, what external partners, what external stakeholders could very well be part of some of your coordinated approaches, some of your program-wide coordinated approaches. So I wanted to make sure that you remember that as we continue with this conversation. So next up we're looking at the infamous Management Systems Wheel, and when we look at the -- How many of you have seen the Management Systems Wheel?

Yes. Okay. So as we look at this wheel, what we have here is, at the foundation, we have leadership and governance, right? And that's the foundation for Head Start. And then if we think about the systems, we think about them from three different perspectives, the Program Management, the Planning, and the Oversight systems. And then within that, you will see that all 12 of those systems kind of make up those three areas. And within that, next you have the services. And what we usually kind of say is that when those systems are operating effectively, you're going to have good services, and then that's going to lead to quality outcomes for children and families. You have a handout, and the handout is called -- It's called Management Systems Wheel. It's called "Using the Management Systems Wheel to Design Coordinated Approaches." And I want to bring your attention to this.

This is a handout that was created by the Office of Head Start. So I offer it to you guys hot off the press. This is the first session that we're doing this. And if you look in the first paragraph there, it talks about the Management Systems Wheel, and it represents a systems approach to implementing the standards in all the programs across -- in program operations. And it goes on to say that an effective leadership and governance structure with strong management systems in place lead to effective, well-designed services that promote positive outcomes for children and families. So this wheel is very useful, and it's very helpful in terms of working with your programs regularly all the time. And in terms of the coordinated approaches, we offer this as a tool, and we're going to dig a little deeper into this a little later. You have the Management Systems Wheel there on your table, right, and it's in color. So we're going to use that later in more detail, but we just wanted to highlight that and to please always remember that this is a tool. And some of you may have other ways of pulling together your coordinated approaches, but we want to focus on this one today and look at it from this perspective.

Man: Jacque.

Jacqueline: Yes.

Man: Just a quick reminder. In case -- We had a limited amount. Everything that she's talking about will also be on MyPeers, as well, so you can download it there.

Jacqueline: Thank you. Yes. And then also just want to say that -- now that we've changed it -- the Management Systems Wheel that you have there on your table, it really guides your systems-thinking perspective about looking at this whole idea of coordinated approaches. And what we're going to do now is look at -- You should have a -- Well, you don't because I didn't see that you had it, but this particular piece is focusing on, in the Performance Standards, for some of you that have your devices, you may want to go there. It's in subpart J, and it's 1302.101(b). And it talks about coordinated approaches, and it says that...

Now, if you notice there, you have some words that are kind of sticking out, kind of speaking loud and clear, and that's "each program year," which means that it's happening all the time and you're continually looking at it, paying attention to it on an ongoing basis. So it's not something that you put together and then you just kind of say, "Okay," and then you just move on doing your work. It's an ongoing basis throughout the year. \ A program -- Look at the word "must." So it's something that you're really being required to do. "Must design and implement," so you have to design your coordinated approaches, and then you have to make sure you're implementing them. And it has to be program-wide. So we're not just focusing on one area. That's why it's coordinated. You're looking at your whole program around this and what needs to be done and how it can be done. And if you're thinking about it like this, it really helps to really -- The systems-thinking approach really helps you -- could really help you in designing this, and it's something that's really important.

So there are four key things. They're each program year, on an ongoing basis, must design and implement program-wide. So it has to cut across all of your -- all of the different areas of your program. So that's something to think about. And then what are they? And they must ensure training and professional development systems for dual-language learners, for children with disabilities, and then management of program data. So those are some key areas that are really important if you're thinking about coordinated approaches. And there was a handout, but since you don't have that handout, I want to make sure that you -- that we're really -- that you really get a chance to hear about the coordinated approaches and what that looks like. And so I wanted to just make sure. Does anybody have their -- have a handout? It says "The coordinated approaches," and it talks about that they ensure the coordinated approaches at the beginning of each program year, and on an ongoing basis throughout the year, a program must design and implement program-wide coordinated approaches. That, the first one is training development.

The training and professional development system, as described in 1302.92, effectively supports the delivery and continuous improvement of high-quality services. And that's one. And then the next one is dual-language learners. And the full and effective participation of children who are dual-language learners and their families. And then it goes on to explain more about utilizing information, identifying community resources, and systematically and comprehensively addressing child and family needs. And then the third one, of course, is children with disabilities and a full and effective participation of children with disabilities, including, but not limited to, children eligible for services under IDEA. And then it goes on to say a little bit more about that. And then the last one is the management of program data. The management of program data to effectively support the availability, usability, integrity, and security of data. And a program must establish procedures on data management. And then it goes on to say a little bit more about that.

And so as we think about this, you can see that coordinated approaches plays a major role in addressing your program-planning efforts. And so that's what it says. And when you think about all of that, the coordinated approaches, a lot of that is going to be -- you know, it's going to encompass a lot of the

work that you actually do in your program. So that's something that we just wanted to share. And this is what the Head Start Program Performance Standards are saying about coordinated approaches. So now the next piece is thinking about defining what coordinated approaches means to you in like a real way. And so to do that, what you have on your tables, for those of you that are sitting at tables with the tent cards, you have a card on your table, and it's going to say something. It's a card, and it may have a color on it. And for the people that are in our virtual world, what you'll have is you'll have a handout that says cards, "program-wide approaches" cards. And you have that. And then you also have on your tables, for those of you that are not at a table with a card, you have a handout, and that handout is called "Program-wide Coordinated Approaches," and it has a list of about 11 different descriptors for coordinated approaches.

So this is what you're gonna do with that. And the importance of these cards and this list is that they were promulgated or they were put together by a group of people from our PD meeting. We have a PD meeting, us T/TA providers, at least once a year, and this particular one, we focused a lot on coordinated approaches. And so with that conversation, one of the things we asked the group was, what did they think coordinated approaches -- what do they think it is. And so those are the 11 buzz words that came out of that conversation. And so we're sharing them with you today in the list, as well as if you have a card on your table. So we're going to have a conversation based on that in just a minute. I just want to explain some things to you.

One, the first thing for this activity is that you're going to need the handout, and then you're going to need the card that you have on your table. If you don't have a card on your table, then just choose one at your table. Choose any one of the 11 that are there and just use that one to talk about. And on the virtual -- in our virtual world out there, what you can do is just choose one, as well. Just choose one that you want to talk about. And so what you're going to do, you're going to talk about it in terms of thinking about coordinated approaches, how do you see that word or that term being of value or being a good description of what a coordinated approach is or what coordinated approaches are. So we want you to take a minute, look at that card that you have or the actual descriptive that you chose, and talk about what does that mean in terms of coordinated approaches. And then if you come up with some thoughts that are not any one of those 11, there's a section at the bottom that says, "What would you add?" Just write it in there. Okay? So, in our virtual community, are you guys okay? Does anybody have any questions about what this activity entails?

Woman: Virtual community sees the cards and resources. I think they're figuring it out.

Jacqueline: Okay. So they're okay. Okay, so everybody is okay in our face-to-face audience here? Okay, so let's take about five minutes, have a conversation, and if you come up with any descriptors that are not there, you can add them on the bottom of that page that you have. Okay? Okay. Okay, so, for our virtual community, as you're thinking of your thoughts, if you could put them in the chat, write your responses or your thoughts or your ideas in the chat so we can hear from you, as well. Okay. So let's see. What kind of conversations did you all have? Let's see. Let's start with one. I'll just call out one. And I will start with "data-driven." How does the term "data-driven" -- What does that have to do with coordinated approaches? How does that fit into the conversation or the idea of coordinated approaches? Who had "data-driven"? Yes. Okay. So what did you guys say?

Woman: Never mind.

Jacqueline: Oh.

Woman: False alarm.

Jacqueline: Okay, so who had "data-driven"?

Woman: You were making eye contact.

Jacqueline: Okay, so anyone in the chat had anything to say about "data-driven"?

Woman: We need a few more moments for the virtual feed to catch up.

Jacqueline: Okay.

Woman: We have a "data-driven" over here.

Jacqueline: Okay. Great.

Woman: We talked about data-driven and how important it is to share data across all components of the program but also how hard that is because of time and whether there's one person whose job it is specifically to analyze and interpret and share out data, and if you don't have that, how you can effectively share the data if there's not someone's job responsibility to do that. That was just a few of the things we talked about.

Jacqueline: Okay. Thank you.

Woman: We have one more.

Jacqueline: Okay.

Woman: We discussed how with the new Performance Standards and how you're going to have to justify everything back to your community needs and why is your program doing what it's doing, and data is going to be what you're going to use to be the foundation for that. And so we all need to really make that a focus, and right now I think we're very much in our little silos, so to speak, of, "My data is very important to me, but then how do I use that when we're strategically planning for the program?"

Jacqueline: Thank you. Yes. So to have a coordinated approach -- a data-driven coordinated approach, you really have to make sure that the data is being shared across. Thank you. Across all of your services. Anyone else on the "data-driven"? Any chats on "data-driven"?

Woman: Yes. For data-driven -- "Data-driven" means using your data across programs and across the state to coordinate professional development, training, and education for teachers.

Jacqueline: Okay. Thank you. Let's look at another one. What about "strategic"? How does "strategic" fit into the whole notion of coordinated approaches? Strategic. I know we had two tables out there that had "strategic." I just don't know which tables they are. [Laughs] Okay.

Woman: We have one over here. Over there? Can we start here and then go there?

Jacqueline: Oh. Okay.

Woman: So I'm starting -- Oh, excuse me. We talked about, from a strategic perspective, really knowing what your outcomes need to be and what you're trying to do, but we talked about potentially adding to this list from a strategic perspective was the reporting piece. And it's implied in a lot of these, but intentional reporting on all levels is extremely important to being able to take -- again, data-driven -- to be able to take a strategic approach and know what kind of outcomes you're shooting for and then how you're coming with regard to that. So it's incredibly important for continuous improvement, for professional development, for services, for monitoring, and so we talked about the possibility of adding reporting to this.

Jacqueline: Okay. So she added to the "What would you add?" box reporting. Thank you. Okay, we have another person over here that has "strategic."

Woman: So I would say we actually didn't have outcomes, and I really like that because it adds -- it kind of is the ending point of where we started. We thought about purposeful and thoughtful long-term planning and making sure that we're looking at a macro view of things.

Jacqueline: Mm-hmm. Yes. Macro view. I like that. Yes.

Woman: For the outcomes from her.

Jacqueline: So then it matches, yes. It fits right in with the outcomes piece. Thank you. So anyone in our virtual world that mentioned something about "strategic," that chose that one? Okay. So I'm not going to pick the next one. Who wants to share one of their -- from their table the card that they had or the one that they chose? Let's do it that way.

Man: A lot of smiles at this table. I think I'm gonna pick this one.

Woman: Okay.

Man: Really good idea. She was volunteering.

Woman: We had the card "integrated across content," and in our discussion, we talked about interpreting that to mean in a particular coordinated approach, such as professional development, that you make sure that that includes your staff in various content service areas, as well as addressing those needs across content service areas.

Jacqueline: Yes. Thank you. Anyone else? "Integrated across content" is what we just shared. Okay. So I'm going to pick one. What about "intentional"? We just heard that word over there -- "intentional." What does that mean in terms of coordinated approaches? So, again, I know that there are two out there. So... Okay. Here we go.

Woman: Two right up front here. We'll start with her.

Jacqueline: Yeah. Okay.

Woman: I didn't have a group, but I did write down some thoughts. So, you know, when I think of intentional, I think of very specific to that particular area that you're looking at, so an example would be -- and we dealt with the last couple of years -- is the dual language in our program. We have probably about 12 different languages that we deal with, so somewhat the approach to working with dual language is the same for all languages, but then you also have to be a little more intentional to each specific language group and their particular culture that goes along with their languages. You know, so developing those coordinated approaches that lend themselves to working with our families with dual language, you know, has to be very intentional.

Jacqueline: Has to be. Thank you. Yes. Very intentional. Thank you. We had another person? Yes.

Woman: It's my turn?

Jacqueline: Yes.

Woman: So we took it from -- We didn't go as deep into a specific program, but overall, intentionality, we said it's -- the number-one thing is that it's planned. So you're being proactive about what you need to address and the thinking that's put forth in that, that it's inclusive at all levels and creates a diverse perspective by getting other people engaged that we increase the effectiveness of our communication and buy in and understanding of expectations throughout our teams. And it's amenable for large and small organizations or programs because you can all be intentional and that overall it creates a culture of accountability and understanding at all levels.

Jacqueline: Okay. Thank you very much. Yes. So I'm going to call out one more. "Flow of communication." Yes.

Woman: So, communication is important. We all have, at our table, lots of different programs, lots of different ways to communicate. It's important that it's accurate. It's important that it's timely and that you have a system for it so that people know where the actual messages are coming from. They know what to pay attention to. They know, "This is real. This is hearsay. What do we react to?" But you have to have a system for communicating your purpose, your intention, your planning.

Jacqueline: Yes.

Woman: All of that.

Jacqueline: Mm-hmm. Thank you. And when you're thinking about communication, you could -- That's the nature of it being coordinated, right? You have to have a good flow of communication. So, I didn't ask the chat group about the last one, "intentional," so did anyone have anything to say about "intentional"?

Woman: Yes. From the online chat about "intentional." "To approach, plan, and implement something with a common goal in mind." In another one, "Intentional for a coordinated approach means that you know the needs for inclusion for all to ensure success."

Jacqueline: Yes. Thank you. And since we're talking to our virtual group, what about "flow of communication"?

Woman: We have one about "flow of communication." "Each program having input in communication and concerning the services for each child."

Jacqueline: Mm-hmm. Okay. Thank you. So what about "flow of communication"? The other group in the audience in our face-to-face group that have "flow of communication"? Yes. Over there.

Woman: Okay, so similar to what the group in front of us said, a lot of us have different approaches to how we communicate within our agencies, but making sure that you have a system, making sure that it's not just communicating down, but getting communication back up from what's happening at the center level, and I think that's it.

Jacqueline: Okay. So did anybody have -- One group -- One person shared what they added. So did anyone else add anything, write anything in the "What would you add?" box at the bottom that they want to share? Because those can be really interesting. Okay.

Woman: I don't know if it's really something to add to the bottom, but we found ourselves talking a little bit about the role of our Policy Council or governing board and thinking about how they impact many of these approaches or even thinking about that communication and flow of communication and bringing teams together, but we found ourselves thinking a little bit about those pieces of coordinated approaches and how do we involve our program governing body and parents in some of these approaches.

Jacqueline: Yeah, because that's going to be really important in terms of thinking about your audiences, your stakeholders and making sure they understand what's happening. And is that included in one of these in any way? Operating at multiple levels. Operating at different levels. Influencing multiple levels. And that's part of it. And operating at different levels, as well. So, yes. And staffing, bringing the teams together. Yes, we have one here.

Man: Yeah.

Woman: Good morning from Texas.

Jacqueline: Good morning.

Woman: It may be implied here, but policies and procedures, over time, we tend not to purge with the coordination process to help ensure that we're all on the same page, and sometimes we're not in the same book.

Jacqueline: Yeah. Some people may have to start there, to coordinate it, right? You got to get everybody in the same book, page. Yes. We have a comment up here in the front. So, are there any additional comments on the chat from our virtual friends while we're getting the mic here?

Woman: Yes. I think this is just a general comment, that this activity really is intentionally connecting to the management systems component.

Jacqueline: Okay. Thank you. Yeah. Okay, yes.

Woman: I was going to add something about resource management. You said staff here, but other things, too. If you got multiple programs, your facilities, your staffing, your dollars, your partnerships, that resource management in a collaborative approach is important.

Jacqueline: Is important. Exactly. Yeah, and then I do want to give a shout-out to the last one, "more than collaborating, working in unity." So that's another key piece that really connects a lot of this, as well. And so with that, I really wanted to have an opportunity just for you all to start talking about coordinated approaches from a perspective of looking at it in terms of operationalizing it, and these terms, these words here kind of help think about it from that perspective. And so as we move on -- Oh, I'm sorry. Was there a comment from the chat? Did I check in? Were there any more general comments or "What would you add?" kind of a comment?

Woman: Not at this time.

Jacqueline: Okay. Great. Thank you. So we're gonna go back to the handout that you have, "Using the Management Systems Wheel to Design Coordinated Approaches." And this time I want to bring your attention to the very last paragraph there. And I really want someone to actually share that with us, to read that to us. Who wants to do that? 'Cause it has a good meaning there that I want to make sure that we get on the table. No one? Yes. Okay. We have someone here.

Woman: I'm coming.

Jacqueline: The very last paragraph.

Woman: "Of course, it's important to recognize that Head Start programs implement other coordinated approaches besides the four required ones. For example, the parent, family, and community engagement framework refers to a program-wide approach, as does the planned language approach. The standards also refer to a coordinated coaching strategy for education staff."

Jacqueline: Mm-hmm. Thank you. So that ties us back to -- Remember the example I gave at the beginning about visiting the future? So, and that's bringing that back to the table that you may already be doing some kinds of coordinated approaches under other names, like integrated services, multi-disciplinary services, and those kinds of things, but this is an intentional look at four coordinated approaches, and that's what we're kind of focusing on. And because this was put together by the Office of Head Start, I wanted to make sure you got it from that perspective, as well. So let's move on. And so what would program-wide coordinated approaches look like in your program? So that's the big question. So think about that for a minute.

If you were going to think about a program-wide coordinated approach for any of those four areas -- training and professional development, dual-language learners, disabilities, and management of program data -- what would that look like in your program? I'm just going to let you think for a minute. And out there in the virtual world, just think about that for just a second or so. Okay? So, in a few minutes, you're going to get to open those white envelopes on your tables because we're going to do something with that with this question. And the next thing we want to do before we do that is we want to pay attention to a blueprint together. A coordinated-approaches blueprint. And there are five things in this blueprint for designing coordinated approaches. And it's targeting. It's kind of targeting it. You know, a blueprint, things that really could help build your coordinated approaches, and one of them is reinforcing systems thinking, to reinforce systems thinking.

And it's here, as well as it is up there on the screen. So first we want to do that. And as you begin to use your Management Systems Wheel as a tool, that we offer as a tool, it's going to definitely help you to make sure that you're in a systems-thinking frame of mind. So then the next one is understanding the interconnectivity with services. That's this one. And so when you think of the interconnection, it's all about the work that we're doing, and that's in the services, right? So you're connecting those services. You're connecting the people. Someone said earlier about keeping your data and working in silos. Well, the services, that's where the people are. That's where you touch the people every day. And so integrating, making sure that all that's connected.

That's another important piece about coordinated approaches. And then the next one is incorporating coordinated approaches with existing systems. So it's not that you're going to sit there and you're going to say, "Okay, we got to go and create this whole big coordinated approach for training and professional development, dual-language learners, disabilities, and management of data." You're thinking about the systems that are existing, and then you're going to tweak them, add to it, do whatever you need to do to make the systems work in terms of these particular coordinated approaches that you're being asked to pull together to design and implement. And then, of course, include coordinated approaches in a program's culture. That one should be first because that's one of -- that's a key thing when you think about your program, the culture, making these shifts and making these changes. Even when you think about the performance standards in general, it's a culture shift. It's a paradigm shift, all of this. So when you're able to bring it to your teams and to your teams, your staff, the people that you work with, and stakeholders in terms of, "Hey, you know, this is work that we've already been doing," like visiting the future kind of a thing, and think about it from that perspective and then you start to branch out and start saying, "Okay, so these are things we need to do to make sure that we have this comprehensive program-wide approach."

So you're not starting from scratch, as they say. And then, of course, the other important one is thinking about the sustainability. Remember in that performance standard, it talked about that it had to be ongoing, an ongoing basis? So it has to be sustained, because I can't imagine that every year you're going to design a whole new coordinated approach for training and professional development. That wouldn't necessarily work. So as you're designing your coordinated approaches that you're going to implement, you want to think about, "Will this stand the mustard? Will this work? Is this sustainable?" And that's where your management systems are important and the data and evaluation, as well as your ongoing monitoring systems. Those are two that just really popped up in my head just now in terms of just kind of paying attention to, "Okay, is this working?" And that's where your ongoing monitoring and quality improvement comes in. And then you're looking at the data. You're being very intentional about the data that you're targeting to look at, to see, "Are these coordinated approaches working?" And then that's where the shift comes in. You know the whole thing. The course correction and that kind of a thing to make sure that it works, and that's gonna make sure that it's sustainable. And these are four blueprints -- Did I talk about all four of them? Yeah.

These are the blueprints that... Yeah, I talked about all four of them. These are the blueprints that we think would really help support your idea and your thinking about designing a coordinated approach. I wanted to share that with you. So now we get to go back to that question -- If you could take us back one, please. So, what would program-wide coordinated approaches look like in your program? So, how many of you have been around and remember the prism and the prism framework? Oh, I'm so glad that there are a lot of you. Good. So there's a representative at every table that kind of remembers that, right? Okay. Remember the prism framework, how that worked, right? They had the services across the

top, family engagement, education, health, and the like, and then down the side they had systems. They had the systems. Okay. So the Office of Head Start has adopted -- I would say adopted -- that approach in looking at our -- in looking at "designing" and implementing coordinated approaches, program-wide coordinated approaches.

So what you have in your packets there -- in the white envelopes that you have, you have one of two things. You have a coordinated approach that looks at what we call the program operations view, and that particular one has all of the management systems along the side, and then they have four key things to look at and to think about. And that is program-wide policies needed, existing functions needing to be modified, leadership roles that may be necessary, and then data needed to monitor and assess. So with this model, you're going to -- you would have to identify a particular coordinated approach that you want to take through this process. And just like we used to do with the prism, you know, like you look at a management system and then you talk about it in terms of one of the services, so that's what this is doing.

So like, for example, if you think about program planning and service system design and you're focusing on the training and professional development coordinated approach, what policies would necessarily need to be tweaked or changed in order to make sure that you have a coordinated approach in terms of program planning and service delivery for a particular -- for training and professional development. So that's a conversation. And then you have the conversation with each one of those in terms of all of the systems. So that's one model. So how many of you, if you look at the tent card that you have, have the one that says "program operations"? Those of you that have the tent cards on your table, you have the one that says "program operations?"

Coordinated approaches, blueprint, program operations. Yeah, program operations. How many of you have that? Which tables? Okay. So that's the way you're going to look at this whole idea of program-wide coordinated approaches. So then there's another model that looks at the service delivery focus. So with this one, you get to choose a particular service delivery. It could be ERSEA. It could be education. It could be health. It could be mental health. Community and family engagement are just some examples. And then what you're going to do is, you're going to choose that service delivery focus, and then you're going to start to talk about, discuss the management systems, and you're going to choose one of the coordinated approaches.

And if you see all four of them across the top -- training and professional development, management of program data, participation of children who are DLL and their families, and then participation of all children with disabilities, so you can choose one of those. And then you talk about a particular service area with the systems. So it's like a three-prong thing, but you guys have done it before. You get it, with the prism and all of that. How many of you get it? You get what you're being asked to do here? Okay. So how many of you need some more explanation? Do I see any hands? Yeah. Okay. So we'll do it again. What about in the chat? Okay, so let's do this one because he's going to have to take us back. So this is the service delivery focus one. How many of you have the tent card that says "service delivery"? Okay. So for that one, the first thing you're gonna have to do is choose a service delivery focus. Suppose you chose ERSEA.

Okay? And then the second thing you would need to do is go down to the chart and choose a particular approach, a coordinated approach. Suppose you chose management of program data. So once you decide on that, you have ERSEA as your service delivery focus, for all intents and purposes for here, you're going to look at management of program data. So then that's where the conversation begins. You

start looking at the systems. I'll go to fiscal management. So ERSEA is a service area. You're looking at fiscal management, and you're paying attention to management of program data. So you're doing three things with this. So what is that going to look like? Okay, ERSEA and what program data, and it's tied to fiscal management. Okay, so what would that look like in terms of coordinated approaches? How would fiscal management have to be involved in management of program data? Chris? Is Chris still in the room? You have some thoughts about that?

Chris: Yeah.

Jacqueline: I'm calling you out on this.

Chris: No, I mean, I think that in terms of just the coordination, you want to make sure that -- First of all, there are going to be fiscal implications for almost anything and everything that we do. So as you look at this chart, you want to just kind of think through those implications fiscally for that particular activity, and then you're looking at it, of course, from the perspective of the program data. So just kind of looking at it from that perspective and working through the whole process.

Jacqueline: Yeah. So then you're doing that, and, of course, there are 12 systems. You're not going to get through all of them, but we really want you to just really start a conversation about the other slide that we're going to put back up there about, what would it look like, what would a program-wide coordinated approach look like if you were to design it? So if you could take us back two slides, please. Yes. So this one is, you decide on a coordinated approach, one of the four, and then you start thinking about these four specific areas and talk about the systems in terms of those. In terms of those four areas. Okay. So what about the chat? Does anybody have any questions in our virtual world? And the goal of this -- Could you take it back to the slide with the question, please? So the goal of this -- The other one. Yeah. One more. Yeah. So the goal of this is to really get you to talking about and thinking about, what would design of this program-wide coordinated approach look like? And so if you're sitting there -- These sessions are always about networking and learning from others, so hopefully as you're talking, you're networking, you're learning from others, you're getting some "aha" moments and some ideas that can really be helpful for you as you go back and implement these four program-wide coordinated approaches.

Okay? So if you don't have a tent card or an envelope -- a white envelope at your table, then if you don't mind coming up to tables and sharing in with some of the people that do or going back to tables and sharing with people that do have the envelopes and the tent cards. And as for the people -- As for our virtual world, just choose one that you want to do. It can either be the services delivery model or the program view -- program operations model. And then just talk it through. With yourself, if you're by yourself, but if you're with other people, then you guys can have a conversation, as well, in the virtual world. Let's take about... Let's take about maybe 15 minutes. I think that will work. Then we'll have like 10 minutes to share and talk about it. So everybody want to get started? And I can come down. I can turn off my mic and come down, because I was told that it would make friction if I start walking around down there. So I can come down and talk to you. Okay. If you turn off my mic.

Woman: Excuse me, Jacqueline?

Jacqueline: Oh, yes. Okay. Uh-huh?

Woman: Can you please explain for the virtual community again how to use these handouts together?

Jacqueline: Okay. So I need to speak on that. Okay, so they would choose one of the wheels. One of those, either the coordinated approaches or the one that says -- the program operations one or the service delivery model. One of those two. And then you would just begin to think about -- Suppose you chose the service delivery and you decided to choose health as the area, then what you would do is think about one of those coordinated approaches. Maybe it's training and professional development. And you think about one of the systems. Fiscal. I keep going back to fiscal. Because if you think about it, then, okay, if you're thinking about your coordinated approaches and you are choosing training and professional development, your service delivery area is focus, and right now you're looking at fiscal management as the system, so you would begin to think about it in terms of, okay, if you wanted to have a program-wide model, service -- coordinated approaches model for training and professional development and the service area is health, then that means you need to start thinking about, for fiscal management, what kind of dollars would you have to have or need in order to be able to ensure that all of your staff are trained and understand some health and safety kinds of issues that maybe your program may be having.

So then that brings in the external because maybe you're thinking about, "Okay, we've been having these issues around health and safety, so let's start thinking about, to get the staff trained in a particular area, what would that look like in terms of dollars over time," and all of that kind of thing. So it's just an opportunity to just start having discussions and start thinking about what would a program-wide coordinated approach look like in a particular area. Does that make sense?

Woman: Thank you.

Jacqueline: Does it? Okay. So make sure you have somebody, someone that's going to report out or share what you guys talked about. Of course, we're not going to get to everyone, but we want to hear from you. And for our virtual friends, if you can write in the chat, when you're ready, some of the things you came up with from doing this activity. Okay. I know we have to cut it short, but I just want you guys to just have an idea for you all to start thinking about what this would look like, and if you noticed, there were two different models, so one model might work better for you than another model, in terms of using the Management Systems Wheel as a tool. So let's hear -- let's hear from some of you. Who has determined who their reporter is going to be? And they're ready to share some of what they just talked about, their conversation? I know we had to cut the conversations a little short. Yeah. So who wants to share what they came up with? I know some of you are just really wanting to share. And if it didn't work for you, we want to hear that, as well, because we want to know, is this a good way to start to have this conversation about program-wide coordinated approaches? Okay. So I hear laughter. So somebody -- Oh, yeah. Right there.

Woman: So I will tell you that we were kind of struggling to kind of use this. I think the reason why is because we felt like the management systems that are on the top -- the professional development, data, DLL, and children with disabilities --

Jacqueline: The program-wide coordinated approaches.

Woman: Well, in particular, we were talking about children with disabilities or children with DLL. That's sort of like a component of our education, and it's around individualization for children in the education services, so we were kind of struggling to try to figure out how to tease that particular piece out. And so

instead of trying to think of a service delivery, we just decided to just think about children with disabilities or children that are dual-language learners and then just go through the management systems just for that instead of trying to take a whole service delivery and then try to do it. So it got a little bit helpful when we just decided to just go through the management system that's focused, that's supposed to be coordinated, and then go through the management systems on the side instead of try to add in the service delivery piece.

I don't know if that is making any sense, but it did help a little bit more. So some of the things as we started thinking about the participation of children with disabilities, we talked about some of the fiscal management pieces, like the budget that has to address either the need for additional therapists or modifications to classrooms or materials, and then under community and self-assessment, we talked about some of the MOUs that we need to have to identify eligible children, some of our partnerships that help us address some of the recruitment issues, and then, of course, under facilities and learning environments, we talked about appropriate curriculum, staffing, and facility changes. And then under transportation, some of the services that are provided under IDEA.

And then we talked about training and professional development around ensuring full and effective participation, supervision. And then communication, of course, there was the parent-consent sorts of things. And then under ongoing monitoring and continuous improvement, we talked about some of the ongoing supervision. So some of that we actually took from the performance standard where it talks about participation of children with disability and actually calls out specific things, like appropriate curriculum, facilities, and supervision. So it made it a little easier when we went and looked more fully at what was said in the performance standards around children with disabilities participating. So that made it a little bit easier.

Jacqueline: Thank you. That was really good. Totally appreciate that. Okay. So that's getting that conversation started to start looking at it from a program-wide coordinated approaches perspective. Thank you. So who else wants to share? That was a good run at that. What about in our virtual world? Has anybody written anything in the chat, chatted about anything?

Woman: Yes, we have a comment. "Coordinated approach for education and fiscal management would ensure fiscally that training and professional development systems meet the needs of classroom staff as an individual or a group, just to ensure high quality, care is being provided." Another comment's that it works for dual-language learners and their families.

Jacqueline: Okay. So anyone else? Thank you. So anyone else want to share what they came up with? I know you guys did some stuff. You talked. And even if you didn't write it down, just share what you all talked about in terms of what you did. It's okay. No one will recognize you. Okay.

Woman: So I just wanted to acknowledge your comment about how hard it is to take a service delivery area first and then work from there. But I also think it's important to do that because if you don't look at the individual service delivery areas while you're going through this exercise, you could certainly miss one of the key areas that you need to address. So we did take ERSEA, and I think going through the process, we did keep coming back to training and communication. Throughout each of the management systems, those were key things that were repeated over and over and over. And there was one other thing, but it's gone now, so that's what happens. Yeah, those were the key takeaways, I think, from our group.

Jacqueline: Okay. So we have two minutes left. And did anyone else have anything to share?

Woman: I just wanted to let the participants in the room know that the CEU sign-in sheets are up at the front three tables if you want to sign for CEUs, and as well as your materials should be posted by the end of the day. Joann will let us know.

Jacqueline: Okay, these materials for this session. Okay, so what I want to share with you is that when you pull these materials down, what you will see is that the forms that you have there, they're fillable forms. So you could take them and you can look at them and you can tweak them and you can see how useful and successful they might be for you. A lot of the T/TA providers in your regions had access to these tools at the professional development meeting so they can support you in this conversation, as well, but at the end of the day, I know that the important thing is to begin to think about the design and the implementation of your program-wide coordinated approaches in those four areas in particular and just really find a way to do that work so that it's comprehensive. And we offered the Management Systems Wheel as a good way to have that conversation, and we just hope that you're successful with this. And before we close, does anybody in the chat want to share anything -- I mean in the virtual community want to share anything in the chat? Did anybody say anything that you wanted to share?

Woman: Not at this time.

Jacqueline: Okay. So with that, I hope this was helpful in some way for you in terms of beginning to think about coordinated approaches and where you need to go with it and thinking about that essentially it's not something brand-new. It's a takeoff of work that you've been doing, but now it's intentional. And you got to put a little bit more time and effort into making sure that you're paying attention to all of the different areas of your program. Does that make sense?

Okay. Thank you all for coming, and have a good one.

Okay.