

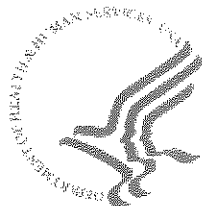
New Director's Tool Kit



Guidance and Survival Tips



Region VII Office of Head Start
Clarence Small, Regional Program Manager



ADMINISTRATION FOR
CHILDREN & FAMILIES

Head Start/Early Head Start Director,

Congratulations on your new position as a Head Start/Early Head Start Director. This New Directors Toolkit is designed to provide you with important and basic information to help you get a quick overview of expectations for the role of a Head Start/Early Head Start Director.

New Directors often feel overwhelmed with the volume of regulations, the numerous daily management issues, and the ongoing monitoring needed to implement quality services to children and their families. This toolkit is designed to assist in prioritizing the processes and documents needed to get a more complete overview of your program. In addition, the toolkit can help determine areas to strengthen and identify next steps in your ongoing conversations with the Regional Office, the Training and Technical Assistant System, and state colleagues.

Of particular importance is the on-line Early Childhood Learning and Knowledge Center (ECKLC) which is your one-stop for early childhood information. <http://ecklc.ohs.acf.hhs.gov/hslc> This website gives you the latest information on school readiness, updates to program information and regulations, initiatives from the Office of Head Start in addition to a multitude of resources.

As the Regional Program Manager for Region VII Office of Head Start, I congratulate and welcome you to the Head Start family. It is our shared goal to help you achieve quality services to children and families. Please feel free to contact you assigned Program Specialist and Grant Specialist whenever you have questions.

Again, welcome, and we wish you the best in ensuring quality services to the children, families, and communities in Region VII.

Clarence Small
Head Start
Regional Program Manager

Director's Locate and Review Checklist

Document/Item	Location	Reviewed	Notes and Comments
FUNDING			
Current Continuation Grant Application and related correspondence			
Current Notice of Award (NOA)			
Previous Continuation Grant Applications and related correspondence			
Previous Notices of Award			
Copy of the current USDA contract			
Other funding contracts/agreements			
PROGRAM OPERATIONS			
Current organizational chart for the program			
Current Personnel policies and procedures			
Current Fiscal Policies and Procedures			
Community Partnership agreements/MOUs/IAAs			
Current Service Plans			
<ul style="list-style-type: none"> • Program Management & Design Plan • Early Childhood Health & Development Plan • Family & Community Partnerships Plan 			
Current Community Assessment			
Previous Community Assessments (for last 3 yrs.)			
Copy of last Annual Self Assessment & Improvement Plan			
Policy Council By-Laws			
Board By-Laws			
Meeting Minutes of Policy Council/ Policy Cmte.			
Meeting Minutes of Parent Committee(s)			
Meeting Minutes of Advisory Committee(s)			
Meeting Minutes of Management Team Meetings			
Meeting Minutes of Governing Board Meetings			
REPORTS			
Last 3 years of PIR data			
Monthly USDA Reports			
Last Audit			
Financial Reports			
Copies of Head Start Financial Reports (Form 425)			
Insurance policies for the program			
OTHER			

Suggested Action Steps for New Head Start Directors

ACTION	DOCUMENTS TO REVIEW	BENEFITS
1. Familiarize yourself with the organizational structure of the program at all levels – grantee and delegate	<ul style="list-style-type: none"> ✦ Grantee Agency Organizational Chart ✦ Delegate Agency Organizational Chart ✦ Head Start/Early Head Start Program Organizational Chart 	<ul style="list-style-type: none"> ✦ Learn the current structure of the organization ✦ Learn the direct/indirect lines of supervision/authority of the organization
2. Meet with EHS/HS Management and Support Staff	<ul style="list-style-type: none"> ✦ Staff Roster 	<ul style="list-style-type: none"> ✦ Introduce yourself and get to know your team ✦ Express your expectations of the team and of the program
3. Meet with Grantee and Delegate staff	<ul style="list-style-type: none"> ✦ Staff Roster 	<ul style="list-style-type: none"> ✦ Become familiar with the Executive Director and other staff members you will be working with
4. Meet with Grantee Board and Policy Council members	<ul style="list-style-type: none"> ✦ List of Board members ✦ List of current Policy Council members 	<ul style="list-style-type: none"> ✦ Introduce yourself ✦ Ask about their goals/expectations for the program ✦ Talk about your goals/expectations for the program
5. Tour the Head Start centers	<ul style="list-style-type: none"> ✦ Maps/addresses of the centers ✦ Contact person for each of the facilities 	<ul style="list-style-type: none"> ✦ The visit will show you what is currently available and how the program is being implemented
6. Learn requirements for maintenance, licensing of the facilities	<ul style="list-style-type: none"> ✦ Local, state or national requirements for facility licensing (if applicable) ✦ Any contracts for maintenance, etc. 	<ul style="list-style-type: none"> ✦ Familiarization of these requirements and contracts is necessary to remain current

ACTION	DOCUMENTS TO REVIEW	BENEFITS
7. Determine where the program is in the refunding process (grant application cycle)	<ul style="list-style-type: none"> ➤ The last 3 years of Continuation Grant Applications ➤ The last 3 years of Community Assessment information 	<ul style="list-style-type: none"> ➤ On December 9, 2011, OHS issued the final rule on the Designation Renewal System. As this rule is fully implemented during the three year transition period, , all Head Start grants will be moved from indefinite grant periods to five year grant periods. OHS will continue to issue guidance and clarification related to this transition process.
8. Review the last annual self-assessment and improvement plan	<ul style="list-style-type: none"> ➤ Most current Program Self-Assessment and actions for improvement based on results 	<ul style="list-style-type: none"> ➤ The Self assessment is required to be conducted annually and the results are utilized to determine the programs areas of strength and need ➤ The results and improvement plan need to be submitted for Board approval
9. Review the last OHSMS report (latest Federal monitoring report)	<ul style="list-style-type: none"> ➤ Last OHSMS monitoring report ➤ Agency corrective action plan 	<ul style="list-style-type: none"> ➤ A review of this report will provide you with a summary of the agency status from the perspective of the Federal review team
10. Review the last CLASS report completed with the latest Federal monitoring review	<ul style="list-style-type: none"> ➤ Scores in the three CLASS domains: Emotional Support, Classroom Organization, and Instructional Support 	<ul style="list-style-type: none"> ➤ The CLASS scores from OHS monitoring reviews will be used as one of the criteria for Designation Renewal (Refer to 1307.3)
11. Review budget and financial information	<ul style="list-style-type: none"> ➤ Current budget ➤ Current year to date financial statements ➤ Written policies 	<ul style="list-style-type: none"> ➤ This review will give you an overall picture of the current financial status of the program
12. Meet with the agency fiscal officer and determine fiscal reporting procedures and responsibilities	<ul style="list-style-type: none"> ➤ Current budget ➤ Current year-to-date financial statements 	<ul style="list-style-type: none"> ➤ Establish relationship with the fiscal officer ➤ Ensures that both of you are operating from the same point

ACTION	DOCUMENTS TO REVIEW	BENEFITS
13. Review agency reports/manuals	<ul style="list-style-type: none"> ➤ Program Policies and Procedures ➤ Agency Policies and Procedures ➤ Additional reports/manuals 	<ul style="list-style-type: none"> ➤ Familiarize yourself with existing agency policies and procedures ➤ Learn about how the program is currently operating
14. Review job descriptions of EHS/HS personnel	<ul style="list-style-type: none"> ➤ Job Descriptions of each position within the program ➤ Head Start Performance Standards 	<ul style="list-style-type: none"> ➤ Learn what the current expectations are for each position ➤ Ensure the descriptions include the requirements of the Performance Standards
15. Determine the reporting requirements of the HS/EHS Director. Identify reports by name, describe contents of each, the time of month due, and to whom each report is submitted	<ul style="list-style-type: none"> ➤ Reports from previous Director 	<ul style="list-style-type: none"> ➤ Reports will be completed and submitted within correct timeframe.
16. Identify various meetings that occur regularly where the HS/EHS Director is required to attend	<ul style="list-style-type: none"> ➤ Reports from previous Director ➤ Reports from Executive Director 	<ul style="list-style-type: none"> ➤ Identification of these meetings will help you plan your schedule and maintain involvement in various groups to benefit the HS/EHS program
17. Review salary structure, schedule of pay periods, and personnel benefits	<ul style="list-style-type: none"> ➤ Salary schedule ➤ Pay period scheduled ➤ Policies/procedures related to salary/benefits/etc. 	<ul style="list-style-type: none"> ➤ To become familiar with what is currently implemented within the program ➤ To identify entry rates and salary/wage increase requirements ➤ To identify employee benefits ➤ To identify agency personnel procedures for hiring/termination ➤ To identify Policy Council involvement in

ACTION	DOCUMENTS TO REVIEW	BENEFITS
		personnel practices
18. Review most recent TTA Plan	<ul style="list-style-type: none"> ➤ Review TTA plan for: ➤ issues of noncompliance ➤ Required training ➤ Self-assessment improvement plan 	<ul style="list-style-type: none"> ➤ To become familiar with plans to address noncompliance areas ➤ To identify areas to sustain compliance ➤ To identify areas for capacity building and professional development
19. Review leave policy and identify holidays recognized for staff and children	<ul style="list-style-type: none"> ➤ Personnel policies 	<ul style="list-style-type: none"> ➤ To become familiar with current agency practices ➤ To identify calendar/scheduling dates
20. Review the personnel evaluation system	<ul style="list-style-type: none"> ➤ Agency personnel policies and procedures ➤ Fair Labor Standards Act ➤ Agency forms for personnel evaluation ➤ Professional Development Plans 	<ul style="list-style-type: none"> ➤ To become familiar with the existing personnel evaluation system ➤ To identify schedule of personnel evaluations
21. Review clerical procedures and secretarial services available to the HS/EHS Director and Managers (if applicable)	<ul style="list-style-type: none"> ➤ Copy of agency clerical procedures ➤ Copy of clerical/secretarial position descriptions 	<ul style="list-style-type: none"> ➤ To become familiar with current operations ➤ To identify changes you want to make within the program
22. Review continuing education opportunities for the HS/EHS teachers, HS assistant teachers and other HS/EHS staff – especially pertaining to the CDA/AA/BA mandate	<ul style="list-style-type: none"> ➤ Agency personnel policies ➤ Agency staff development policies ➤ Head Start Performance Standards ➤ Head Start Act Section 645A(h) and 648A(a)(3)(B) 	<ul style="list-style-type: none"> ➤ To become familiar with existing practices ➤ To begin planning for the T/TA plan
23. Determine the status of special Head Start Initiatives (i.e., AA/BA mandate, enrollment of	<ul style="list-style-type: none"> ➤ Regional/National issuances/instructions 	<ul style="list-style-type: none"> ➤ To become familiar with current expectations from the Regional Office and Office of Head Start

ACTION	DOCUMENTS TO REVIEW	BENEFITS
children with disabilities, Enrollment, Child Care Partnerships, Child Outcomes, Fatherhood, etc.)		<ul style="list-style-type: none"> ➤ To be able to assess the status of the agency regarding special initiatives
24. Receive update on any personnel actions pending or unfinished that need the attention of the Director	<ul style="list-style-type: none"> ➤ Reports from previous Director 	<ul style="list-style-type: none"> ➤ Discussion with the Agency Executive Director will assist in providing the next steps for the new HS/EHS Director
25. Review any pending or current class action suits, or other legal claims against or by the grantee/Delegate Agency that may affect the operation of the Head Start/Early Head Start program	<ul style="list-style-type: none"> ➤ Review with the Agency Executive Director ➤ Appropriate files 	<ul style="list-style-type: none"> ➤ The HS/EHS Director needs to be aware of the status of any of these types of actions to know appropriate measures to take and when to contact the Regional Office and/or legal counsel



What's Required

- 1304.50 Program Governance
- 1304.51 Management Systems & Procedures
- 1304.52 Human Resources Management
- 1304.53 Facilities, Materials & Equipment
- 1305 Eligibility, Recruitment, Selection, Enrollment, and Attendance in Head Start

From the Head Start Act

- Section 642 Powers and Functions of Head Start Agencies
- Section 648A Staff Qualifications & Training
- Section 642B Head Start Collaboration; State Early Education and Care

Do Your Systems Support School Readiness? Questions to Consider

<p>Self-Assessment</p> <ul style="list-style-type: none"> • What program goals/needs were identified? How do they relate to the school readiness goal? • How will achieving one goal support another? • What strengths were identified? How can you leverage those strengths to achieve the school readiness goal? 	<p>Record-Keeping and Reporting</p> <ul style="list-style-type: none"> • What record-keeping and reporting systems do you have in place to track the activities planned to support school readiness goals, as well as progress towards achieving the goals themselves? • Do you need to create new tools or make modifications to existing ones? If so, describe.
<p>Planning</p> <ul style="list-style-type: none"> • Consider your T/TA Plan and Individual Professional Development Plans, Services Area Plans, Policies and Procedures, Transition Plans, and Community Assessment. What information is available in these resources to: <ul style="list-style-type: none"> – support your school readiness goals? – help you to decide which activities to implement to achieve those goals? • Will you need to modify your plans to reflect these decisions? If so, how? 	<p>Communication</p> <ul style="list-style-type: none"> • How will you communicate your school readiness goals to your stakeholders (families, community, boards, etc.)? • How will you individualize your communication for a wide variety of audiences to ensure it is accessible? • How will the progress and status of your school readiness goals be communicated consistently and regularly? <ul style="list-style-type: none"> – what recordkeeping and reporting systems do you have in place to support your communication? – do you need to make modifications?
<p>Program Governance</p> <ul style="list-style-type: none"> • Have you engaged your governing bodies in the development of your school readiness goals? • How can the Policy Council and governing body support these goals? • What is their role in the other areas of this management systems framework (monitoring, communication, fiscal management, etc.)? 	<p>Ongoing Monitoring</p> <ul style="list-style-type: none"> • Do you have a comprehensive system for ongoing monitoring? • How will you track progress toward each goal and use the information you are gathering to make necessary adjustments? • Do you need to modify and/or create new tools to support ongoing monitoring? • How will you communicate your findings?
<p>Human Resources</p> <ul style="list-style-type: none"> • Do your staff members meet the minimum requirements for their positions? • How is management staff ensuring that staff is meeting performance expectations? • Do your staff members have the skills and knowledge they need to support the school readiness goals? If not, what professional development activities/trainings are needed? 	<p>Financial Management</p> <ul style="list-style-type: none"> • Do you have the resources available to support the activities identified? • If not, how can you ensure your budget planning for next year supports your school readiness goals? • How can you include non-fiscal staff in financial planning/management to support school readiness?
<p>Facilities, Materials and Equipment</p> <ul style="list-style-type: none"> • What additional materials or equipment, if any, will you need? • What modifications, if any, will you need to make to the facilities? • What materials/equipment do you have that could be used more intentionally to support this goal? 	<p>Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)</p> <ul style="list-style-type: none"> • Do your recruitment and selection activities result in enrollment of eligible families who could benefit the most from school readiness activities? • Are you effectively monitoring the attendance rates for children attending your program?

Annual Program and Budget Planning Calendar

MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6
<ul style="list-style-type: none"> Grant year begins Start on-going monitoring 	<ul style="list-style-type: none"> Planning continues On-going monitoring 	<ul style="list-style-type: none"> Planning Continues On-going monitoring 	<ul style="list-style-type: none"> Planning Continues On-going monitoring 	<ul style="list-style-type: none"> Planning Continues On-going monitoring 	<ul style="list-style-type: none"> Annual RMM
MONTH 7	MONTH 8	MONTH 9	MONTH 10	MONTH 11	MONTH 12
<p>Planning to Plan:</p> <ul style="list-style-type: none"> Funding guidance letter received Inform stakeholders of planning and budgeting process Engage PC and Board in planning process <p>Pre-budgeting: Gather budget data</p> <p>Program Planning:</p> <ul style="list-style-type: none"> Complete assessments Plan with managers and governing bodies Complete TTA Plan 	<p>Program Planning:</p> <ul style="list-style-type: none"> Draft Program Improvement plan w/goals & objectives Complete TTA plan <p>Budgeting:</p> <ul style="list-style-type: none"> Draft line item budget and get input from governing bodies, staff and management Draft budget narrative 	<p>Budgeting:</p> <ul style="list-style-type: none"> Seek final grant approval from governing bodies Finalize program and budget narratives <p>Grant submission & approvals:</p> <ul style="list-style-type: none"> Input budget into GABI Complete supplementary schedules Get signatures on 424 and assurances Submit grant to regional office 	<ul style="list-style-type: none"> Grant submitted 	<ul style="list-style-type: none"> ACF-program negotiations, if necessary 	<ul style="list-style-type: none"> Notification of grant award

Annual Program and Budget Planning Timeline: Key Steps

Planning to Plan

- Receive Refunding Notice
- If applicable, notify delegates or partners of their funding and give them guidance on submission deadlines.
- Invite Policy Council/Committee and Board of Directors representatives to assist with planning process and to serve on a budget committee.
- Develop and distribute a Planning Calendar.
- Gather data from various sources from the past year to inform planning.

Program Planning

- Complete Self Assessment and Community Assessment and identify key findings.
- Involve Management team and governing body representatives to assist in the process of developing Program Improvement Plan, which include long-term goals/short term objectives
- Complete Training and Technical Assistance Plan
- Analyze data from the past year to inform activities, goals and objectives and decision making processes.

Pre-budgeting

- Invite input from staff and Policy Council into budget needs and identify budget needs of partners.
- Identify fixed budget costs.
- Determine other revenue available to support operations, including USDA CACFP funds, non-federal share cash and in-kind.

Budgeting

- Draft line item budget and present to budget committee for input
- Complete draft budget narrative
- Receive input from governing bodies on budget and then get final approvals

Grant Submission and Approvals

- Input budget information into GABI.
- Complete any supplementary schedules
- Get signatures for SF-424, Assurances/Compendium and Policy Council's authorization
- Submit original and 2 copies of Head Start Grant to Regional Office

Key Due Dates and Reminders

GRANT ACTIVITIES	DUE DATE	COMPLETED
Continuation Grant Application (Head Start/Early Head Start)		
Other Grant Applications (if applicable):		
Financial Audit		
REQUIRED REPORTS		
Annual Program Information Report (PIR)		
Monthly Enrollment Reporting in Head Start Enterprise System (HSES)		
Financial Reports (Form 425)		
PROGRAM ACTIVITIES		
Annual Self Assessment		
Community Assessment		
Health Screenings		
Developmental Screenings		
Family Assessments		
Personnel Performance Evaluations		
Professional Development Plans		
Disability Enrollment (mid-year)		
Aggregation of data documenting progress in School Readiness goals		
OTHER		
Progress in meeting nonfederal share		

Program Director's Assessment

Promoting School Readiness and Adhering to Federal Regulations

Management Systems			
I have the knowledge, understanding, skills and abilities in management systems to:	Need no help in this area	Need some help in this area	Need Considerable help in this area
Overall Systems			
1. Develop and implement management systems that support delivery of quality Head Start and Early Head Start services.			
2. Identify indicators of well functioning integrated management systems.			
3. Monitor systems implementation and conduct systems analysis to ensure appropriate support for service delivery.			
4. Analyze and identify effectiveness of different management systems through monitoring and self-assessment data to determine need for improvement.			
5. Communicate systems thinking approach to management team and governing bodies.			
Planning System			
6. Develop and establish annual planning process that ensures timely delivery of quality services to children and families.			
7. Involve management team, staff, Policy Council, and Governing Body in program planning process.			
8. Review and analyze internal and external data for its use in the planning process.			
9. Integrate and implement work plans for daily operation and service delivery to children and families.			
10. Aggregate and analyze school readiness data for all children enrolled in the program.			
Communication System			
11. Establish a system for internal and external communication that is timely and responsive to organizational needs.			
12. Monitor quality and appropriateness of communication among management team, staff, and other stakeholders.			
13. Ensure that communication system specific policies, procedures and processes are established.			

Management Systems			
I have the knowledge, understanding, skills and abilities in management systems to:	Need no help in this area	Need some help in this area	Need considerable help in this area
14. Identify and communicate symptoms and indicators of effective internal and external communication with management team.			
Record-keeping and Reporting System			
15. Establish a record keeping system that includes required information on children, staff, and program services.			
16. Analyze programmatic information and use program planning/decision making and marketing/public relations.			
17. Ensure quality control of record-keeping system through ongoing monitoring.			
Ongoing Monitoring			
18. Communicate Head Start's requirements for ongoing monitoring system to management team, staff, Policy Council, and Governing Body.			
19. Develop outcome-based monitoring system that ensures proper internal controls, risk analysis and accountability of all program activities.			
20. Ensure effective use of monitoring information for continuous program improvement and measurement of program outcomes.			
Self-Assessment			
21. Plan, implement, and use annual self-assessment system for program planning.			
22. Analyze self-assessment data, develop self-assessment report and improvement plan.			
23. Communicate results of self-assessment and improvement plan to staff, parents, Policy Council, Governing Body (for approval)			

Management Systems			
I have the knowledge, understanding, skills and abilities in management systems to:	Need no help in this area	Need some help in this area	Need Considerable help in this area
Human Resources			
24. Ensure organizational structure that supports the accomplishment of the grantee's goals and objectives compliant with federal regulations			
25. Encourage and promote reflective supervision that supports, challenges, and empowers program staff in realizing the agency's overall goals for quality Head Start and Early Head Start program services.			
26. Implement a structured approach to staff development that includes annual staff performance appraisals, mentoring, coaching, and individualized professional development plans.			
Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)			
27. Understand and implement a recruitment process designed to actively inform all families with Head Start and Early Head Start eligible children within the recruitment area of the availability of services.			
28. Conduct Community Assessment, analyze the data, and integrate findings into program's strategic plan.			
29. Implement a system for accurate and timely tracking of daily attendance at the center-based program level; analyze the causes of absenteeism when they fall below 85% per month and routinely follow-up on a child's absence			
30. Ensure there is a formal process for establishing selection criteria and for selecting children and families that considers all eligible applicants to identify those most in need.			

Financial Management

I have the knowledge, understanding, skills and abilities in financial management to:	Need no help in this area	Need some help in this area	Need Considerable help in this area
1. Ensure that financial staff has knowledge and expertise to assure accountability for Federal Assets, adherence to Federal regulations, and appropriate internal controls.			
2. Ensure that budget allocations allow for full and successful implementation of all Head Start services and support the professional development and training needs of staff.			
3. Be responsible for working cooperatively with the agency's financial department to ensure the development and implementation of financial management systems that are built upon reliable data and result in accurate reports.			
4. Actively track and manage program expenditures to ensure that resource allocations are adequately distributed to support ongoing operations and achieve new goals and priorities.			
5. Actively track and manage program expenditures and the collection of non-Federal share using a system that provides a paper or electronic trail of all transactions and determine if a non-Federal share waiver should be requested.			
6. Be responsible for working cooperatively with the agency's financial department to develop appropriate cost allocation methodologies and personnel activity reports.			
7. Empower the disabilities manager and other content area specialists to contribute to the design of program budgets that support quality services as well as continuous improvement efforts.			
8. Work in partnership with policy groups to develop and approve an annual budget and participate in the ongoing monitoring and financial data.			
9. Support the skill development of parent leaders so that they can be active participants and informed decision-makers in the budget development process.			

Financial Management			
I have the knowledge, understanding, skills and abilities in financial management to:	Need no help in this area	Need some help in this area	Need Considerable help in this area
10. Apply Federal regulations that pertain to fiscal management and determine the need for risk assessments to identify areas of strengths and weakness leading to change and improvement as necessary.			
11. Be responsible for working cooperatively with the agency's financial department to develop long- and short-term financial objectives.			
12. Assist in the annually required A-133 audit by providing necessary programmatic information to support compliance findings,			
13. Use regular financial reports as an ongoing monitoring tool			
14. Review the required semi-annual, end-of-year, and Final SF-425s (Federal Financial Report) to ensure appropriate use of funds and timely reporting.			
15. Ensure financial staff has knowledge and Understanding of the Payment Management System (PMS) to appropriately draw down funds and report on their disbursement.			
Technical Skills			
I have the knowledge, understanding, skills, and abilities in technology to:	Need no help in this area	Need some help in this area	Need considerable help in this area
1. Prepare and submit grant applications for continuation of funding, supplemental requests, cost of living increase, etc.			
2. Enter budget information in HSES/GABI.			
3. Access and update information in the Head Start Enterprise System (HSES) including monthly enrollment reporting and updates to Board Chair, Policy Council Chair, and Head Start/Early Head Start Director			
3. Enter budget Access, submit and utilize data reported for the annual PIR (Program Information Report) in HSES			
5. Enter budget Access Early Childhood Learning and Knowledge Center (ECLKC) in order to keep current with OHS updates and initiatives.			

Program Governance			
I have the knowledge, understanding, skills and abilities in program governance to:	Need no help in this area	Need some help in this area	Need Considerable help in this area
1. Promote partnership between all members of the leadership team in the decision-making process, including the executive director, Governing Body, Policy Council, parent committees, and Head Start managers.			
2. Ensure that the governing body and Policy Council understand their legal and fiduciary responsibilities for administering the Head Start or Early Head Start program.			
3. Members of the Governing Body and Policy Council receive appropriate training and technical assistance to ensure members understand information they receive and can provide effective oversight of, make appropriate decisions for, and participate in program of the Head Start agency. Head Start Act 642(d)(2)			
4. The Governing Body performs required activities and makes decisions pertaining to program administration and operations that include: selecting delegates and service areas, establishing procedures and criteria for ERSEA, reviewing all applications for funding, and establishing procedures for selecting Policy Council members. Head Start Act 642(c)(1)(E)(iv)(I)(II)(III)(VI)			
5. The Governing Body approves financial management, accounting, and reporting policies and ensures compliance with laws and regulations related to financial statements. Head Start Act 642(c)(1)(E)(iv)(VII)(aa)(bb)(cc)(dd)			
6. The Governing Body reviews and approves all of the program's major policies, including self-assessment and improvement plan, financial audits, fiscal operations, grant application, personnel policies, and the results of monitoring and follow up activities. Head Start Act 642(c)(1)(E)(iv)(V)(aa)(bb)(cc) 642(c)(1)(E)(iv)(VIII) 642(c)(1)(E)(iv)(IX)			
7. Establish written procedures for resolving internal disputes, such as impasse procedures, between the Governing Body, Policy Council, and parent committee.			

Program Governance			
I have the knowledge, understanding, skills and abilities in program governance to:	Need no help in this area	Need some help in this area	Need Considerable help in this area
8. Ensure the Policy Council approves and submits decisions about identified program activities to the Governing Body. Head Start Act 642(c)(2)(D)(i-viii)			
9. Include data on school readiness and child outcomes in decision-making related to program design, options, and program improvement to help guide operating responsibilities.			
10. Involve the Governing Body and Policy Council in the annual self-assessment of the grantee or delegate agency's progress in carrying out the programmatic and fiscal intent of its grant.			
11. Encourage a proactive and accountable Governing Body and Policy Council by providing new members with an orientation and having regular ongoing training for members of both groups.			
12. Ensure involvement of the Governing Body and Policy Council in program personnel policies and subsequent changes to those.			
13. Encourage the creation of strong parent committees and other opportunities for ongoing leadership development throughout the organization.			
14. Support the work of the Health Services Advisory Committee as well as the development of other advisory committees that can respond to emerging issues.			
15. Connect outgoing parent leaders with other leadership opportunities in the agency and the community			
16. Encourage the development of a professional and ethical code of conduct for governing body, policy groups, managers, and all staff that ensures accountability.			
17. Support the Governing Body as it works to establish an ethical code of conduct and to hold top management responsible for its effective implementation.			

Self Assessment Summary

Use this grid to tally, track and analyze the area(s) most in need of additional support. This can serve as a basis for ongoing discussion with your Regional Office Program and Grant Specialists.

Topic Area	Need no help in this area	Need some help in this area	Need considerable help in this area
Management Systems (30 items)			
• Overall Systems			
• Planning System			
• Communication System			
• Record Keeping and Reporting System			
• Ongoing Monitoring			
• Self Assessment			
• Human Resources			
• ERSEA			
Financial Management (15 items)			
Technical Skills (5 items)			
Program Governance (17 items)			



THE NATIONAL CENTER ON
Program Management
and Fiscal Operations


Navigating the Early Childhood Learning and Knowledge Center (ECLKC)


A Directory of Program and Financial Management Resources

Navigating the ECLKC: A Directory of Program and Financial Management Resources



This directory gives Head Start and Early Head Start leaders easy access to the resources they need to organize and implement program operations and services. Arranged by topic alphabetically, the directory's resources can be in any order by clicking on any topic. Most resources are available on the Early Childhood Learning and Knowledge Center (ECLKC).

Resources notated with  contain relevant and important content, but have not been updated to reflect the most recent laws, regulations, and policies.

Resources marked with a  require a user identification and password to access.

Resources by Topic

[Communications](#)

[Community Assessment](#)

[Eligibility, Recruitment, Selection, Enrollment, and Attendance \(ERSEA\)](#)

[Facilities and Equipment](#)

[Financial Management](#)

[General Head Start](#)

[Human Resources Management](#)

[Laws, Regulations, Policies and Guidance](#)

[Ongoing Monitoring](#)

[Professional Development](#)

[Program Governance](#)

[Program Planning](#)

[Record Keeping and Reporting](#)

[Related Websites](#)

[Self-Assessment](#)

[Transportation](#)

[Technology](#)

Resources can be downloaded and bookmarked. These resources will be periodically updated. Help us keep these materials up-to-date by contacting us at pmfoinfo@edc.org if you encounter a nonfunctioning link.

Communications

Key Resources

[Communications](#)
[45 CFR 1304.51 (b-f)]

This section of the *Head Start Program Performance Standards* provides the requirements for establishing policies and procedures for communication systems.

[Tips for Establishing an Effective Communication System](#)

This tip sheet can help Head Start programs establish and implement required communication systems to ensure the timely and accurate delivery of information to parents, policy groups, staff, and the general community.

Community Assessment

Key Resources

[Determining Community Strengths and Needs](#)
(45 CFR 1305.3)

This section of the *Head Start Program Performance Standards* provides the requirements for determining community needs and conducting and using a community assessment.

[Five Steps to Community Assessment: A Workbook for Head Start and Early Head Start Programs Serving Hispanic and Other Emerging Populations](#)

This workbook presents five steps for conducting a thorough and up-to-date community assessment and is designed to help grantees coordinate and execute their community assessment. It can help programs identify new or underserved populations in the service area, assess their needs, and identify available resources.

[Community Assessment Matrix](#)

This matrix describes the context in which a Head Start or Early Head Start program operates. It can assist program staff in coordinating their information-gathering efforts for a community assessment. The assessment paints a picture of the community, describes the diverse needs of families who may receive services, documents the community's history, economic and political realities, and strengths and challenges.

Additional Resources

[Outline for Assessing Community Needs and Resources](#)

This detailed outline can be used by program directors and consultants involved in coordinating and conducting community assessments to help identify what matters to a community and what resources are available to bring about change. This outline should be used in conjunction with related *Head Start Program Performance Standards* to ensure that all required components of the community assessment are included.



Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)

Key Resources

Participation in Head Start Programs (Head Start Act, Section 645)	This section of the Head Start Act highlights eligibility information, including new provisions for prioritizing the enrollment of homeless children, for enrolling children whose family incomes range between 100–130 percent of the poverty line, and for broadening eligibility for enrollment in rural communities.
Eligibility, Recruitment, Selection, Enrollment and Attendance in Head Start (45 CFR 1305)	This section of the <i>Head Start Program Performance Standards</i> provides requirements and procedures for the eligibility determination, recruitment, selection, enrollment, and attendance of children in Head Start programs and explains policies concerning charging fees and determining community needs and recruitment areas. Head Start program directors and management should reference this section as they establish policies and procedures for recruitment and selection criteria.
Income Eligibility for Enrollment in Head Start and Early Head Start Programs (ACF-PI-HS-10-02)	This Program Instruction memo reviews requirements for verifying family income before determining a child’s eligibility and explains the required use of the Head Start Eligibility Verification form, which is provided as an attachment to the memo.
Monthly Enrollment Reporting (ACF-PI-HS-08-06)	This Program Instruction memo explains the reporting requirement for monthly enrollment and provides instructions for accessing the Head Start Enterprise System (HSES) to complete the reports.
Poverty Guidelines and Determining Eligibility for Participation in Head Start Programs	These HHS Poverty Guidelines and Section 645 of the Head Start Act are used to determine income eligibility for participation in Head Start and Early Head Start programs. Program staff should refer to these resources when working with families.


Additional Resources

Choosing a Head Start Program Option (45 CFR 1306.31-36)	This section of the <i>Head Start Program Performance Standards</i> contains information about the program options available for enrolling Head Start children.
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<p>Enrollment and Re-enrollment of Migrant Children (ACF-PI-HS-10-03)</p>	<p>This Program Instruction memo emphasizes the importance for Migrant Head Start grantees to accurately count the number of Head Start children they serve and suggests using unique identifiers to guarantee that migrant children are counted only once a year.</p>
<p>Head Start Program Definition of Income (ACF-IM-HS-09-02 Attachment)</p> 	<p>This document defines “income” for the purpose of determining Head Start eligibility. (Note: The document is an attachment to the 2009 <i>Poverty Guidelines</i> and while the guidelines are outdated, the attached definition remains current.)</p>
<p>Verifying Income Eligibility for Enrollment in Head Start and Early Head Start-Webcast</p>	<p>This webcast (2010), which features Yvette Sanchez Fuentes, Office of Head Start Director, explains how to use the <i>Head Start Eligibility and Verification Form</i> to review the income of prospective families.</p>
<p>Monthly Enrollment Reporting- Frequently Asked Questions</p> 	<p>This document, found in the Head Start Enterprise System (HSES), provides answers to frequently asked questions about enrollment reporting requirements. After logging in, select the “Resources” tab.</p>
<p>Early Head Start Tip Sheet No. 19 (Clarification on enrolling children with disabilities in Head Start and Early Head Start)</p>	<p>This tip sheet clarifies the requirement that children with disabilities must make up at least 10 percent of the total enrollment of agencies that have Head Start and Early Head Start programs under one grant award.</p>
<p>Determining Eligibility for Rights and Services Under the McKinney-Vento Act</p>	<p>This tool helps staff determine a child’s eligibility for rights and services under the McKinney-Vento Homeless Assistance Act, which defines homeless children and youth as “individuals who lack a fixed, regular and adequate nighttime residence.”</p>
<p>Confirming Eligibility for McKinney-Vento Services: Do’s and Don’ts for Local Liaisons</p>	<p>This fact sheet provides a checklist for staff members who work with families to confirm a student’s eligibility for services defined in the McKinney-Vento Homeless Assistance Act.</p>

Facilities and Equipment

Key Resources


Facilities, Materials, and Equipment (45 CFR 1304.53)	<p>This section of the <i>Head Start Program Performance Standards</i> provides requirements for organizing a physical environment that is conducive to learning, including the materials, toys, equipment, and furniture that must be provided.</p>
Head Start Regulations for Facilities Purchase, Major Renovation, and Construction (45 CFR 1309)	<p>This section of the <i>Head Start Program Performance Standards</i> outlines the procedures for applying for Head Start grant funds to purchase, construct, or make major renovations to facilities that operate Head Start programs. It also details the measures that must be taken to protect the federal interest in such facilities.</p>
Compliance Assistance-The Davis-Bacon Act and Related Acts	<p>This link provides information about the Davis-Bacon Act and related regulations. The act relates to the rate of wages for laborers and mechanics employed by contractors and subcontractors on public buildings (including Head Start facilities) and requires compliance when a contract in excess of \$2,000 is issued.</p>
Head Start Facilities Manual 	<p>This manual includes easy-to-use worksheets and provides information on assessing, designing, and developing Head Start facilities and on compliance issues, including accessibility.</p>

Additional Resources

Glossary of Terms(A-H) and (I-Z)	<p>This glossary of terms defines technical and construction language.</p>
Resources for Safe Playgrounds	<p>This webpage provides links to the <i>Public Playground Safety Handbook</i> and the <i>ASTM F355 - 10a Standard Test Method for Impact Attenuation of Playing Surface Systems and Materials</i>—resources that offer designers, directors, and members of an agency’s facility planning team technical safety guidelines for designing, constructing, and maintaining playgrounds.</p>
Head Start Design Guide	<p>This guide offers basic architectural information for all individuals involved in the design of Head Start centers. Individuals seeking detailed information on Head Start practices, center operations, or general Head Start building standards should refer to the <i>Head Start Program Performance Standards</i> and other related regulatory information.</p>

Financial Management

Key Resources


Fiscal Assistant 	This comprehensive database includes federal regulations and laws applicable to Head Start programs, policy-related documents, forms pertinent to Head Start grant administration (and available for completion electronically), and plain-language narratives that explain Head Start fiscal requirements and provide necessary information for grant administration. Users can also search for Policy Clarifications relevant to Head Start administration under a variety of topics and use the fiscal glossary to find the federally determined definitions for many Head Start terms, acronyms, and abbreviations cited throughout the fiscal community.
Non-Federal Share Issues (ACF-PI-HS-12-02)	This Program Instruction memo emphasizes the importance of meeting non-federal share requirements and provides information about the process for requesting a waiver from those requirements.
Choosing an External Auditor (ACF-IM-HS-12-01)	This Information Memorandum provides guidance to assist grantees with effectively procuring the services of an auditor.
Frequently Asked Questions— Payment Management System	This publication offers answers to Head Start grantees' frequently asked questions regarding the Payment Management System, which allows grantees to drawdown federal funds to cover their approved expenses and requires them to file quarterly federal cash transaction reports.
Payment Management System (PMS)	This system must be used by Head Start grantees to drawdown Head Start grant funds and to submit quarterly cash disbursement reconciliation reports. The website provides Help Desk assistance and frequently asked questions that provide guidance on how to create user identification.

Additional Resources


SF-425 Federal Financial Report Form Replaces SF-269 (ACF-PI-HS-11-01)	This Program Instruction memo provides direction to grantees on required financial reporting using the SF-425 (which replaced the SF-269).
E-Rate Toolkit	This resource includes information about how eligible Head Start Programs can lower telephone and Internet costs through E-Rate discounts. It includes information on E-Rate eligibility and the application process, frequently asked questions, and a template and guide to support the development of the required technology plan.

General Head Start

Key Resources

Head Start Enterprise System (HSES) 	<p>This website houses the system that Head Start grantees must use to submit monthly enrollment reports, an annual Program Information Report (PIR), and Head Start refunding applications—including budgets using Head Start’s Grant Application Budgeting Instrument (GABI). The site provides information about how to use GABI and how to submit the PIR. Contact your program specialist to obtain access to the HSES.</p>
Office of Head Start Monitoring Reviews	<p>This section of the ECLKC includes links to the current <i>Office of Head Start Monitoring Protocol</i> (which assesses the performance and compliance of Head Start grantees), as well as other related information and tools.</p>
On the Road to School Readiness	<p>This resource summarizes the Office of Head Start’s approach to school readiness and includes <i>The Head Start Child Development and Early Learning Framework</i>, the <i>Parent, Family, and Community Engagement Framework</i>, and other relevant information.</p>
Designation Renewal	<p>This resource provides information about the new regulation (45 CFR 1307) that requires Head Start programs that do not meet quality thresholds to compete with other potential providers for Head Start funding.</p>
Checklist for New Head Start and Early Head Start Directors	<p>This checklist identifies key resources, documents, and information sources important to the work of Head Start and Early Head Start leaders.</p>

Additional Resources

Head Start Acronyms	<p>This list defines commonly used Head Start acronyms.</p>
ECLKC User Registration 	<p>This website of the Early Childhood Learning and Knowledge Center (ECLKC) is where Head Start leaders can register to receive Head Start “alerts” and stay up to date on Head Start announcements.</p>
Home-Based Supervisor’s Manual for the Head Start Home-Based Program Option	<p>This resource provides information, materials, and strategies that support supervisors’ oversight of a home-based program. In addition to providing background on the history of home visiting and the requirements of the home-based program option, it provides tools for selecting, supervising, and supporting home-based staff; examines how to help home visitors develop family partnerships and promote child development; discusses the importance of the supervisor’s own professional development; and addresses the supervisor’s role in program self-assessment and continuous improvement.</p>
The Head Start Roadmap To Excellence	<p>This short video (2010) by Yvette Sanchez Fuentes, Office of Head Start Director, outlines new priorities and a vision for Head Start.</p>

Human Resources Management

Key Resources

<p>Staff Qualifications and Development (Head Start Act, Section 648A)</p>	<p>This section of the Head Start Act provides degree, credentialing, and professional competency requirements for classroom teachers in Head Start Programs, family service workers, mentor teachers, and participants in the Head Start Fellowship Program.</p>
<p>Human Resources Management (45 CFR 1304.52)</p>	<p>This section of the <i>Head Start Program Performance Standards</i> provides requirements for human resources management. It should be reviewed in partnership with Section 648A of the Head Start Act (as well as Program Instructions and Information Memorandums relevant to this topic) to ensure a comprehensive understanding of human resource management requirements.</p>
<p>Personnel Policies (45 CFR 1301.31)</p>	<p>This section of the <i>Head Start Program Performance Standards</i> outlines the requirement that Head Start grantees must have written personnel policies. It also provides information about what these policies should include.</p>
<p>Head Start Program Staffing Requirements and Program Options (45 CFR 1306.20-1306.36)</p>	<p>This section of the <i>Head Start Program Performance Standards</i> describes the minimum staffing requirements for each program option.</p>
<p>Center-Based Preschool Classroom Teacher Qualification Waiver Authority and Procedures (ACF-IM-HS-11-04)</p>	<p>This Information Memorandum outlines the minimum education requirements for teachers in Head Start center-based preschool classrooms (effective October 1, 2011) and describes how to obtain a waiver from these requirements.</p>
<p>Statutory Degree and Credentialing Requirements (ACF-IM-HS-10-06)</p>	<p>This Information Memorandum outlines current requirements for Early Head Start center-based teachers [Sec. 645A(h)] and requirements (effective October 1, 2011) for preschool Head Start classroom teachers. The attached document addresses questions and answers about these requirements.</p>
<p>Qualifications for Early Head Start Infant and Toddler Center-Based Staff (ACF-IM-HS-10-06)</p>	<p>This Information Memorandum addresses Section 645A(h)(1) of the Head Start Act, which requires that “not later than September 30, 2010, all teachers providing direct services to children and families participating in Early Head Start programs located in Early Head Start centers, have a minimum of a child development associate credential, and have been trained (or have equivalent coursework) in early childhood development.” It also discusses the challenges in meeting this requirement.</p>

Additional Resources

<p>Hiring of Key Staff (ACF-PI-HS-06-01)</p>	<p>This Program Instruction memo clarifies the requirement of Head Start grantees to seek approval from regional offices when hiring “key personnel.”</p>
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Criminal Record Checks (ACF-PI-HS-09-05)	This Program Instruction memo addresses the current “criminal record check” requirements when hiring all Head Start and Early Head Start staff.
Statutory Requirement Regarding Compensation of Head Start Staff (ACF-PI-HS-08-03)	This Program Instruction memo discusses limitations on the compensation of Head Start staff and the timeline for compliance with these compensation caps.
Wage and Fringe Benefits Comparability Toolbox	This resource offers background information on wages and benefits, strategies for improving or enhancing organizational wage and fringe benefit compensation plans and policies, and sample forms and worksheets.

Laws, Regulations, Policies and Guidance

Key Resources

Head Start Act (The law)	The Improving Head Start for School Readiness Act of 2007 (Public Law 110-134) authorizes Head Start funds at specific levels and outlines how they will be allocated. The act, authorized through September 30, 2012, outlines the intent of Congress for the program; types of services offered; population served; and reporting, evaluation, and administrative requirements.
Code of Federal Regulations (CFR) (The regulations)	The <i>Code of Federal Regulations</i> (CFR) lists the rules published in the <i>Federal Register</i> by the executive departments and agencies of the federal government. The CFR's 50 titles represent broad areas subject to federal regulation. Each title is divided into chapters, which usually bear the name of the issuing agency. The most commonly referenced sections of the CFR are the <i>Head Start Program Performance Standards</i> (45 CFR 1301–1311). The <i>Uniform Administrative Requirements for Awards</i> (45 CFR 74 and 92)—which address how to manage federal grant or contract funds and include standards for property, procurement, equipment, financial management, and program income—are also frequently referenced.
Head Start Program Performance Standards and Other Regulations	The <i>Head Start Program Performance Standards</i> (45 CFR 1301–1311) outline the mandatory regulations that grantees and delegate agencies must implement to operate a Head Start or Early Head Start program. The standards define the objectives and features of a quality program and provide a structure for monitoring and enforcing quality standards.
Office of Management and Budget (OMB) Circulars	The Office of Management and Budget (OMB) features OMB circulars frequently used by Head Start grantees, e.g., three circulars related to cost principles (2 CFR 220, 225, and 230), which identify allowable and unallowable costs; and the Compliance Supplement circular (A-133), which identifies important compliance requirements connected to annual independent audits. The OMB oversees and coordinates the administration's procurement, financial management, information, and regulatory policies.

Additional Resources

Introduction to the Regulatory Process	This resource describes the federal regulatory process and outlines the differences between the code of federal regulations that pertain to Head Start grants management (45 CFR 74 and 92) and the Office of Management and Budget (OMB) circulars (2 CFR 215, 220, 225, and 230).
Information Memorandums (IM)	The Office of Head Start distributes information relevant to all Head Start programs using Information Memorandums (IMs). IMs provide grantees with recommendations, tools, models, and techniques for program improvement and development. It is recommended that grantees review all IMs for the current year. IMs from previous years can also be helpful resources.

Program Instructions (PI)	The Office of Head Start issues Program Instructions (PIs) designed to help Head Start programs fulfill various legal requirements. Grantees should review all PIs for the current year. PIs from previous years can also be helpful resources.
Early Head Start Tip Sheets	These Tip Sheets provide guidance to Early Head Start programs on a variety of topics related to program implementation. They are not regulatory documents.
Policy Clarifications	<p>Policy Clarifications provide answers to frequently asked policy questions submitted to the Office of Head Start through the ECLKC. Reviewing these clarifications (which help establish a consistent understanding of all Head Start policies) is an important first step in understanding the intent of many Head Start regulations and requirements.</p> <p>The clarifications address the following:</p> <ul style="list-style-type: none">• Grants administration and financial management• Health, nutrition, and mental health• Education and child development• Family and community partnerships• Program governance• Management systems and procedures• Human resource management• Facilities, materials, and equipment• Eligibility, recruitment, selection, enrollment, and attendance• Staffing requirements and program options• Services for children with disabilities• Transportation

Ongoing Monitoring

Key Resource

[Management Systems and Procedures](#)
(45 CFR 1304.51)

This section of the *Head Start Program Performance Standards* provides the requirements for the development of key management systems, including procedures for ongoing monitoring [1304.51(i)].

Professional Development

Key Resources

[Staff Qualifications and Development](#)
(Head Start Act, Section 648A)

This section of the Head Start Act describes teacher in-service and professional development requirements for all full-time Head Start employees who provide direct services to children.

[Implementation and Professional Development Planner](#)



This planner offers a framework to guide decision making on program improvement and ongoing professional development. Developed to support the 2005 Head Start and Early Head Start Directors' Institute, the planner's self-reflection tools and checklists on management systems remain relevant for directors and management teams.

[SOLAR](#)



SOLAR (Strengthening Operations for Learning And Results) is a tool designed to help Head Start and Early Head Start directors, managers, and supervisors assess the overall skill levels of staff. Using individual staff profiles this approach gathers information that supports the development of a customized, program-level training and technical assistance plan.

Additional Resources

[Growing a Team](#)

This reading is designed to help staff develop as a team. It offers steps that teams can use for problem solving and approaches for developing change-management strategies.

[The Managerial Grid](#)

This popular framework helps managers assess their leadership style.

[Concepts of Leadership](#)

This article defines leadership in terms of what a leader must be, know, and do.

Program Governance

Key Resources

[Powers and Functions of Head Start Agencies](#)
(Head Start Act, Section 642)

This section of the Head Start Act provides requirements for establishing a formal structure for program governance [642(c)] and program governance administration [642(d)], including the composition and selection of the governing body and Policy Council—their responsibilities, conflict of interest considerations, and required training.

Program Governance ([45 CFR 1304.50](#) and [Appendix A](#))



This section of the *Head Start Program Performance Standards* provides the requirements for program governance in Head Start and Early Head Start programs. Appendix A in this section provides a quick reference for understanding the responsibilities and specific decision-making obligations of the governing body and management staff and should be used in partnership with Section 642 of the Head Start Act to ensure that all current requirements are met.

Additional Resources

[Writing Bylaws](#)

This resource supports the development of bylaws (written rules to support the internal affairs of a Policy Council or governing body), which are required for the formation of a Policy Council and governing body.

[Sample Code of Conduct for Policy Councils and Governing Bodies](#)

This sample supports the development of code of conduct policies and procedures for program directors, Policy Councils, and governing bodies.

[Program Governance: Documents and Reports](#)



This resource provides a list of documents and reports typically shared with the Policy Council or governing bodies to support their role in program governance and shared decision making.

[Linking Our Voices](#)

This 22-minute video (1999) explores the knowledge, skills, and behaviors that create successful Policy Councils. Based on real stories of representative Policy Council members, the video also includes a training package and workshop materials.

Program Planning

Key Resources

[Management Systems and Procedures](#)
(45 CFR 1304.51)

This section of the *Head Start Program Performance Standards* outlines the requirements for the development of key management systems, including a systematic, ongoing process for program planning and the development of written plans for the implementation of services [1304.51(a)].

[SOLAR](#)



SOLAR (Strengthening Operations for Learning And Results) is a tool that utilizes state-of-the-art technology to help Head Start and Early Head Start directors, managers, and supervisors develop a training and technical assistance plan by examining program issues and staff skill levels. The SOLAR Planner helps users analyze data, identify improvement goals, select strategies, and track progress.

[Propose Directions and Adopt Plans](#)

This excerpt from the Head Start training guide, *Participating in the Management Process*, discusses goal setting, visioning, and action plan development related to the formulation of multiyear, long-range goals and short-term program and financial objectives in the context of the *Head Start Program Performance Standards*.

Additional Resources

[Glossary of Common Head Start Data Sources](#)

This glossary lists potential Head Start data sources that program leaders and decision makers can use to guide the development of meaningful work plans and other continuous improvement efforts, including priority setting. It also provides data to help program managers evaluate the results of improvement and development efforts.

[Overview of Strategic Planning](#)

This resource supports strategic planning for Head Start programs by providing a framework to address essential components of the planning process: vision, mission, objectives, strategies, and action plans (VMOSA).

[Linking Between Program Planning and Budget Development](#)



This resource, an excerpt from *Head Start Moving Ahead: Competency Based Training Program*, can help program directors and their management teams deepen their understanding of the linkages between program planning and budget development.

[Plan to Plan](#)



This excerpt from the Head Start training guide *Planning and Reviewing for Success* provides an overview of the planning process and its potential benefits.

Record Keeping and Reporting

Key Resources

Administrative Requirements and Standards (Head Start Act, Section 644)	This section of the Head Start Act describes the required components of the annual report, which grantees must complete and make available to the public each year.
Records and Audits (Head Start Act, Section 647) 	This section of the Head Start Act provides the requirements for the maintenance of financial records (which facilitate an effective audit) by grantee and delegate agencies.
Management Systems and Procedures (45 CFR 1304.51)	This section of the <i>Head Start Program Performance Standards</i> provides the requirements for the development of key management systems, including record keeping [1304.51(g)] and reporting [1304.51(h)].
Monthly Enrollment Reporting (ACF-PI-HS-08-06)	This Program Instruction memo explains the monthly reporting requirement for enrollment and provides instructions for accessing the Head Start Enterprise System (HSES) to complete the report.
Program Information Report (PIR) 	The Program Information Report (PIR) must be completed annually by all Head Start and Early Head Start programs. Grantees are required to submit PIR data electronically through the Head Start Enterprise System (HSES) . A separate PIR must be completed for each grantee and delegate agency. Separate reports must also be completed for Head Start and Early Head Start programs. The PIR offers important descriptive and services data to the Head Start community and its partners, Congress, and the general public. PIR data is compiled for use at federal, regional, state, and local levels.

Additional Resources

Monthly Enrollment Reporting Frequently Asked Questions 	This document, found in the Head Start Enterprise System (HSES), provides answers to frequently asked questions about enrollment reporting requirements. After logging in, select the “Resources” tab.
SF-425 Federal Financial Report Form Replaces SF-269 (ACF-PI-HS-11-01)	This Program Instruction memo provides direction to grantees on required financial reporting using the SF-425, which replaced the SF-269.
Records Access and Retention	This resource provides an overview of the requirements for records access and retention for all documents pertaining to the grant award, including financial records, supporting documents, and statistical records.
Program Governance: Documents and Reports 	This resource provides a list of documents and reports typically shared with the Policy Council or governing bodies to support their role in program governance and shared decision making.

Related Websites

Key Resources

The National Center on Cultural and Linguistic Responsiveness (NCCLR)	<p>This center provides the Head Start community with culturally responsive, user-friendly materials and training for staff and families to use to promote language and literacy skills in children’s home language and in English.</p>
Early Head Start National Resource Center (EHS NRC)	<p>This center serves the Early Head Start community by creating new resources and sharing information related to the unique needs of infants, toddlers, and expectant families as well as EHS Migrant and Seasonal Head Start Programs. The EHS NRC disseminates timely information through face-to-face meetings, the ECLKC, and state-of- the-art distance learning experiences.</p>
The National Center on Health (NCH)	<p>This center provides information to help Head Start and Early Head Start programs implement effective approaches to medical and dental care access, health awareness, obesity prevention in young children, emergency preparedness, and environmental safety.</p>
The National Center on Parent, Family, and Community Engagement (NCPFCE)	<p>This center develops culturally and linguistically relevant training and tools for implementing comprehensive, systemic, and integrated approaches to parent, family, and community engagement in Head Start and Early Head Start.</p>
The National Center on Quality Teaching and Learning (QTL)	<p>This center provides evidence-based resources, training, and professional development to improve classroom practices and ensure the best possible outcomes for young children.</p>
Grants.gov	<p>This website is the source to find and apply for federal grants.</p>

Additional Resources

Child and Adult Care Food Program (CACFP)	<p>This website features resources, information, and contacts for providing reimbursements for meals and snacks offered in Head Start programs. The CACFP is administered by the U.S. Department of Agriculture (USDA).</p>
The Office of Family Assistance	<p>This office of the U.S. Department of Health and Human Services, Administration for Children and Families administers the Temporary Assistance for Needy Families (TANF) program.</p>
The Office of Planning, Research, and Evaluation (OPRE)	<p>This website provides information about the OPRE’s responsibilities, which involve advising the Assistant Secretary for Children and Families on increasing the effectiveness and efficiency of programs to improve the economic and social well-being of children and families. In collaboration with Administration for Children and Families (ACF) program offices and others, OPRE is responsible for performance management for ACF, research and policy analyses, and research and evaluation projects to assess program performance.</p>

The Office of Child Care (OCC)	This website of the OCC (U.S. Department of Health and Human Services, Administration for Children and Families) features the OCC's resources and efforts to support low-income working families with child care financial assistance and promote children's learning by improving the quality of early care and education and after-school programs.
U. S. Government Accountability Office (GAO)	This website of the GAO features reports that pertain to Head Start. (Type "Head Start" in the search bar at the top of the webpage). The GAO is an independent, nonpartisan agency that works for Congress and investigates how the federal government spends taxpayer dollars.
The Head Start Connection	This webpage on the Office of Refugee Resettlement's (ORR) website encourages connections between ORR service providers and Head Start programs to encourage partnerships that provide services to refugee children.
IRS (Internal Revenue Service): EITC (Earned Income Tax Credit)	This webpage of the IRS explains the EITC, which is a refundable federal income tax credit for low-income working individuals and families.

Self-Assessment

Key Resources

[Management Systems and Procedures](#)
(45 CFR 1304.51)

This section of the *Head Start Program Performance Standards* provides the requirements for the development of key management systems, including procedures for program self-assessment [1304.51(i)].

[Head Start Self-Assessment: Your Foundation for Building Program Excellence](#)



This user-friendly guide was designed to assist programs with creating a system for in-depth assessment of all Head Start service areas and management systems. It explains the four stages of the self-assessment process and includes booklets to support information gathering and analysis for each critical management system or service area.

Additional Resources


[Program Self-Assessment Booklets](#)




This resource provides links to each of the individual self-assessment booklets introduced in the guide *Head Start Self-Assessment: Your Foundation for Building Program Excellence*.

Transportation

Key Resources

Transportation (45 CFR 1310)	This section of the <i>Head Start Program Performance Standards</i> provides requirements for the safe operation of vehicles used to transport children participating in Head Start and Early Head Start programs and requirements for training related to pedestrian safety.
Transportation Waivers and Effective Date Extensions 	This Information Memorandum includes a form that can be used to apply for waivers from transportation requirements.
What You Should Know About Head Start Transportation	This resource provides key considerations for programs that provide transportation services.
Transportation Services Checklist	This checklist is designed to help local programs that provide transportation services comply with federal and state regulations.
Transporting Children with Disabilities	This excerpt from the Transportation PathFinder expands on the requirements in 45 CFR 1310.22 for transporting children with disabilities.

Additional Resources

Head Start Transportation Glossary	This glossary of terms is designed to help program staff better understand Head Start transportation services and federal transportation requirements.
Transportation PathFinder 	This Web resource helps programs comply with transportation safety requirements. It includes state transportation information, links to each State Director of Pupil Transportation and other state transportation providers, and scenarios and solutions for everyday transportation situations.

Technology

Key Resources

E-Rate Toolkit	This resource includes information about how eligible Head Start programs can lower telephone and Internet costs through E-Rate discounts. It includes information on E-Rate eligibility and the application process, frequently asked questions, and a template and guide to support the development of the required technology plan.
Technology Organizational Assessment Worksheet	This worksheet helps programs assess their use of technology and plan and budget for future technology needs.
Accounting Software Assessment Worksheet	This worksheet is designed to help programs assess their accounting-specific software needs as part of their overall technology planning.
What's Involved in Technology Planning?	This resource describes the process of technology planning and is designed to help program staff define their technology needs, explore resources, and identify solutions.