

Head Start A to Z



THE NATIONAL CENTER ON
**Program Management
 and Fiscal Operations**

Critical Contacts

Grantee Agency (if a delegate agency) Name: Phone: Email: Name: Phone: Email:	
OHS Regional Office Program Specialist Name: Phone: Email:	OHS Grants Specialist Name: Phone: Email:
[State] Head Start Association Name: Phone: Email:	Head Start State Collaboration Office Name: Phone: Email:
Grantee Specialist Name: Phone: Email:	ECE Specialist Name: Phone: Email:
Early Childhood Learning and Knowledge Center (ECLKC) Username: Password:	Mentor Name: Phone: Email:
USDA State Contact Name: Phone: Email:	Child Care Licensing Name: Phone: Email:
QRIS State Contact: Name: Phone: Email:	Landlord: Name: Phone: Email:
Consultant: Name: Phone: Email:	Consultant: Name: Phone: Email:

<p>Management Team</p> <p>Name: Phone: Email:</p> <p>Name: Phone: Email:</p> <p>Name: Phone: Email:</p> <p>Name: Phone: Email:</p> <p>Name: Phone: Email:</p> <p>Name: Phone: Email:</p>	<p>Professional Contacts</p> <p>Name: Phone: Email:</p> <p>Name: Phone: Email:</p> <p>Name: Phone: Email:</p> <p>Name: Phone: Email:</p> <p>Name: Phone: Email:</p> <p>Name: Phone: Email:</p>
<p>Board Chair</p> <p>Name: Phone: Email:</p>	<p>Policy Council Chair</p> <p>Name: Phone: Email:</p>
<p>Other</p> <p>Name: Phone: Email:</p>	<p>Other</p> <p>Name: Phone: Email:</p>
<p>Other</p> <p>Name: Phone: Email:</p>	<p>Other</p> <p>Name: Phone: Email:</p>
<p>Other</p> <p>Name: Phone: Email:</p>	<p>Other</p> <p>Name: Phone: Email:</p>
<p>Community Agency:</p> <p>Name: Phone: Email:</p>	<p>Community Agency:</p> <p>Name: Phone: Email:</p>
<p>Community Agency:</p> <p>Name: Phone: Email:</p>	<p>Community Agency:</p> <p>Name: Phone: Email:</p>

This product was prepared under Grant #90HC0006 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Program Management and Fiscal Operations.

Head Start Acronyms

 eclkc.ohs.acf.hhs.gov/human-resources/article/head-start-acronyms

Head Start programs are administered by a federal agency in which other state and local agencies with similar standards and regulations collaborate to share resources. This resource provides a list of acronyms associated with these collaborating agencies and program services.

Introduction

Head Start Acronyms List

A

ACF

Administration for Children and Families

ACYF

Administration on Children, Youth and Families

ADA

Americans with Disabilities Act

ADHD

Attention Deficit Hyperactivity Disorder

AIAN

American Indian and Alaska Native

AMS

Aligned Monitoring System

B/C

CA

Community Assessment

CAA

Community Action Agency

CACFP

Child and Adult Care Food Program

CAP

Community Action Program

CCDBG

Child Care and Development Block Grant

CCDF

Child Care and Development Fund

CDA

Child Development Associate

CDC

U.S. Centers for Disease Control and Prevention

CDL

Commercial Driver's License

CEU

Continuing Education Units

CFR

Code of Federal Regulations

CSRS

Child Safety Restraint Systems

CSBG

Community Services Block Grant

D/E

DAP

Developmentally Appropriate Practices

D&B

Dun & Bradstreet

DLL

Dual Language Learners

DUNS

Data Universal Number System

ED

U.S. Department of Education

EHS

Early Head Start

EHS-CCP

Early Head Start-Child Care Partnership

ECLKC

Early Childhood Learning and Knowledge Center

EITC

Earned Income Tax Credit

EOM

End of Month Enrollment

EPSDT

Early and Periodic Screening, Diagnostic, and Treatment

ERIC

Educational Resources Information Center

ERSEA

Enrollment, Recruitment, Selection, Eligibility, and Attendance

ESSA

Every Student Succeeds Act

F/G**FACES**

Family and Child Experiences Survey

FAPE

Free Appropriate Public Education

FAQs

Frequently Asked Questions

FPA

Family Partnership Agreement

FTE

Full-Time Equivalent

FYSB

Family and Youth Services Bureau

FY

Fiscal Year

GAO

General Accountability Office

GED

General Equivalency Diploma

GPO

U.S. Government Printing Office

H/I**HHS**

U.S. Department of Health and Human Services

HSAC

Health Services Advisory Committee

HSCO

Head Start Collaboration Office

IDEA

Individuals with Disabilities Education Act

IEP

Individualized Education Program

IFSP

Individualized Family Service Plan

IM

Information Memorandum

J/K/L/M**KM**

Knowledge Management

LEA

Local Education Agency

LRE

Least Restrictive Environment

MIS

Management Information System

MOA

Memorandum of Agreement

MOU

Memorandum of Understanding

MSHS

Migrant and Seasonal Head Start

N**NHTSA**

National Highway Transportation and Safety Administration

NOA

Notice of Award

NPRM

Notice of Proposed Rule Making

O/P/Q/R**OFA**

Office of Family Assistance

OHS

Office of Head Start

OMB

Office of Management and Budget

OPRE

Office of Planning, Research and Evaluation

PC

Policy Council

PFCE

Parent, Family, and Community Engagement

PI

Program Instruction

PIR

Program Information Report

P.L.

Public Law

PMS

Payment Management System

PROMIS

Program Resources and Outcomes Management Information System

PSA

Public Service Announcement

QIP

Quality Improvement Plan

RFP

Request for Proposal

RO

Regional Office

S/T**SEA**

State Education Agency

SF-425

Standard Form-425 Federal Financial Report

SSI

Supplemental Security Income

T/TA

Training and Technical Assistance

TANF

Temporary Assistance to Needy Families

TDD

Telecommunications Device for the Deaf

U/V/W/X/Y/Z

URL

Uniform Resource Locator

USDA

United States Department of Agriculture

WIC

Special Supplemental Nutrition Program for Women, Infants and Children

Revised July 2017

Topic:[Human Resources](#)

Resource Type: [Article](#)

Head Start Core Values*

Head Start Core Values	The Nation's Pride
Establish a supportive learning environment for children, parents, and staff in which the processes of enhancing awareness, refining skills, and increasing understanding are valued and promoted.	
Recognize that the members of the Head Start community—children, families, and staff—have roots in many cultures [and languages] . Head Start families and staff, working together as a team, can effectively promote respectful, sensitive, and proactive approaches to diversity.	
Understand that the empowerment of families occurs when program governance is a responsibility shared by families, governing bodies, and staff and when the ideas and opinions for families are heard and respected.	
Embrace a comprehensive vision of health for children and families and staff, a vision that ensures that basic health needs are met; encourages practices that prevent future illnesses and injuries; and promotes positive, culturally relevant health behaviors that enhance life-long well-being.	
Respect the importance of all aspects of an individual's development , including social, emotional, cognitive, and physical growth.	
Build a community in which each child and adult is treated as an individual while at the same time, a sense of belonging to the group is reinforced.	
Foster a relationship with the larger community , so that families and staff are respected and served by a network of community agencies that work in partnership with one another.	
Develop a continuum of care , education, and services that allows stable, uninterrupted support to families and children during and after their Head Start experience.	

* Adapted from the Introduction to the 1998 Head Start Program Performance Standards.

Head Start Core Values*

What has changed?

Head Start Core Values*

Head Start Core Values	Evidence in my program
<p>Establish a supportive learning environment for children, parents, and staff in which the process of enhancing awareness, refining skills, and increasing understanding are valued and promoted.</p>	
<p>Recognize that the members of the Head Start community—children, families, and staff—have roots in many cultures. Head Start families and staff, working together as a team, can effectively promote respectful, sensitive, and proactive approaches to diversity.</p>	
<p>Understand that the empowerment of families occurs when program governance is a responsibility shared by families, governing bodies, and staff and when the ideas and opinions of families are heard and respected.</p>	
<p>Embrace a comprehensive vision of health for children, families, and staff, a vision that ensures that basic health needs are met; encourages practices that prevent future illnesses and injuries; and promotes positive, culturally relevant health behaviors that enhance life-long well-being.</p>	
<p>Respect the importance of all aspects of an individual's development, including social, emotional, cognitive, and physical growth.</p>	
<p>Build a community in which each child and adult is treated as an individual, while at the same time a sense of belonging to the group is reinforced.</p>	
<p>Foster a relationship with the larger community so that families and staff are respected and served by a network of community agencies that work in partnership with one another.</p>	
<p>Develop a continuum of care, education, and services that allows stable, uninterrupted support to families and children during and after their Head Start experience.</p>	

* Adapted from the Introduction to the 1998 Head Start Program Performance Standards.

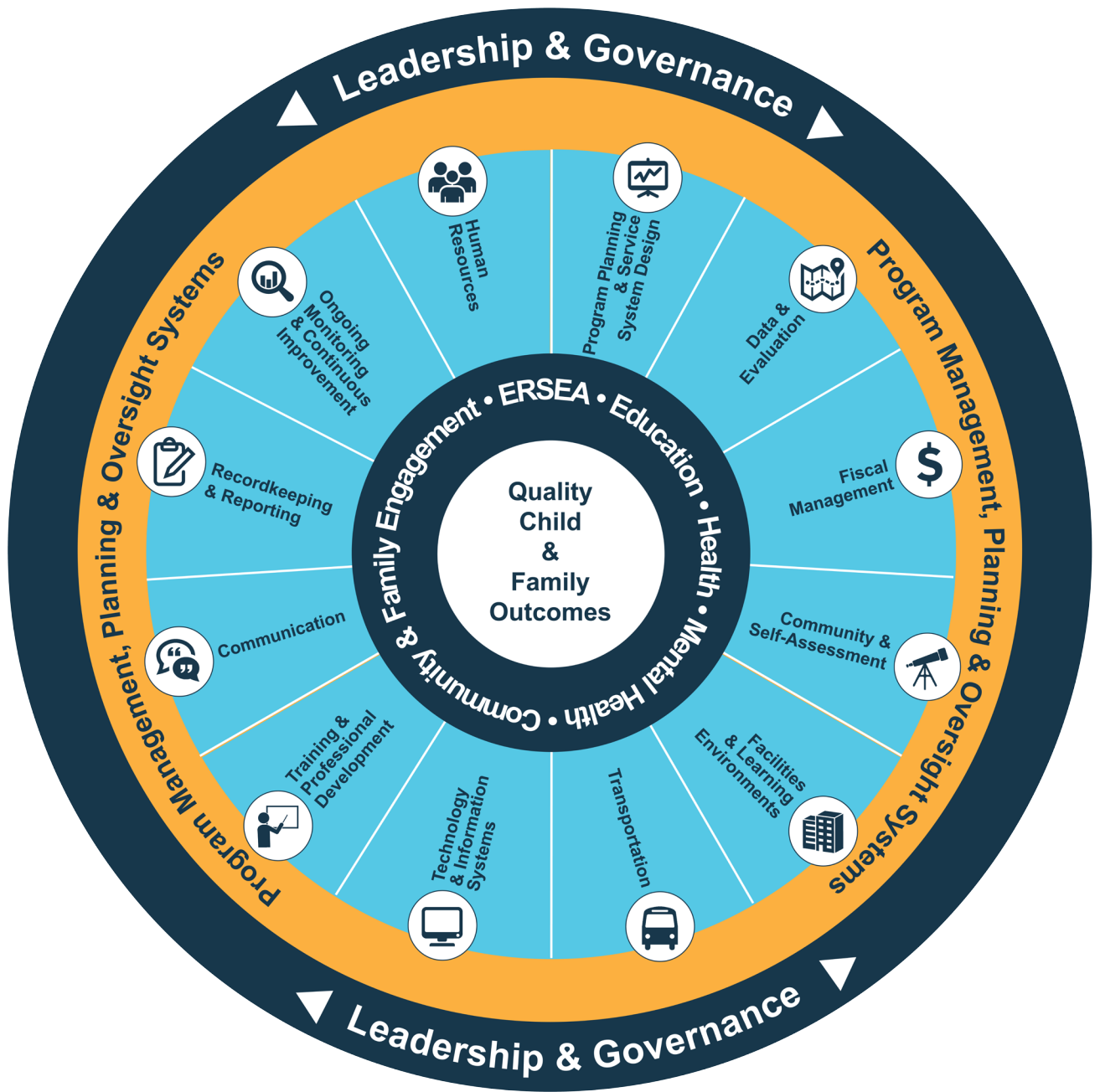
Which PART Is It?

Select from these PARTS: 1301 1302 1303 1304 1305

PART	Description
	<p>Section 641A of the Act requires that the Secretary modify as necessary program performance standards including administrative and financial management standards (section 641A(a)(1)(C)). This part specifies the financial and administrative requirements of agencies. Subpart A of this part outlines the financial requirements consistent with sections 640(b) and 644(b) and (c) of the Act. Subpart B of this part specifies the administrative requirements consistent with sections 644(a)(1), 644(e), 653, 654, 655, 656, and 657A of the Act. Subpart C of this part implements the statutory provision at section 641A(b)(4) of the Act that directs the Secretary to ensure the confidentiality of any personally identifiable data, information, and records collected or maintained. Subpart D of this part prescribes regulations for the operation of delegate agencies consistent with Section 641(A)(d). Subpart E of this part implements the statutory requirements in Section 644(c), (f) and (g) related to facilities. Subpart F prescribes regulations on transportation consistent with section 640(i) of the Act.</p>
	<p>This part implements these statutory requirements in Sections 641A, 645, 6456A, and 648A of the Act by describing all of the program performance standards that are required to operate Head Start, Early Head Start, American Indian and Alaska Native and Migrant or Seasonal Head Start programs. The part cover the full range of operations from enrolling eligible children and providing program services to those children and their families, to managing programs to ensure staff are qualified and supported to effectively provide services. This part also focuses on using data through ongoing data through ongoing program improvement to ensure high-quality service. As required in the Act, these provisions do not narrow the scope or quality of services covered in previous regulations. Instead, these regulations raise the quality standard to reflect science and best practices, and streamline and simplify requirements so programs can better understand what is required for quality services.</p>
	<p>Agencies must establish and maintain a formal structure for program governance that includes a governing body, a policy council at the agency level and policy committee at the delegate level, and a parent committee. Governing bodies have a legal and fiscal responsibility to administer and oversee the agency's Head Start and Early Head Start programs. Policy councils are responsible for the direction of the agency's Head Start and Early Head Start programs.</p>

	<p>The purpose of this part is to define terms for the purposes of this subchapter.</p>
	<p>(a) Section 641A(c) of the Act requires the Secretary to monitor whether a grantee meets program governance, program operations, and financial and administrative standards described in this regulation and to identify areas for improvements and areas of strength as part of the grantee's ongoing self-assessment process. This subpart focuses on the monitoring process. It discusses areas of noncompliance, deficiencies, and corrective action through quality improvement plans.</p> <p>(b) Section 646(a) of the Act requires the Secretary to prescribe procedures for notice and appeal for certain adverse actions. This subpart establishes rules and procedures to suspend financial assistance to a grantee, deny a grantee's application for refunding, terminate, or reduce a grantee's assistance under the Act when the grantee improperly uses federal funds or fails to comply with applicable laws, regulations, policies, instructions, assurances, terms and conditions or, if the grantee loses its legal status or financial viability. This subpart does not apply to reductions to a grantee's financial assistance based on chronic under-enrollment procedures at section 641A(h) of the Act or to matters described in subpart B. This subpart does not apply to any administrative action based upon any violation, or alleged violation, of title VI of the Civil Rights Act of 1964. Except as otherwise provided for in this subpart, the appeals and processes in this subpart will be governed by the Departmental Appeals Board regulations at 45 CFR part 16.</p>

Head Start Management Systems: Five-Year Project Period



ADMINISTRATION FOR
CHILDREN & FAMILIES

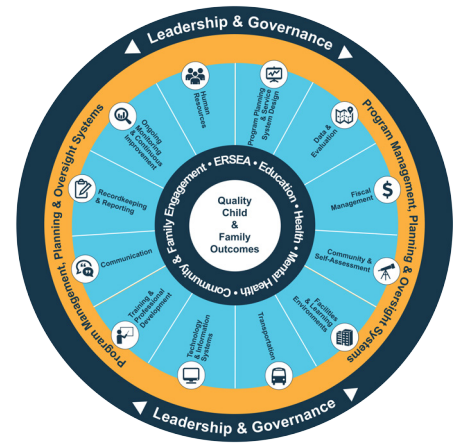


NATIONAL CENTER ON
Program Management and Fiscal Operations



Head Start Management Systems: Guiding Questions

Introduction

The Head Start management systems wheel is a visual representation of the twelve program management, planning, and oversight systems that are critical to sound program infrastructure and high-quality service delivery. Leadership and governance, the bedrocks of effective management, are depicted as surrounding all twelve systems. Head Start program leadership consists of three key entities: governing body/Tribal Council, Policy Council, and management staff. The governing body/Tribal Council assumes legal and fiscal responsibility for the program, the Policy Council sets direction, and the management staff oversee day-to-day operations. Together they are a powerful force that provides leadership and strategic direction. These management systems are crucial to the effective operation of the services in the inner blue circle which in turn result in quality child and family outcomes. The following questions can be used to evaluate both existing strengths as well as areas for growth in Head Start program operations.






Core Ingredient	Questions to Consider
<p style="text-align: center;">Leadership & Governance</p>	<ul style="list-style-type: none"> • How do you know that governing body/Tribal Council and Policy Council members are knowledgeable about their roles and responsibilities as Head Start program leaders? • How is the required expertise (e.g. financial, legal, and early education) represented on the governing body/Tribal Council? If exceptions have been made, how are these documented? • What is the makeup of the Policy Council? How are program options represented on the Policy Council? • How does communication between governing body/Tribal Council, Policy Council, and key management staff take place in support of program decision-making? • If applicable, how are governing body/Tribal Council members involved in strategic planning activities? <hr/> <p style="color: green;"><i>• Do our leadership and communication practices enable us to make the strategic decisions that will move our programs forward?</i></p>

Management Systems	Questions to Consider
 <p>Program Planning & Service System Design</p>	<ul style="list-style-type: none"> • What is the timeline for our annual program planning process? This should include: <ul style="list-style-type: none"> – Community assessment review and update – Goal and objective development/review – Coordinated approaches – Action planning – Ongoing monitoring – Self-assessment • How are the following stakeholders engaged in our program planning process? <ul style="list-style-type: none"> – Program staff – Governing body/Tribal Council members – Policy Council members – Community members <hr/> <p><i>• Do our planning efforts strengthen our outcomes for children, families and communities?</i></p>
 <p>Data & Evaluation</p>	<ul style="list-style-type: none"> • How do we collect and use data to inform ongoing monitoring and continuous improvement? • How are staff utilized in our data management process? • What well-chosen and well-implemented methods for data collection and analysis are used to determine impact? • How does our approach to data management support the availability, usability, integrity, and security of data? <hr/> <p><i>• Does our data help us tell the story about how we are making a difference for our children, families, and community?</i></p>






Management Systems	Questions to Consider
 <p>Fiscal Management</p>	<ul style="list-style-type: none"> • What is the timeline for our fiscal management activities? This should include, but not be limited to: <ul style="list-style-type: none"> – Budget development and review – Monitoring actual expenditures against budget projections – Making major expenditures – Audit activities • How are our staff, governing body/Tribal Council and Policy Council members engaged in fiscal management activities? • How do our policies and procedures inform our fiscal management efforts? • How does our budgeting process relate to our program planning activities? • How does our budgeting process inform resource development efforts? • If applicable, how are we using advisory committees to support fiscal management activities? <hr/> <ul style="list-style-type: none"> • <i>Do we have clean audits and have resources been maximized?</i>
 <p>Community & Self-Assessment</p>	<ul style="list-style-type: none"> • How does our community assessment align with the service needs of children and families? Does our community assessment include school and child care data? How does the community assessment inform our program planning process? • What is the timeline of our self-assessment process? How is it informed by our program planning process? Who is engaged in the process? • How are the results of our self-assessment shared with staff and program leadership? <hr/> <ul style="list-style-type: none"> • <i>Do our data collection and analysis activities inform the way our programs deliver services?</i>



Management Systems	Questions to Consider
 <p>Facilities & Learning Environments</p>	<ul style="list-style-type: none"> • How does our system for managing and monitoring facilities and learning environments ensure that we meet health and safety requirements? • How do our indoor and outdoor learning environments support the needs of children, families, and staff? • How is facilities management addressed from the perspectives of program planning and fiscal management? <hr/> <ul style="list-style-type: none"> • <i>Do our facilities and learning environments provide safe and challenging places that support our children and families?</i>
 <p>Transportation</p>	<ul style="list-style-type: none"> • How is our transportation system aligned with the needs of our families? • How do we monitor compliance of our transportation system with state and federal regulations? • What backup systems are in place to ensure all children are accounted for after each trip? • What are the budget implications of our maintenance and repair efforts? <hr/> <ul style="list-style-type: none"> • <i>Does our transportation system move children safely and efficiently from one point to another?</i>
 <p>Technology & Information Systems</p>	<ul style="list-style-type: none"> • How does our technology (hardware or software) align with our program operations and planning activities? • How are technological issues addressed in fiscal management? <hr/> <ul style="list-style-type: none"> • <i>Do we have the right technology in place to support our Head Start program?</i>



Management Systems	Questions to Consider
 <p>Training & Professional Development</p>	<ul style="list-style-type: none"> • How do our training and professional development plans address the knowledge and skills needed to meet our program’s goals and objectives? • In addition to training and technical assistance resources (both regional T/TA and the national centers), how are our training and technical assistance funds being used to access additional professional development resources? <hr/> <ul style="list-style-type: none"> • <i>Do our training and professional development activities enable our staff and volunteers to move our Head Start programs from compliance to excellence?</i>
 <p>Communication</p>	<ul style="list-style-type: none"> • How does our communication system address both internal and external communication among and between program leadership, staff, families, and the community? • How do our communications policies and procedures address key issues such as social media management and confidentiality? • What communication approaches are used to meet the needs of culturally and linguistically specific populations? <hr/> <ul style="list-style-type: none"> • <i>Does our program communicate effectively with internal and external stakeholders?</i>
 <p>Recordkeeping & Reporting</p>	<ul style="list-style-type: none"> • How does our recordkeeping and reporting system use technology to manage information? • How do our recordkeeping and reporting policies and procedures address key issues such as confidentiality? • How does our reporting system provide program leadership (governing body/Tribal Council, Policy Council) with key information to make decisions in a timely and thorough manner? • How does our recordkeeping and reporting system generate real-time reports that improve program services? <hr/> <ul style="list-style-type: none"> • <i>Does our recordkeeping and reporting system help our program build and maintain its institutional memory?</i>

Management Systems	Questions to Consider
 <p>Ongoing Monitoring & Continuous Improvement</p>	<ul style="list-style-type: none"> • How does ongoing monitoring inform our program operations, planning process, and continuous quality improvement? • What is the timeline for ongoing monitoring activities? • How are staff trained and engaged in ongoing monitoring efforts? • How are the results of our ongoing monitoring shared with staff and program leadership? <hr/> <ul style="list-style-type: none"> • <i>Does our ongoing monitoring system support our planning efforts?</i>
 <p>Human Resources</p>	<ul style="list-style-type: none"> • How does our organizational structure support our staff to provide high quality services to children and families? • What is our process for hiring and onboarding staff? • Does our process for hiring and on-boarding include culturally responsive practices? • How do we ensure that staff members have the appropriate credentials and have acquired the needed competencies to fulfill their job responsibilities? • How does our program promote retention? • How do our human resource activities inform our budgeting efforts? <hr/> <ul style="list-style-type: none"> • <i>Does our program effectively meet the professional development needs of our staff?</i>

This product was prepared under Grant # 90HC0011 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Program Management and Fiscal Operations.



ADMINISTRATION FOR
CHILDREN & FAMILIES



NATIONAL CENTER ON
Program Management and Fiscal Operations