

II. FISCAL IMPACT ANALYSIS

A. Five Year Summary of Fiscal Impact:

Fiscal Years	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Capital Expenditures	_____	_____	_____	_____	_____
Operating Costs	<u>n/a</u>	_____	_____	_____	_____
External Revenues	<u>n/a</u>	_____	_____	_____	_____
Program Income (County)	_____	_____	_____	_____	_____
In-Kind Match (County)	_____	_____	_____	_____	_____
NET FISCAL IMPACT	<u>n/a</u>	_____	_____	_____	_____
# ADDITIONAL FTE POSITIONS (CUMULATIVE)	_____	_____	_____	_____	_____

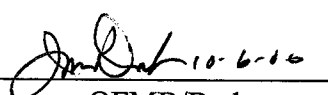
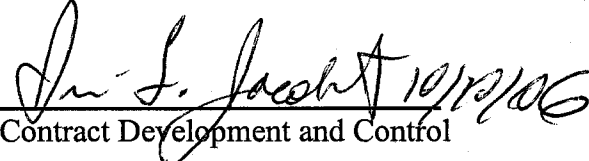
Is Item Included in Current Budget? Yes ___ No ___
 Budget Account No.: Fund ___ Dept. ___ Unit ___ Object ___
 Program Code _____

B. Recommended Sources of Funds/Summary of Fiscal Impact:

C. Departmental Fiscal Review.

III. REVIEW COMMENTS

A. OFMB Fiscal and/or Contract Administration Comments:
 There is no fiscal impact associated with this item.

 _____ OFMB/Budget <i>AM 10/4/06</i>	 _____ Contract Development and Control
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B. Legal Sufficiency:



 Assistant County Attorney

C. Other Department Review:

 Department Director

This summary is not to be used as a basis for payment.

PALM BEACH COUNTY
2006 - 2007 ANNUAL
BOARD OF COUNTY COMMISSIONERS/
POLICY COUNCIL/POLICY COMMITTEE
PROGRAM GOVERNANCE TRAINING



Welcome  Welcome

Program Governance – Board of County Commissioners October 24, 2006 10:00am – 11:00am	Program Governance – Policy Council/Policy Committee October 25, 2006 8:30 am – 4:00 pm	Governmental Center, West Palm Beach and Riviera Beach Head Start Center, Riviera Beach, FL
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Agenda

Tuesday, October 24, 2006 **BOCC Training 10:00 am – 11:00 am**

GREETING/WELCOME

- **CREATING AND IMPLEMENTING STRATEGIC PLAN For**
 (Adapted from John Bryson)
 - ◇ **What Is Strategic Planning And Why Do We Do IT?**
- **WHO'S RESPONSIBLE – THE BOARD COMMISSIONERS OR ADMINISTRATOR?**
- **BOARD OF COUNTY COMMISSIONERS LEGAL & FISCAL RESPONSIBILITIES TO HEAD START**
- **INTERNAL DISPUTE RESOLUTION**
- **THE IMPORTANCE OF COMMUNICATION WITH HEAD START POLICY COUNCIL**

Wednesday, October 25, 2006 **8:30 am Registration 9:00am – 4:00 pm Training**

- **GREETING/WELCOME**
- **CREATING AND IMPLEMENTING STRATEGIC PLAN For**
 (Adapted from John Bryson)
 - **What Is Strategic Planning And Why Do We Do IT?**
 - **How Do We Get From Here to There?**
 - **The Building-Block View**
- **INTRODUCTION OF SYSTEMS, SYSTEMS, SYSTEMS (Who's Responsible?)** 
- **OVERVIEW OF HEAD START PERFORMANCE STANDARDS**
- **PROGRAM GOVERNANCE**
- **DUTIES OF BOARD OF DIRECTORS & POLICY COUNCIL MEMBERS**
- **THE IMPORTANCE OF PARENT INVOLVEMENT IN HEAD START**
 - **Policy Council/Committee Reporting back to Parent Committee**
 - **Parent Committee Responsibilities**
- **COMMENTS/EVALUATION/WRAP-UP/ADJOURN**

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Thought

*“The best way to forget your own problems is to help someone else solve theirs.
 – Good Stuff*

HEAD START POLICY COUNCIL TRAINING MANUAL

A workbook to support
and enhance Head Start
Program Governance



by Mable M. Jones, M.S. Ed.

The Jones Connection

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Agency Umbrella

Grantee's Name _____

Governing Body (Board of Directors, Tribal Council, Board of Education, etc.)

Executive Director _____

Head Start Director
Day-to-Day Operations

Policy Council
(Parents and
Community
Representatives)



Agency Personnel
Policies and
Procedures

Head Start Budget

Program Account (PA) 22: Operation

Program Account (PA) 20: Training/Technical Assistance

\$ _____

\$ _____ Non-Federal Share (In-Kind, i.e., volunteers, goods and services, donations)

of Funded Enrolled Children _____

USDA \$ _____

of Counties _____

of Centers _____

of Classrooms _____

of Teachers/Teacher Assistant

NOTE: Child/Staff Ratio:

Program Fiscal Year Begins _____ Program Fiscal Year Ends _____

Delegate Agency

Governing Body (Board of Directors, etc.)

Policy Committee (Parents and Community

Representatives

Program Options

___ Center Based (3-5 years)

___ Home Based

Other (Early Head Start Budget \$ _____)

___ Early Head Start (0-36 months)

___ Family Day Care

___ # of Early Head Start Funded

Enrolled Infants/Toddlers/Pregnant Mothers

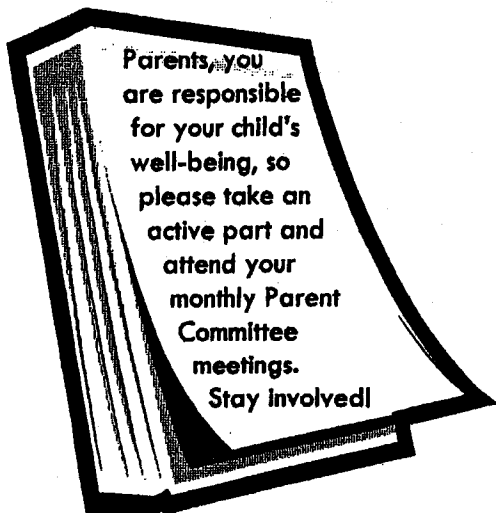
• The Governing Body •

The effective governance of an organization is dependent on a well-informed and dedicated Governing Body (Board of Directors, Tribal Council, Board of Education, etc) that can make the distinction between administrative details and policy responsibilities, i.e., establish a mission, develop a plan, obtain and allocate resources, hire an administrator, and monitor/evaluate results.

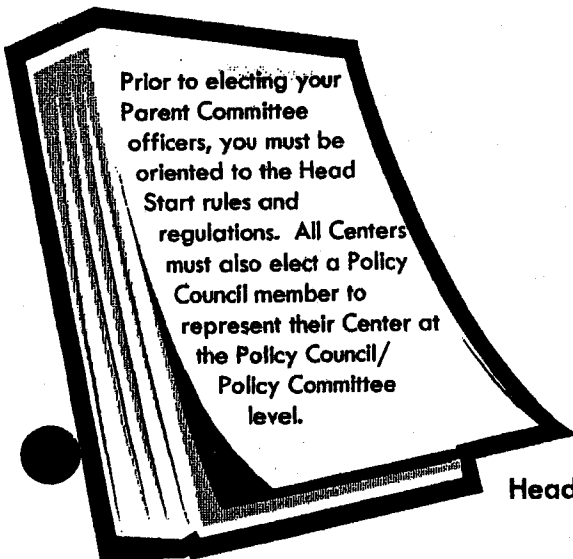
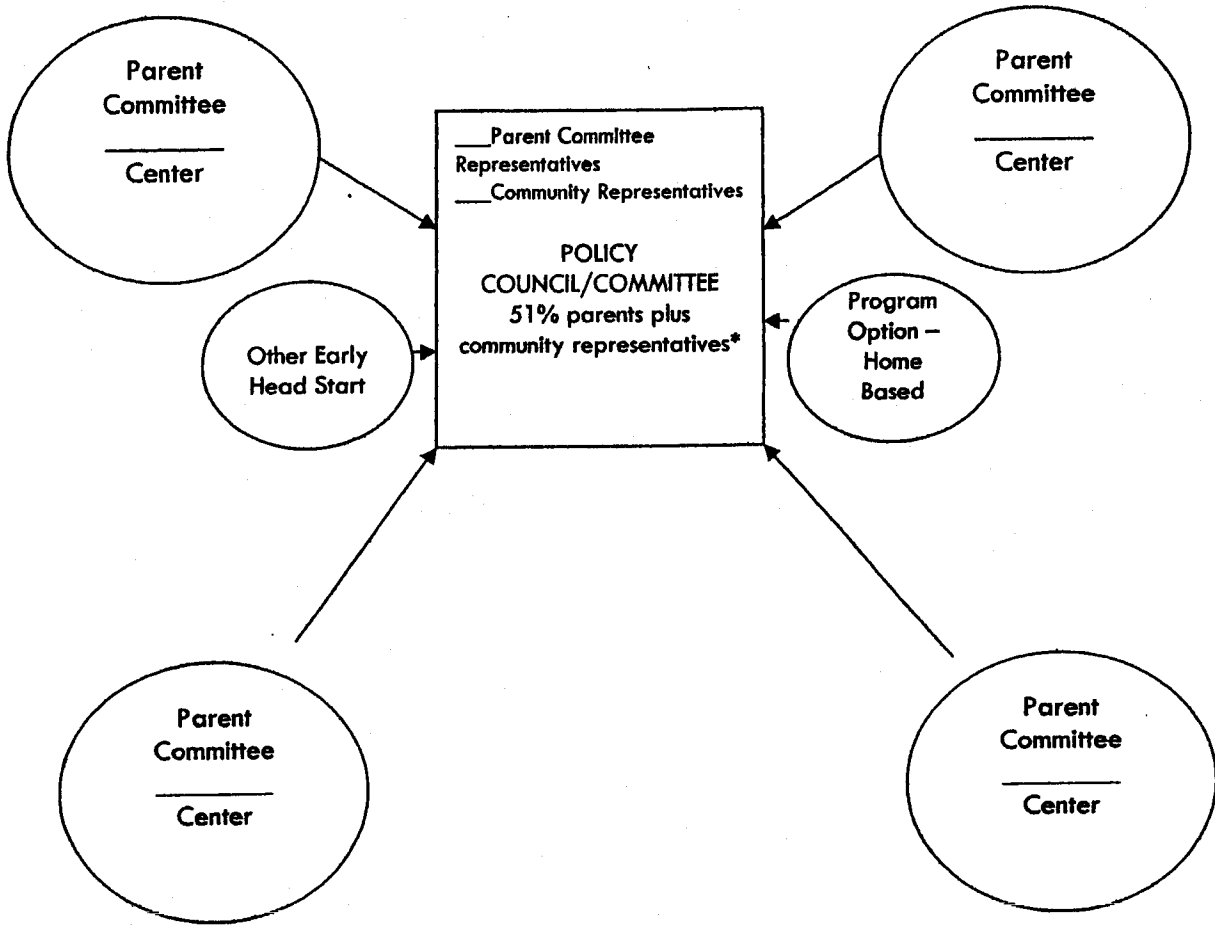
Policy Council/Policy Committee and Parent Committee Structure 1304.50(a)(2) and (3) -- Page 160

- (2) Parent Committee must be comprised of parents of currently enrolled children at the center level.

- (3) All Policy Council/Policy Committees and Parent Committees must be established as early in the program year as possible (Council/Committee may not be dissolved until successive councils/committees are elected and seated).



Parent Committee Structure

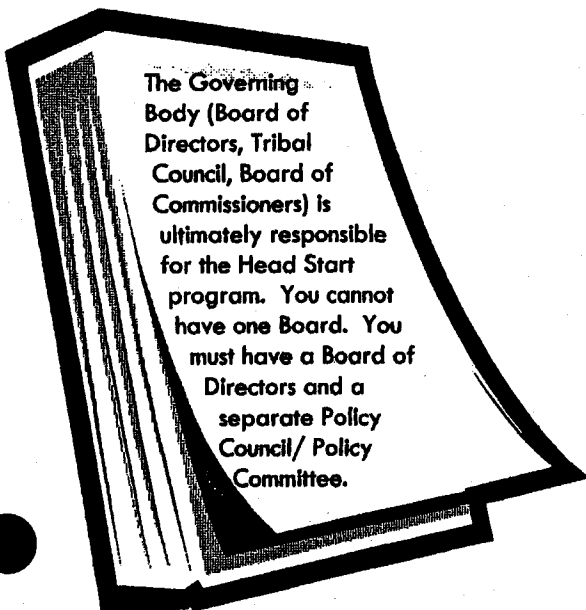


* Community representatives come from business, public, private, civic, and professional organizations, or are former Head Start parents.

Policy Council, Policy Committee and Parent Committee Structure 1304.50(a)(4) and (5) -- Page 161

(4) When a grantee has delegated the entire Head Start program to one delegate agency, it is not necessary to have a Policy Committee in addition to a Policy Council.

(5) The governing body (the group with legal and fiscal responsibility for administering the Early Head Start/Head Start program) and the Policy Council/Policy Committee must not have identical memberships and functions.



Policy Group Composition and Formation 1304.50(b)(1) -- Pages 162

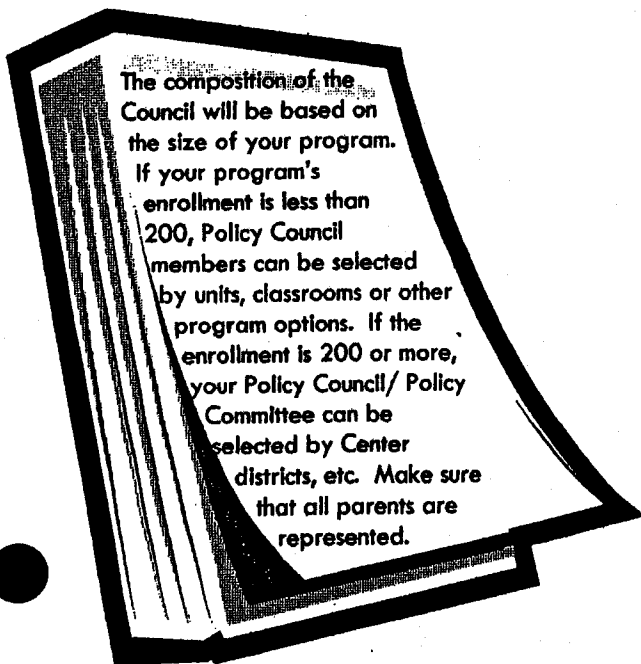
(1) Each grantee/delegate agency governing body operating an Early Head Start/Head Start program must propose within the framework of these regulations the total size of their respective policy groups (except where such authority is seated to the Council or Committee).

Based on:

- the number of centers
- classrooms or other program option units, and
- number of children served by their program

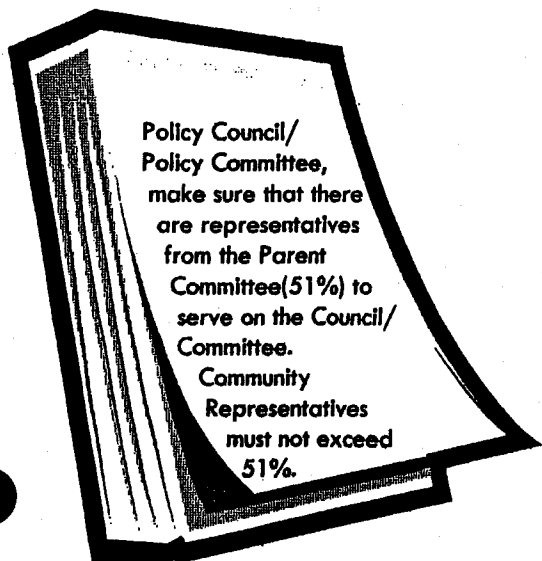
For example, the composition on the council will be based on the size of your program, as indicated above. If your program is large (500 or more), select your parent representatives by the number of centers/district, etc. If it is less than 500, you can select your representative by centers, units or program option.

The procedures for the election of parent members and selection of community reps must be approved by the Policy Council/Policy Committee.



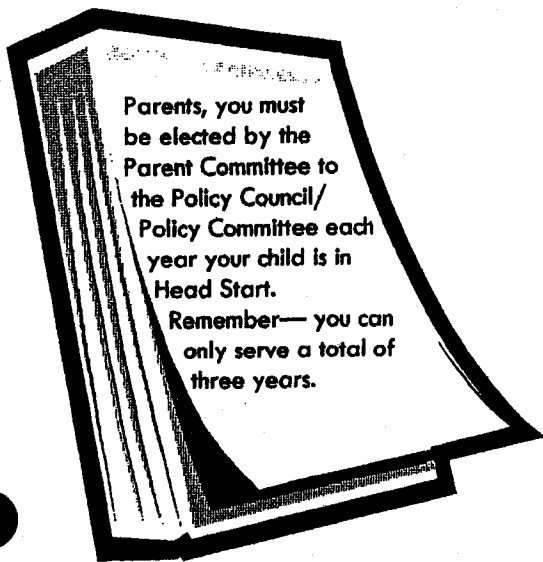
Policy Group Composition and Formation 1304.50(b)(2) and (3) -- Pages 162 - 163

- (2) Policy Councils/Policy Committees must be comprised of two types of representatives:
- Parents of currently enrolled children (at least 51% of the members of these policy groups must be parents)
- (3) Community representatives (must be drawn from the local community:
- public or private, civic and professional organizations and others who are familiar with resources and services for low-income children and families including former Head Start parents



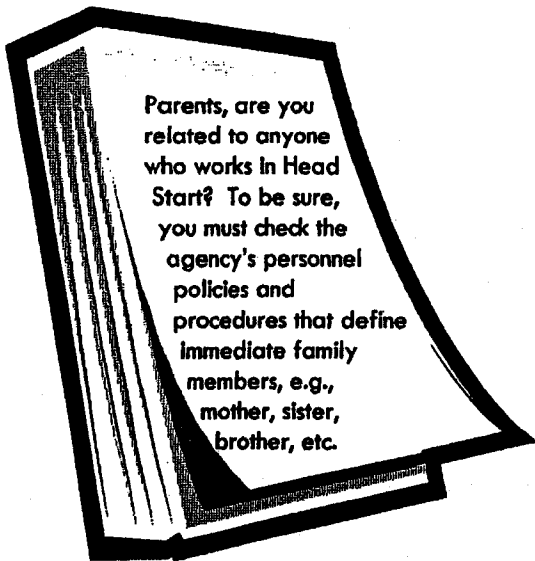
Policy Group Composition and Formation 1304.50(b)(4) and (5) – Page 163

- (4) All members of the Policy Councils/Policy Committees and Community Representatives must be elected or re-elected annually.
- (5) Policy Councils/Policy Committees must limit the number of one-year terms that any individual may serve on either body to a combined total of three (3) terms.



Policy Group Composition and Formation 1304.50(b)(6) and (7) -- Pages 163 - 164

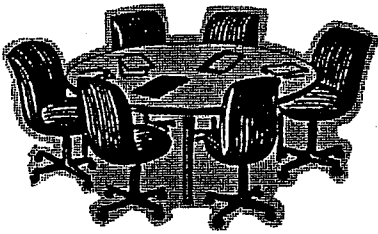
- (6) No grantee/delegate agency staff (or members of their immediate family) may serve on Policy Councils/Policy Committees except parents who occasionally substitute for regular Head Start/Early Head Start staff.
- (7) Parents of children currently enrolled in all program options must be proportionately represented on established policy groups.



Policy Group Responsibilities - General 1304.50(c) & (d) -- Pages 164

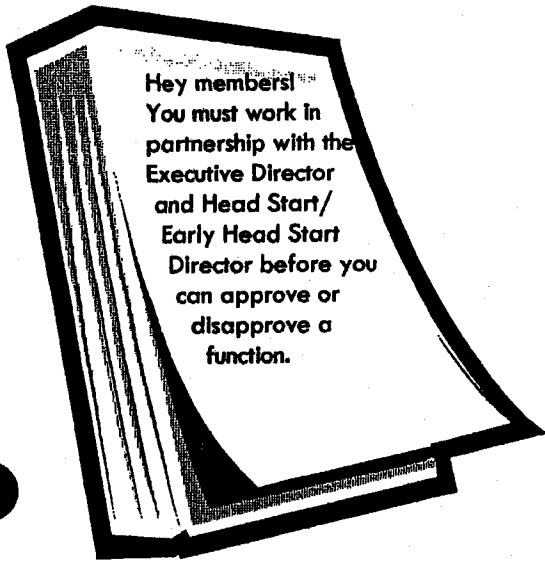
- At a minimum, Policy Councils/Policy Committees must be charged with the responsibilities described on the following charts and in Appendix A of the Performance Standards:
 - The Policy Council/Committee must work in partnership with key management staff and governing body (Board of Directors/Education/ Tribal Council) to:

○ Develop



○ Review, and

○ Approve or disapprove



Policy Group Responsibilities

1304.50(d)(1)(i)(ii)(iii) — Pages 165 — 166

Chart A

Function: <u>Planning</u>					
1. All Funding Applications and Amendments					
Governing Body	Policy Council	Delegate Governing Body	Delegate Policy Committee	Head Start Director	Agency/ Executive Director
A&C	C	C	C	B	D
Function: <u>General Procedures</u>					
2. Procedures describing how Board of Directors/Board of Education/Tribal Council and Policy Council/Committee will implement shared decision-making					
Governing Body	Policy Council	Delegate Governing Body	Delegate Policy Committee	Head Start Director	Agency/ Executive Director
A&C	C	A&C	C	D	D
Function: <u>Planning</u>					
3. Procedures for program planning					
Governing Body	Policy Council	Delegate Governing Body	Delegate Policy Committee	Head Start Director	Agency/ Executive Director
A&C	C	C	C	B	D

Chain of Command

B → D → C → A

To understand how Chart A works, you must know the chain of command. A simple way is to always start with the **B**. Next comes the **D** (In most cases, **D** supervises **B**). Then there is **C**, who must approve/disapprove, and finally, **A**, who wants to make sure that it's legal.

Policy Group Responsibilities

1304.50(d) (1)(iv)(v)(vi)—Pages 166 — 167

Chart A

<u>Function:</u> Planning					
4. Program's philosophy – long-range and short-term goals and objectives					
Governing Body	Policy Council	Delegate Governing Body	Delegate Policy Committee	Head Start Director	Agency/ Executive Director
A&C	C	C	C	B	D
5. Selection of delegate agency and their service areas					
Governing Body	Policy Council	Delegate Governing Body	Delegate Policy Committee	Head Start Director	Agency/ Executive Director
A&C	C	–	–	B	D
<u>Function:</u> General Procedures					
6. Composition of Policy Council/Committee and procedures					
Governing Body	Policy Council	Delegate Governing Body	Delegate Policy Committee	Head Start Director	Agency/ Executive Director
A&C	C	A&C	C	B	D

Chain of Command

B → D → C → A

To understand how Chart A works, you must know the chain of command. A simple way is to always start with the **B**. Next comes the **D** (In most cases, **D** supervises **B**). Then there is **C**, who must approve/disapprove, and finally, **A**, who wants to make sure that it's legal.

Policy Group Responsibilities

1304.50(d) (1)(vii)(viii)(ix)—Pages 167 — 168

Chart A

Function: <u>Planning</u>					
7. Criteria selection, recruitment, enrollment					
Governing Body	Policy Council	Delegate Governing Body	Delegate Policy Committee	Head Start Director	Agency/ Executive Director
A	C	A	C	B	D
8. Program annual/self-assessment of the grantee/delegate agency					
Governing Body	Policy Council	Delegate Governing Body	Delegate Policy Committee	Head Start Director	Agency/ Executive Director
A	C	A	C	B	D

Chain of Command

B → D → C → A

To understand how Chart A works, you must know the chain of command. A simple way is to always start with the B. Next comes the D (In most cases, D supervises B). Then there is C, who must approve/disapprove, and finally, A, who wants to make sure that it's legal.

Policy Group Responsibilities

1304.50(d) (1)(ix)(x)(xi)—Page 168

Chart A

Function: Human Resources Management					
9. Personnel policies and subsequent changes to those policies (including standards of conduct for program staff, consultants and volunteers)					
Governing Body	Policy Council	Delegate Governing Body	Delegate Policy Committee	Head Start Director	Agency/ Executive Director
A&C	C	A&C	C	D	D
10. Decisions to hire or terminate the Early Head Start or Head Start Director of the grantee agency					
Governing Body	Policy Council	Delegate Governing Body	Delegate Policy Committee	Head Start Director	Agency/ Executive Director
A&C	C	--	--	--	D
11. Decisions to hire or terminate persons who work primarily for Head Start/Early Head Start of the grantee agency					
Governing Body	Policy Council	Delegate Governing Body	Delegate Policy Committee	Head Start Director	Agency/ Executive Director
A	C	--	--	B (grantee agency only)	D

Chain of Command

B → D → C → A

To understand how Chart A works, you must know the chain of command. A simple way is to always start with the **B**. Next comes the **D** (In most cases, **D** supervises **B**). Then there is **C**, who must approve/disapprove, and finally, **A**, who wants to make sure that it's legal.

Human Resources Management Performance Standard 1304.52 (h)(1)—Page 204

CONFIDENTIAL

(h) Standards of conduct.

(1) Grantee and delegate agencies must ensure that all staff, consultants, and volunteers abide by the program's standards of conduct. These standards must specify that:



i. They will respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability;

ii. They will follow program confidentiality policies concerning information about children, families, and other staff members;

iii. No child will be left alone or unsupervised while under their care; and

iv. They will use positive methods of child guidance and will not engage in corporal punishment, emotional or physical abuse, or humiliation. In addition, they will not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs.

Policy Group Responsibilities

1304.50(d) (1)(xii)(xiii)—Page 168

Chart A

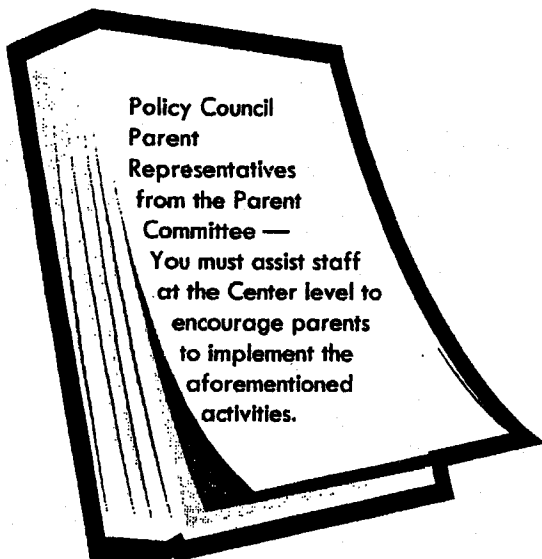
Function: <u>Human Resources Management</u>					
12. Decisions to hire or terminate the Early Head Start or Head Start Director of the delegate agency					
Governing Body	Policy Council	Delegate Governing Body	Delegate Policy Committee	Head Start Director	Agency/ Executive Director
--	---	A&C	C	--	D
13. Decisions to hire or terminate persons who work primarily for Head Start/Early Head Start of the delegate agency					
Governing Body	Policy Council	Delegate Governing Body	Delegate Policy Committee	Head Start Director	Agency/ Executive Director
--	--	A	C	B (delegate agency only)	D

Chain of Command
B → D → C → A

To understand how Chart A works, you must know the chain of command. A simple way is to always start with the B. Next comes the D (In most cases, D supervises B). Then there is C, who must approve/disapprove, and finally, A, who wants to make sure that it's legal.

Parent Committee Responsibilities **1304.50(e)(1)(2) & (3)—Page 171**

- (1) Advise staff in developing and implementing local program policies, activities and services
- (2) Plan, conduct, and participate in informal/formal programs and activities for parents/staff
- (3) Within the guidelines established by the governing body, policy council/committee, participate in the recruitment and screening of staff

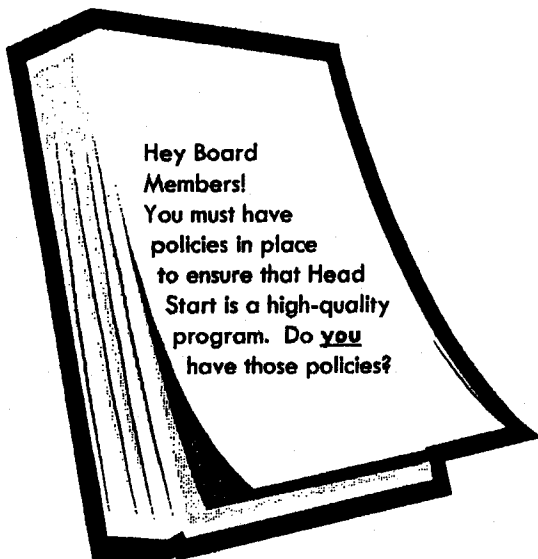


Governing Body Responsibilities **1304.50(g)(1) & (2)— Page 172**

- (1) Grantee/delegate agencies must have written policies that define the roles and responsibilities of the governing body members and inform them of management procedures to implement a high-quality program.
- (2) Grantee/delegate agencies must insure that appropriate internal controls are established and implemented to safeguard Federal funds.

Internal Dispute Resolution **1304.50(h) — Page 173**

- Each grantee and delegate agency and Policy Council or Policy Committee jointly must establish written procedures for resolving internal disputes, including impasse procedures, between the governing body and policy group.



Head Start Performance

Program Governance

p. 164-168 1304.50(c) & (d)

Summary of Chart A Policy Council/Policy Committee Responsibilities

Must work in partnership with:

Key Management:

- Executive Director
- Head Start Director
- Governing Board

Responsibilities:

To help *Develop, Review, and Approve/Disapprove* of:

1. All Funding Applications and Amendments
2. Procedures shared - decision-Board of Directors/Board of Education/Tribal Council
3. Procedures for program planning
4. Program philosophy ~long/short goals
5. Selection Delegate Agency
6. Composition of Policy Council
7. Criteria Selection/Recruitment/Enrollment
8. Program Annual/Self Assessment
9. Personnel Policies and Procedures
10. Decision to Hire/Terminate Head Start/Early Head Start Director
11. Decision to Hire/Terminate Head Start/Early Head Start Staff

1304.50 (g)(1) and (2)

Governing Body Responsibilities: Board of Directors/Board of Education/Tribal Council

1. Grantee and delegate agencies must have written policies that define the roles and responsibilities of the governing body members and that inform them of the management procedures and functions necessary to implement a high quality program.
2. Grantee and delegate agencies must ensure that appropriate internal controls are established and implemented to safeguard federal funds in accordance with 45CFR 1301.13.



Governing Body Interview Guide

PURPOSE

- To describe how the governing body exercises its oversight responsibility and ensures accountability; and
- To describe how the governing body is knowledgeable about the Head Start/Early Head Start Program.

LOGISTICS

- **Duration:** The interview lasts no more than 30 minutes.
- **Review team participants:** The team leader determines which reviewers attend this interview. Generally, a Systems Reviewer leads this interview. Other available staff may attend, and one takes notes.
- **Agency participants:** Members of the agency's governing body are involved. This interview may be conducted in a group setting or with individual governing body members during the review.
- **Group size:** A group of no more than 10-12 is recommended.

INTRODUCTION

Thank you for taking time to talk with me about your role as a member of the governing body for Head Start/Early Head Start. We are interested in finding out just what the role of the governing body is for this grantee. First, we'll talk about how the governing body is involved in the grantee's overall planning process. Then, we'll discuss how the governing body exercises oversight and maintains accountability.

Planning and Communication

1. How do you learn what's expected of you as a member of the governing body in the Head Start/Early Head Start program?

Listen for:

- written policies that define the roles and responsibilities of governing body members; and
- appropriate involvement in the grant application and budget process, program planning, personnel decisions, self-assessment, and selection of delegate agencies (if applicable).

2. Describe your ongoing working relationship and communication process with the Head Start policy group.

Listen for:

- examples of recent projects and communication;
- reports; and
- satisfaction with the relationship.

3. How and when are you and the policy group involved in the grantee's planning process? How are the timeframes and procedures for planning established?

Listen for:

- development of program goals and objectives.

4. How do you ensure that the policy group has had an opportunity to act on items that must be decided through shared decision-making, such as new hires or terminations?

Listen for:

- communication with Head Start/Early Head Start management staff.

5. What role do you and the policy group play in the self-assessment process?

Listen for:

- examples of activities conducted during most recent self-assessment; and
- use of self-assessment results.

6. How does prior consultation occur on "must approve" issues before those issues are acted on by the full governing body? For example, how was the grant application presented to you? How did the process of approval work?

Listen for:

- examples of decisions approved during past year; and
- satisfaction with the process.

7. How does the governing body (and policy group) participate in decisions about seeking new funding?

Listen for:

- description of the process used; and
- satisfaction with the process.

Program Governance

8. What role does the governing body play in establishing or changing the composition of the policy group? In selecting community representatives?

Listen for:

- familiarity with the composition of the policy group; and
- description of selection process.

9. What reporting is provided to you and the policy group to keep you informed about progress, problems, or changes needed in the program?

Listen for:

- types of reports received.

10. Do you currently receive reports describing patterns of progress and accomplishments for groups of children, i.e., child outcomes data?

Listen for:

- familiarity with the child outcomes initiative.

11. How do you exercise oversight and ensure accountability for program outcomes and fiscal integrity?

Listen for:

- communication with appropriate program staff; and
- reporting process.

12. What written impasse procedures are in place? How were the policies developed?

Listen for:

- description of the procedures; and
- process used to develop them.