

# Self Study Guide



**Management Acceleration Program**

## **Introduction to Human Resource Management** Self Study Guide

This training self study guide was developed by: Head Start State Based TTA Offices, Region VII GPSS TA System; ICF International in partnership with OHS Region VII Office of Head Start and the Region VII Head Start Association.

1/2010

## **Learning Outcomes**

- **Introduce Head Start Performance Standards related to Human Resource Management (HR)**
- **Discuss a systematic approach to HR Management**
- **Assess agency system and practices for staff development and overall Training and Technical Assistance Planning (T/TA)**

Management Information System (MIS) 1998, Introduction to Human Resource Management

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### **Participant:**

Thinking of the identified outcomes of this training are there other issues you have at this time on data that you would like addressed? If so write it here, following completion of the training come back and see if your needs were addressed.

## Head Start Performance Standards

Human Resource Management is specifically addressed in:

45 CFR 1301.30-31

45 CFR 1304.52



Management Acceleration Program (MAP) 2008, Introduction to Human Resource Management

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### **Additional comments on the slide:**

The slide shows where in the Performance Standards HR is addressed

CFR = Code of Federal Regulations

### **Participant:**

What questions and/or key ideas come to mind with this slide?

## Head Start Performance Standards (cont.)

1301.30 General Requirements. “Head Start agencies and delegate agencies shall conduct the Head Start program in an **effective** and **efficient manner, free of political bias or family favoritism**. Each agency shall also provide **reasonable public access** to information and to the agency’s records pertaining to the Head Start program.”

Management Acceleration Program (MAP) 2008, Introduction to Human Resource Management

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### Additional comments on the slide:

- As you read the HSPS really look at the bolded words

### Participant:

What are the key bolded words telling you?

Thinking about your HR System and the bolded words how are your policies and procedures assuring compliance?

What key information and/or questions do you have from the slide?

## Personnel Policies

- Written policies
- Staff recruitment and selection procedures
- Criminal background investigations
- Declaration exclusions (offenses & convictions)
- Probationary period
- Reporting child abuse or sexual abuse
- Appendix A to 1301.31 – Identification and Reporting of Child Abuse and Neglect

*[Refer to 1301.31]*

Management Acceleration Program (MAP) 2008, Introduction to Human Resource Management

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### **Additional comments on the slide:**

HSPS state that, at minimum, grantees must establish and implement WRITTEN personnel policies for staff must include:

- 1-descriptions of each staff position, roles & responsibilities
- 2-Describe procedures for Recruitment, selection, & termination
- 3-standards of conduct
- 4-methods for providing staff & volunteers with opportunities for training and Prof dev, and advancement
- 5-procedures for conducting staff performance appraisals
- 6-assurances that the program is an equal opportunity employer which does not discriminate
- 7-describe the employee-management relation procedures (i.e.: grievances & adverse actions)

Child abuse reporting- Grantees must develop a plan for responding to suspected or known child abuse or sexual abuse as defined by the p standards, whether it occurs within or outside the program

It also requires that these be approved by the PC or Policy Committee and made available to all staff. (This will be discussed in more detail in the governance presentation)

### **Participants:**

What other questions and/or key points do you have from this slide?

## Human Resources Management

- **Organizational Structure**
- **Staff Qualifications – General**
- **EHS or HS Director Qualifications**
- **Qualifications of Content Area Experts**
- **Home Visitor Qualifications**
- **Infant and Toddler Staff Qualifications**
- **Classroom Staffing and Home Visitors**
- **Standards of Conduct**
- **Staff Performance Appraisals**
- **Staff and Volunteer Health**
- **Training and Development**

*[Refer to 1304.52]*

Management, Accreditation Program (2017) 2008, Introduction to Human Resource Management

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**Additional comments on the slide:**

HR management consists of these items:

We would encourage you to dbi check your job descriptions and written policies and procedures related to these bullets

**Participants:**

What questions and/or key points do you have from this slide?

## Organizational Structure

- **Establish and maintain**
- **Support accomplishment of program objectives**
- **Address the major functions and responsibilities assigned to each staff position**
- **Provide evidence of adequate mechanisms for staff supervision and support**
- **Ensure program management functions are formally assigned and adopted by staff**

*[Refer to 1304.52(a)]*

Michigan Department of Education | Michigan Department of Health and Human Services | Michigan Department of Social Services | Michigan Department of Transportation | Michigan Department of Treasury | Michigan Department of Workforce Development | Michigan Department of Education

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### Additional comments on the slide:

Programs must establish and maintain an organizational structure that...(read bullets)

The org structure should be stated clearly and “someone should be placed in charge of major functions”

What does your organizational structure look like. Are there positions identified to cover all major functions of the program?

The way individual programs assign duties is up to them. Typically, we include a director, and then managers of ECD, health, Disabilities, dental, nutrition, MH, F&C partnerships, etc.

Do you know how your organizational structure was established?

When it was last reviewed?

Does it seem to be meeting the needs of the organization?

### Participants:

What questions and/or key points do you have from this slide?

## Organizational Structure

- Establish and maintain
- Support accomplishment of program objectives
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*[Refer to 1304.52(a)]*

### **Additional comments on the slide:**

1306.20 ; 1306.32 and 648A of the ACT

Plus (read bullets 2-4) other requirements

Be sure you look over these requirements

Talk more about the requirements in these notes

### **Participants:**

What questions or key points do you have from this slide?

## 2007 Act Requirements by Sept 30, 2013 Center- Based Programs

- Education Coordinators** - Have the capacity to offer assistance to teachers in the implementation and adaptation of a curricula and one of the following:
- BA or advanced degree in Early Childhood Education
  - BA or advanced degree and coursework equivalent to a major relating to Early Childhood Education, with experience teaching preschool children.

### **Additional comments:**

Education Coordinators

Note that: This regulation is for CENTER BASED programs

Be sure and note those regulation here:

### **Participants:**

What questions and/or key points do you have from this slide?

## 2007 Act Requirements by Sept 30, 2013 Center- Based Programs

**Head Start Teachers** - at least 50% of HS Teachers nationwide have one of the following:

- A BA or advanced degree in Early Childhood Education
- A BA or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children.

**Head Start Teacher Assistants** - Have one of the following:

- At least a CDA and enrolled in a AA or BA program
- Are enrolled in a CDA program to be completed in 2 years.

### Additional comments on the slide:

Again these are requirements for Head Start Center based

Teachers

Teacher Assistants

Note that: This regulation is for CENTER BASED programs

### Participants:

Can you find this information in the HS Act?

What other questions or key points do you have from this slide?

## **Head Start Act 2007 EHS Classroom and Home Visiting staff**

### **EHS Teachers in Center Based programs**

**By Sept 30, 2010 have**

- CDA and
- Have been trained (or have equivalent coursework) in early childhood with a focus in infant toddler development.

**By Sept 30, 2012**

- Establish staff qualification goals to ensure that no later than Teachers have been trained (or have equivalent coursework) in early childhood development with a focus in infant toddler development.

### **EHS Home Visitor in Home Based, Center Based or Combination programs**

- The Secretary shall establish standards for training, qualifications and the conduct of home visits for home visitor staff in EHS Programs.

### **Additional comments:**

Read each bullet and think about your programs HR processes, do you have a system in place to aid in assuring the program will meet the new credential requirements? If not what action should be taken to assure meeting the requirements need to be done?

### **Participants:**

What other questions and/or key points do you have from this slide?

## Standards of Conduct

- **Ensure all staff, consultants, and volunteers abide by the program's standards of conduct**
- **Standards of Conduct MUST SPECIFY:**
  - **Respect and promote the unique identity of each child and family and refrain from stereotyping**
  - **Follow confidentiality policies re: children, families, and other staff members**
  - **No child will be left alone or unsupervised**
  - **Positive methods of child guidance**

*[Refer to 1304.52(h)]*

Management Accreditation Program (MAPP) 2008, Intentional for Human Resource Management

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### **Additional comments:**

Each program should have written codes of conduct that you have reviewed with your employees; it is suggested that they be signed by the employee and kept in their HR file. There should also be a policy and procedure for how these are reviewed and documented for volunteers in your program.

*Talk with another manager in your program about how signing of Codes of Conduct works in your program (when, reviewed by who, where kept, etc)*

This is discussed more thoroughly in the Professionalism training session.

### **Participants:**

What other questions or key points do you have from this slide?

## Staff Performance Appraisals

### **Annual performance review**

- **Identify staff training**
- **Create individual professional development plans**
- **Modify staff performance agreements**
- **Assist each staff member in improving skills and professional competencies**

*[Refer to 1304.52(f)]*

Management/Executive Program (MWP) 2008, Instructional Human Resources Management

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### **Additional Comments:**

Each HS employee must have an annual performance review and (read bullets)

Even when the grantee is a public school system, which sometimes has requirements for annual reviews, you will need to follow the HSPS for completing annual performance reviews, unless the school system's system is more stringent than the Performance Standards.

Be sure your program is creating professional development plan with the employees

Programs can use the SOLAR information for support in this task.

Check the ECLKC site for a link.

### **Participants:**

What other questions or key points do you have from this slide?



## Training and Development

- Provide orientation to all new staff, consultants, and volunteers
- Establish and implement a structured approach to staff training and development
- Include ongoing opportunities for staff to acquire necessary knowledge and skills

[Refer to 1904.52(k)]

Management/Executive Program (MWP) 2008, Infrastructure Human Resources Management

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### Additional Comments:

Think about how your programs orientation process helped you orient to your new position. Can you identify specific strengths in the system? What weaknesses do you see in the system? How could you provide information or feedback to your programs training system to improve the practice based on your experience?

Mandatory training is?

- \*Identifying and reporting child abuse and neglect
- \*Planning for successful child and family transitions to and from EHS / HS
- \*Provide training and orientation to EHS/HS governing body members; and PC members

What else? (Use the T&TA Plan template and/or HS Performance Standards and HS Act to answer the above question.

## Assessing T/TA Planning Practices

- Practices should include a process for assessing individual strengths/weaknesses based on competencies as well as overall program strengths/weakness
- Should link staff performance to quality service delivery
- Should link to child as well as program outcomes

Mississippi's Early Childhood Program (ECP) 2008, Instruction for Home Visitation: Mississippi

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### Additional Comments:

As part of the annual grant application, programs are required to develop a Training Plan for the upcoming year. These plans will outline the areas of focus for training needs. Once developed and approved by your regional office, they should be used as a working document and updated as needed. As part of the management team, you should review the T/TA plan for your program and document when training has happened.

### Participants:

Review your programs T &TA plan.

Can you link the priority training needs with data from your program?

What role do you play in providing the program with data to make training or professional development decisions?

How often does your program review their training plans?

How do you document your training outcomes or how do you note when training has been effective and when not?

## **A Systems Approach**

- **Is integrated within other systems, e.g. Program Governance**
- **Has a fluid process that involves:**
  - **Recruitment process**
  - **Interviewing and hiring process**
  - **Orientation process**
  - **Ongoing Professional Development process**
  - **Staff retention**
- **Requires research, planning, communication, document development, and coordination to implement a competency based model that supports staff development**

Management: A Systems Approach (MBA) 2008, Introduction to Human Resources Management

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### **Additional Comments:**

Each component of your program will have an affect on other components; therefore it is essential to have clear, well developed systems beginning with your HR systems and professional development in order to enhance all areas of the program.

### **Participant:**

Looking at your HR system can you identify a fluid process, if so write it below, if not what is missing?  
How informed are all members of management on the HR system?

What role do you play in the HR system?

## **Conclusions & Next Steps**

- **Questions/concerns from presented material?**
- **As new Directors and members of the management team, it is most critical you have knowledge and understanding of the regulations.**
- **Thinking about your current HR system what is most critical to take a closer look at or ask questions about when you return home?**

## Resources

- **Head Start Early Childhood Learning and Knowledge Center**
  - <http://eclkc.ohs.acf.hhs.gov/hslc>
- **Head Start Federal Performance Standards**
  - <http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Requirements>

Management, Assessment and Program (MAPP) 2008, Illinois State Data

### **Additional comments on the slide:**

Note that there are many resources to help you learn further about Head Start and data collection. Besides the Performance Standards ECLKC is an excellent place to start. Remember you also have access to your programs GPSS (Grantee Program Support Specialist) you can e-mail questions or requests for further information as well as your State Based Training Office and as always your Regional Program Specialist and Grants Specialist.

### **Participant:**

Review the comments and questions noted as you read through this material.

Think of who and/or what resources you might access to answer the questions and/or learn more. Go back and note who and/or what within this document.

In the space below develop a goal to address your questions and/or further information seeking. Be sure and allow for a reasonable amount of time to complete your independent work.

Upon completion of this work return it to the Executive Director of the Region VII Head Start Association for training credit.