HEAD START

Regional T/TA Network

Building a Data Culture:

Exploring the Four Data Activities to Support A Culture of Continuous Improvement

These materials were developed for OHS/Region XI under Contract No. HHSP233201500016C by ICF International.

Anticipated Objectives

- Understand the program planning cycle and how linking three systems can strengthen your program outcomes
- Review the four data activities
- Investigate how data informs planning, on-going monitoring and self-assessment
- Consider ways to use data to strengthen your program's planning process as a result of new thinking

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- Getting to Know Your Motivation for Selecting this Presentation

- What questions are you hoping to get answered?

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1302.101 Management System

Implement a management system that ensures program, fiscal, human resources structure that provides effective management & oversight in the delivery of high quality services.

Provides regular & ongoing supervision to support individual staff professional development & continuous program quality improvement.

Ensures budget & staffing patterns that promote continuity of care for all children and allow sufficient time for staff training.

Maintains an automated accounting and record keeping system adequate for effective oversight.

A program must design & implement a program-wide coordinated approaches that ensure: training & professional development, full & effective participation of children who are dual language learners, full and effective participation of children with disabilities & management of program data to effectively support availability, usability, integrity & security of data.

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1302.102 Achieving Program Goals

In collaboration with the Tribal Government and Policy Council, Establish Program Goals.

Ongoing compliance oversight and correction.

Ongoing assessment of program goals.

Using data for continuous improvement.

Reporting to Tribal Government and Policy Council and when applicable to the responsible HHS official.

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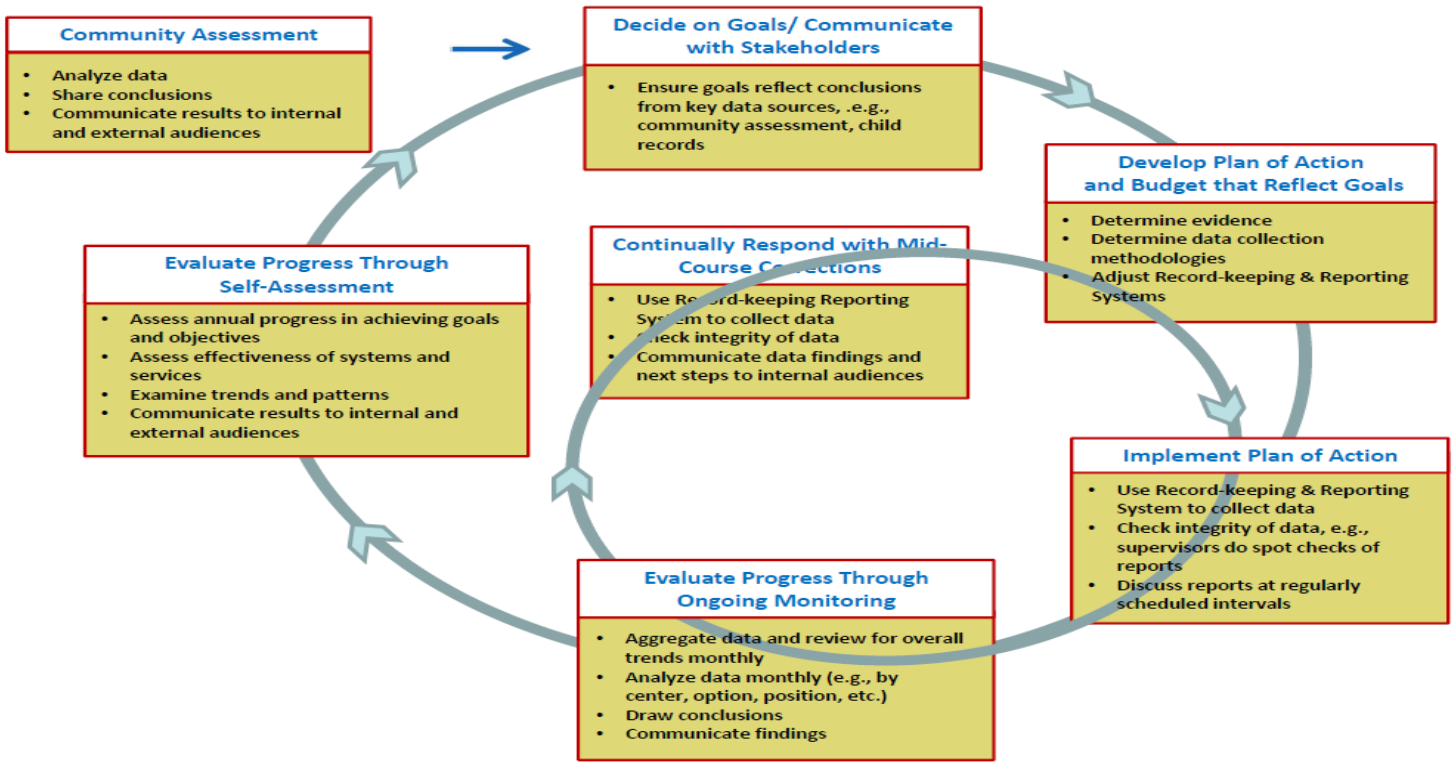
Integrating Data into Program Planning Systems



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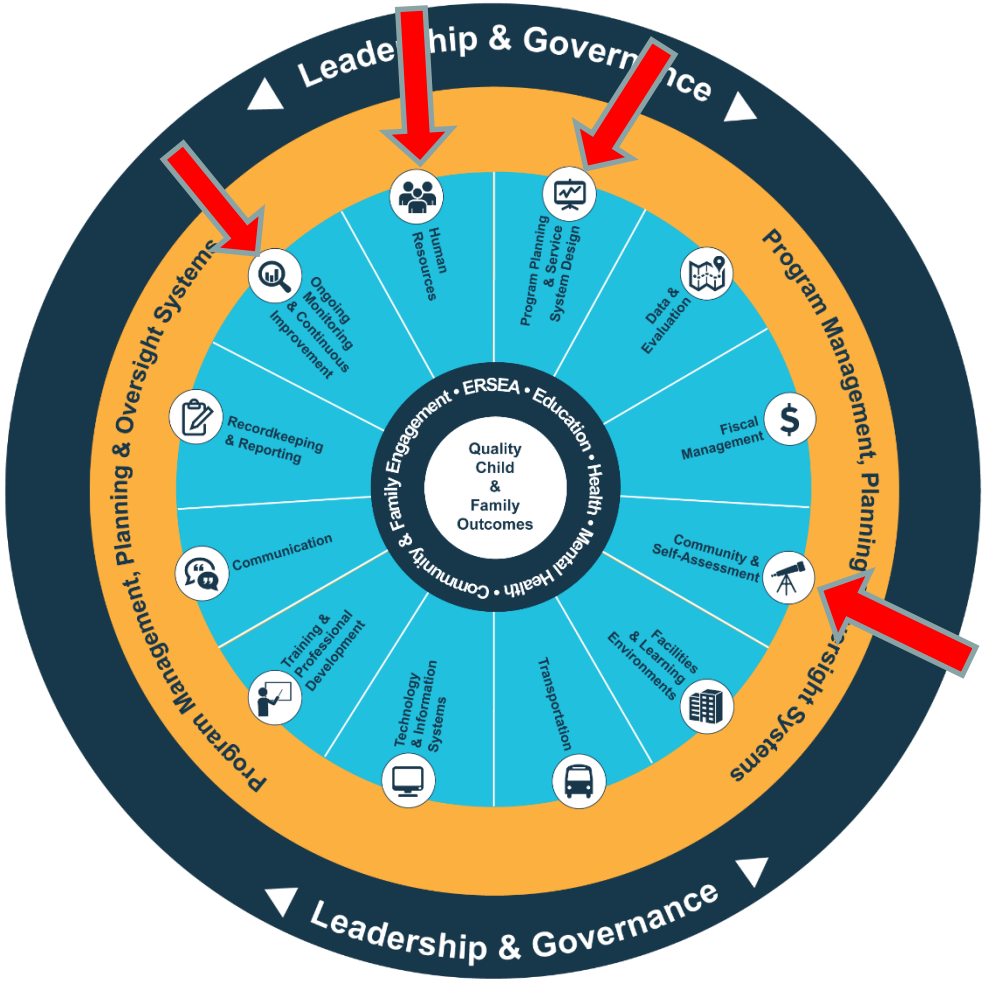
Head Start Management Systems:
Five-Year
Project Period



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Linking Planning, OGM, and SA

Program Planning

Decide on goals

- Review and analyze Community Assessment & other relevant data
- Review recommendations from SA report
- Develop long-term program goals

Develop objectives

- Set short-term program & fiscal objectives

Develop plan of action (work plan)

- Develop action steps for objectives
- Identify measures to monitor (prepare for data collection)
- Plan for regular progress reports to staff, GB and PC
- Develop service plans assuring they reflect new goals/objectives

Data

Ongoing Monitoring

Collect:

- Collect data (PIR, child outcomes data, results of OGM for all systems, services, goals & objectives.)

Analyze:

- Review & analyze data with managers

Act:

- Make course corrections
- Determine new data measures

Ensure:

- Evaluate & follow up on course corrections
- Verify accuracy of and summarize OGM data for review by SA team
- Request SA team to analyze persistent systems issues

Self-Assessment

Prepare:

- Design Self-Assessment process
- Orient & train Self-Assessment participants

Analyze:

- Analyze information presented (OGM summaries, OHS monitoring results, other info needed)
- Determine and request if further info is needed

Recommend:

- Identify strengths and make recommendations for improvement & enhancement

Data

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Warm Up Activity:

Systems Strengths and Questions Walk About

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Five Year Project Period and Five Year Funding Application v.3 Effective March 2018

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Five-Year Plans

Broad Outlines of what the program intends to accomplish over the 5-year project period.

Establish 5-year goals: BROAD Goals, SMART Objectives and expected outcomes.

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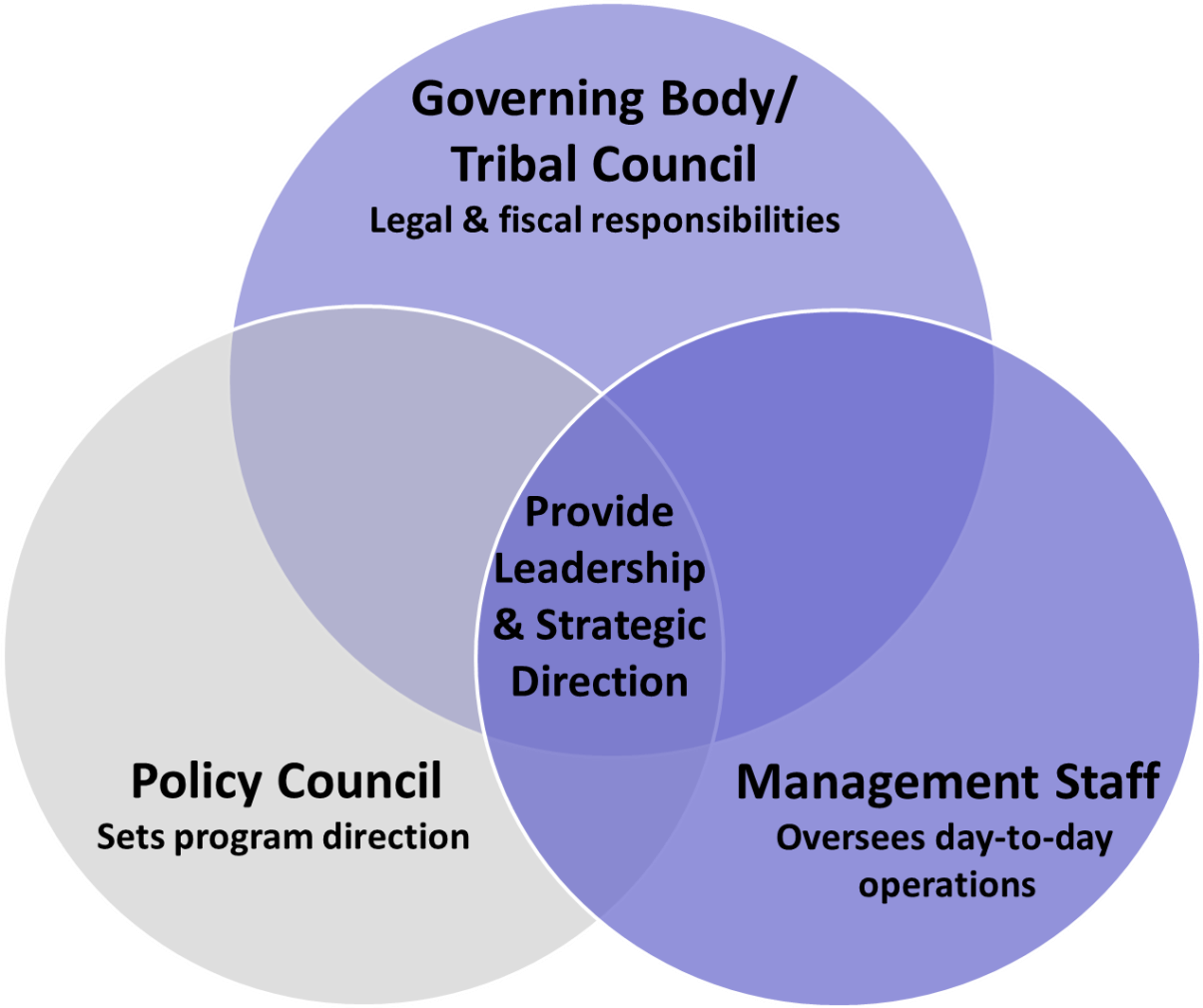
Role of Governance in Planning



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Four Data Activities

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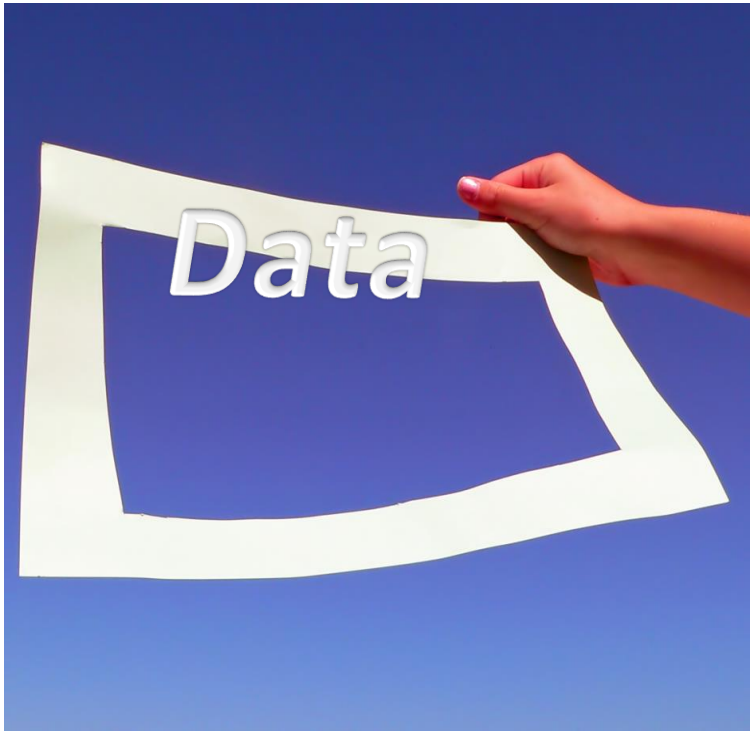
Data Reframed

- Data is collected and analyzed in order to answer critical questions
- Data is used regularly at all levels of the program to help identify and learn from best practices
- Decisions at all levels are informed by high quality data
- Data is interpreted across service areas and fiscal data is included



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Types of Data Head Start Requires

- Community Assessment
- Ongoing Record Keeping
- Self-Assessment
- Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)
- Program Information Report (PIR)
- Ongoing Monitoring Reports
- Annual Report

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Using Data for Internal Program Improvement

1. Identify outcomes that need attention
2. Identify client groups that need attention
3. Identify service procedures and policies that need improvement
4. Identify possible improvements for service delivery
5. Identify successful practices and achievement
6. Identify staff's technical assistance and training needs
7. Determine budget allocations priorities

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- How do we make sense of all this data we collected and analyzed?
- Where do we go from here?
- Ask Yourself 3 “What” Questions

✓ What?
✓ So What?
✓ Now What?

http://www.youtube.com/watch?v=j13Gd7MSs7o&feature=plcp

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Program Planning

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Program Planning

Decide on goals

- Review and analyze Community Assessment & other relevant data
- Review recommendations from Self-Assessment report
- Develop long-term program goals

Develop objectives

- Set short-term program & fiscal objectives

Develop a plan of action (work plan)

- Develop action steps for objectives
- Identify measures to monitor (prepare for data collection)
- Plan for regular progress reports to staff, governing body and Policy Council
- Develop service plans assuring they reflect new goals/objectives

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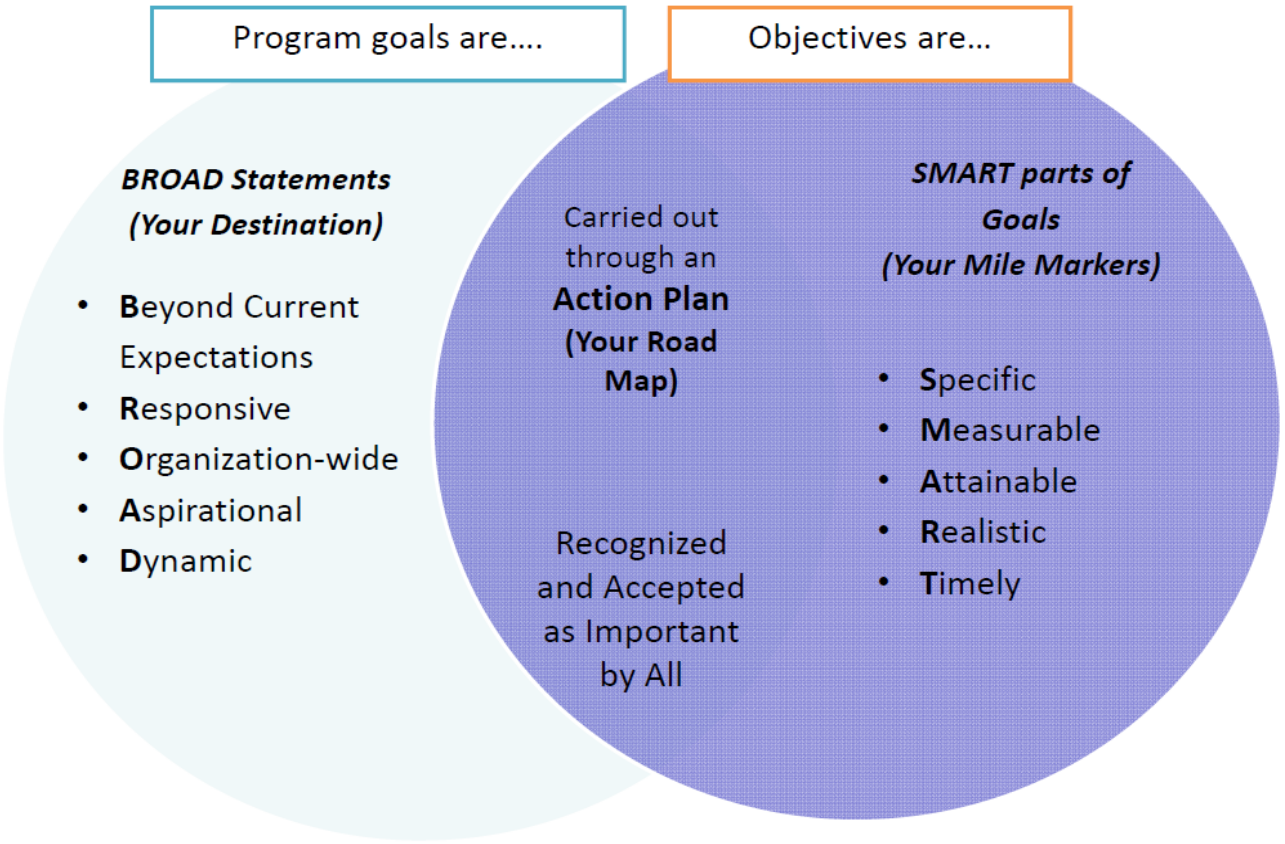
Program Goals and Objectives



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Thinking About Goals Through a Systems Lens

- How do you determine the number of goals?
- What data will you need to collect?
- How will you track, monitor and evaluate activities and progress?
- With whom do you need to communicate your goals?

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Aligning Program & SR Goals

Program Goal

- ***ACE Head Start program will*** implement research-based strategies to support the development of language and literacy skills in order to help children be ready for kindergarten and to maximize their potential to read at age level.

Objective

- To strengthen the ability of teachers and parents to increase the vocabulary of enrolled children as measured by improvement in scores on child assessment measures. Mean scores will improve by 50% by the end of the program year.

School Readiness Goal

- ***Children will*** build, use, and comprehend increasingly complex and varied vocabulary.

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Common Features of Head Start Plans

Plans describe how the local program intends to implement the Head Start Act and the Head Start Program Performance Standards (HSPPS) to respond to its community's unique needs and resources.

Plans are developed with input of and approval by the Tribal Council and Policy Council. Plans are also frequently shaped and informed through feedback from community partners, parents, and such groups as the Health Services Advisory Committee.

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Develop Your Plan of Action

Action Step	Person Responsible	Timeline

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PROGRAM GOAL:
OBJECTIVE:
OUTCOME(S)

→ SCHOOL READINESS GOAL:

PROGRAM ACTIVITIES that support BOTH goals and objective:	WHO:	BY WHEN:	FINANCIAL SUPPORTS:	MEASURE:
Teaching and Learning				
Parent and Family Engagement				
Community Engagement				
Health Services				
Program Management				

Ongoing Monitoring

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Ongoing Monitoring

Collect

- Collect data (PIR, child outcomes data, results of OGM for all systems, services, goals & objectives.)

Analyze

- Review & analyze data with managers

Act

- Make course corrections
- Determine new data measures

Ensure

- Evaluate & follow up on course corrections
- Verify accuracy of and summarize OGM data for review by SA team
- Refer persistent systems issues to SA

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Elements of an Effective Ongoing Monitoring System

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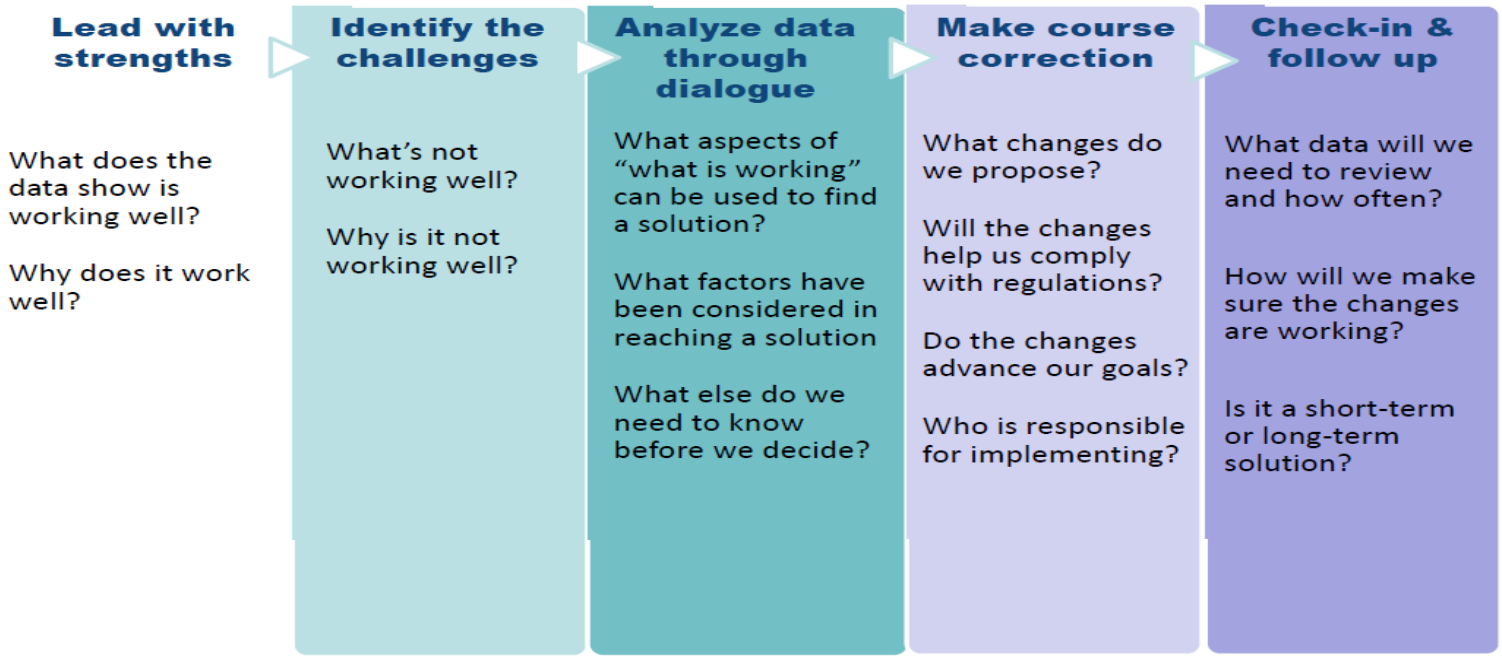
Asking the Right Questions OGM



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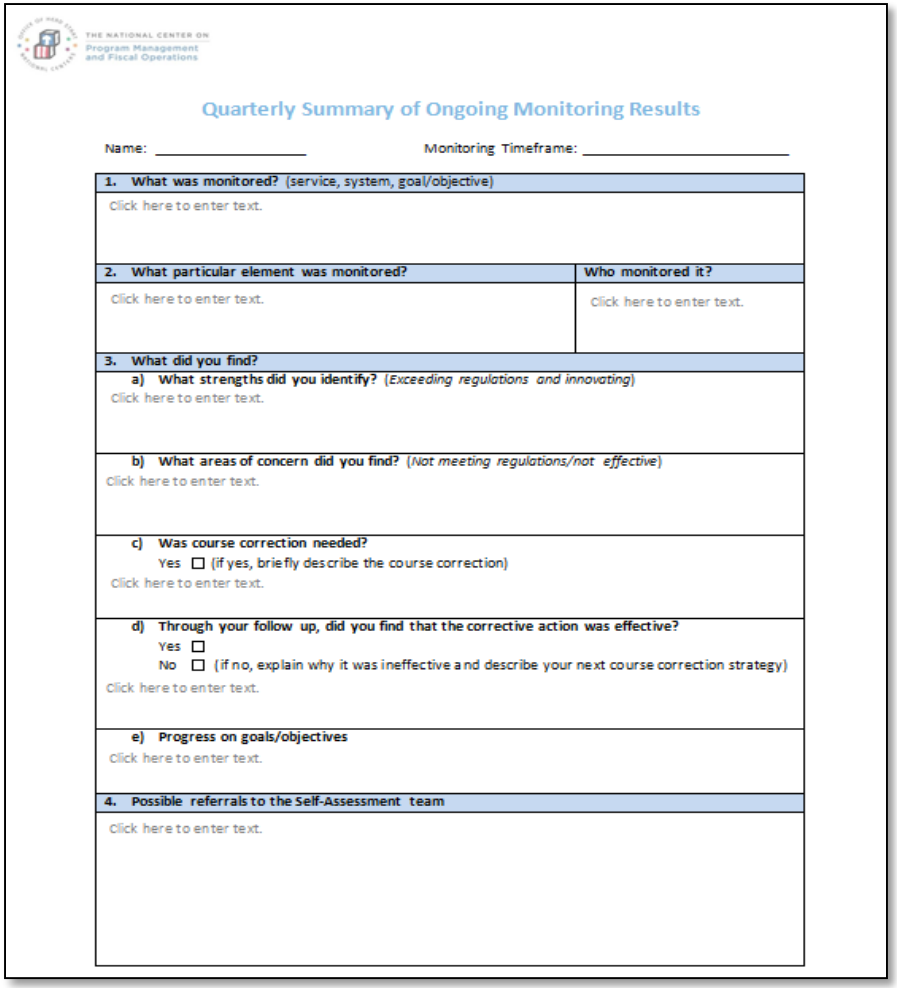
Quarterly Summary Ongoing Monitoring Results



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Quarterly Summary of Ongoing Monitoring Results

Name: _____ Monitoring Timeframe: _____

1. What was monitored? (service, system, goal/objective)

Click here to enter text.

2. What particular element was monitored?	**Who monitored it?**
Click here to enter text.	Click here to enter text.

3. What did you find?

a) What strengths did you identify? (*Exceeding regulations and innovating*)

Click here to enter text.

b) What areas of concern did you find? (*Not meeting regulations/not effective*)

Click here to enter text.

c) Was course correction needed?

Yes ☐ (if yes, briefly describe the course correction)

Click here to enter text.

d) Through your follow up, did you find that the corrective action was effective?

Yes ☐

No ☐ (if no, explain why it was ineffective and describe your next course correction strategy)

Click here to enter text.

e) Progress on goals/objectives

Click here to enter text.

4. Possible referrals to the Self-Assessment team

Click here to enter text.

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Annual Summary Ongoing Monitoring Results

Service Area	Sample Indicators	Data Sources	Areas of Strengths *(Exceeding regulations and innovating)*	Areas of Concern *(Not meeting regulations or not effective)*	Systemic Issues to Refer to Self-Assessment
Child Health & Development	The program establishes the health status of all children and assures follow up and referral services. Child health and development data is used in curriculum and program planning.				
Education & Early Childhood Development	The program establishes a system for developing school readiness goals and for tracking and reporting progress on them. The program's curriculum is effective in supporting the five domains of school readiness. The program individualizes early childhood development services for all children.				
Disabilities	The Program has IEP's in place for all children with disabilities and services are being delivered in the least restrictive environment. Were IEPs developed and services provided in a timely manner?				

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Self-Assessment

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Self-Assessment

Prepare

- Design Self-Assessment process
- Orient & train Self-Assessment participants

Analyze

- Analyze information presented (OGM summaries, OHS monitoring results, other info needed)
- Determine and request if further info is needed

Recommend

- Identify strengths & make recommendations for improvement & enhancement

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New Thinking: Self-Assessment

Who's involved?	A mix of stakeholders, including GB and PC Those with an outside perspective
What's different?	Focus on analysis Ask broader questions that focus on outcomes
How do we do it?	Use data from OGM Review multi-year data Lead with strengths Look at outcomes over 5 years
Why do we do it?	For continuous improvement To focus on what is achieved in 5-year cycle

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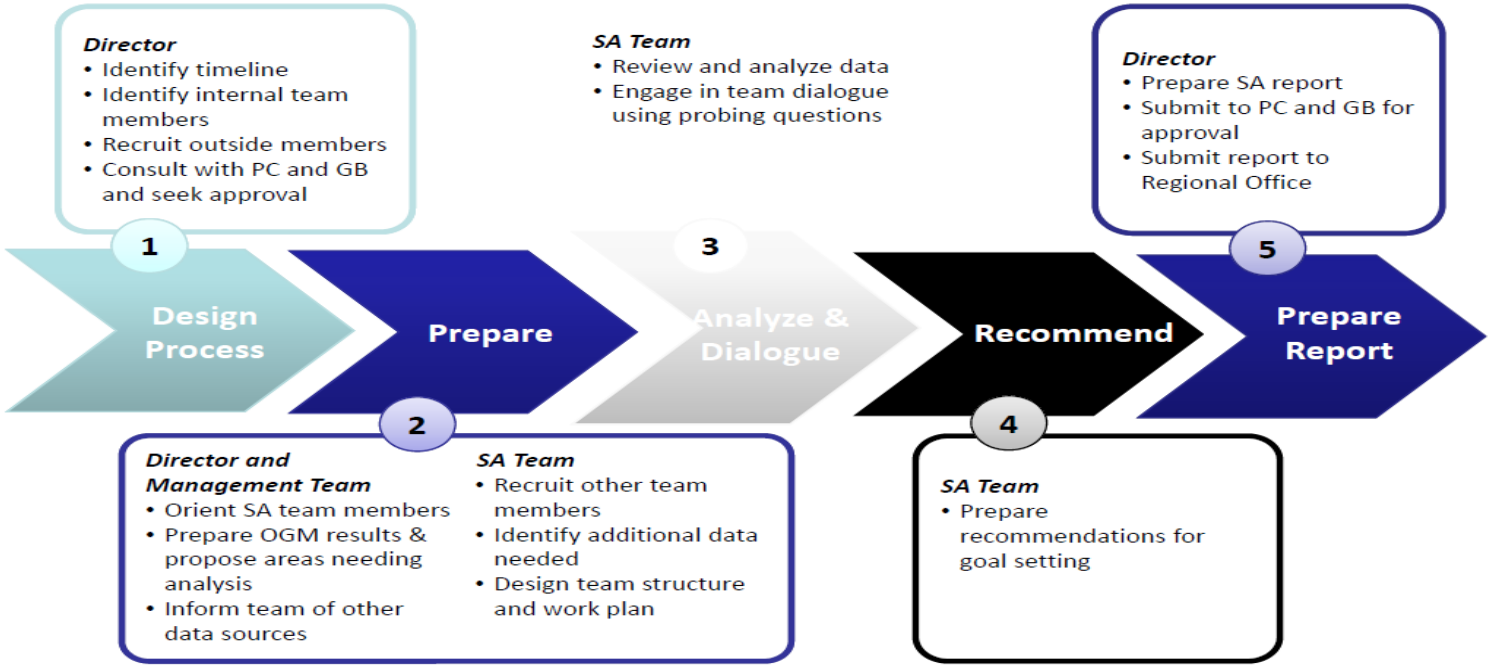
The Components of the Self-Assessment Process



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Asking the Right Questions SA

Lead with strengths	Analyze data through dialogue	Identify the challenges	Imagine possibilities	Make recommendations
Where do the data say that your program has been particularly successful?	What patterns or trends do you see over time?	Where did we fall short of our expectations?	What limitations are we placing on our thinking?	How do the recommendations support program goals and objectives?
What is the story behind the success?	How has the program made progress on its goals and objectives?	Why did we fail to make progress?	How can we go beyond what we first thought?	What other resources would the program need to implement our recommendations?
	How are we doing on our most important measures?	What aspects of 'what is working' can be used to find a solution	How else can we look at this?	How will you prioritize your recommendations?
	What is the impact?		Where can we innovate**?**	What will success look like?

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Elements of SA Report

- Introduction
- Methodology
- Key findings
- Recommendations

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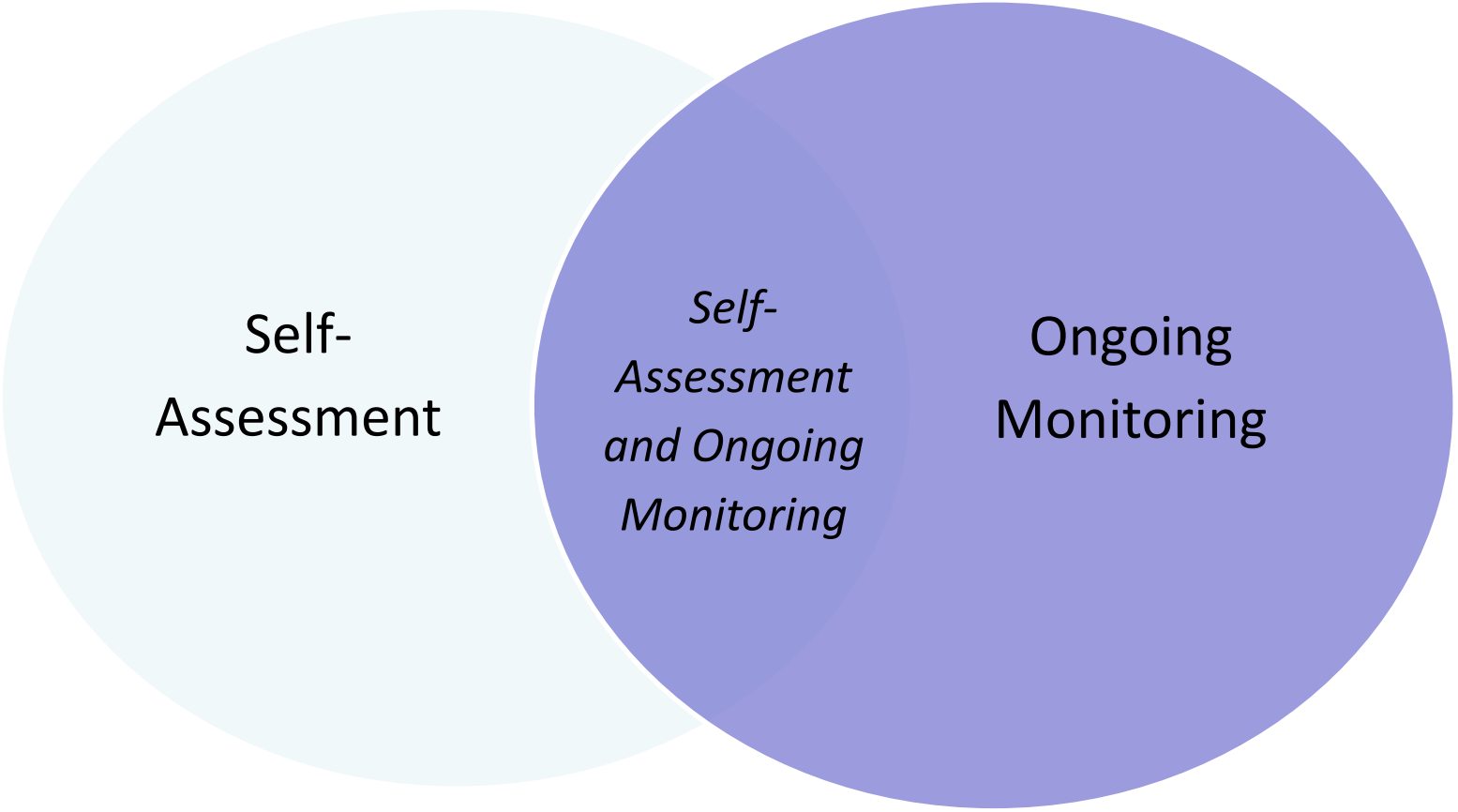
Self- Assessment & Ongoing Monitoring



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Creating a Culture of Continuous Improvement

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Indicators of a Culture of Continuous Improvement

- Curiosity – asking the "how" and "why" questions about children and families in your program;
- Reflection – continuously reviewing program policies and seeking feedback, applying when necessary;
- Tolerance of failure and vulnerability – recognizing when things are not working and making appropriate course corrections;
- Use of feedback – using data to assess whether or not strategies or programs are making a difference for children and families;
- Systems thinking – stepping back and considering the broader context in which Head Start programs operate an understanding that change is incremental.

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Core Competencies of Organizations With a Culture of Continuous Improvement

Our Organization:

- Has clarity about what we want to accomplish in the short term (e.g. one to five-years) and what success will look like;
- Has staff who are experienced in data collection, data use, and different stakeholders' information needs;
- Values learning. Demonstrated by staff actively asking questions, gathering information, and thinking critically about how to improve their work;
- Modifies its course of action based on findings from program data;
- Looks at program data as an important input to help them improve staff performance and manage results; and
- Integrates findings from program data into the decision-making when deciding which policy options and strategies to pursue.

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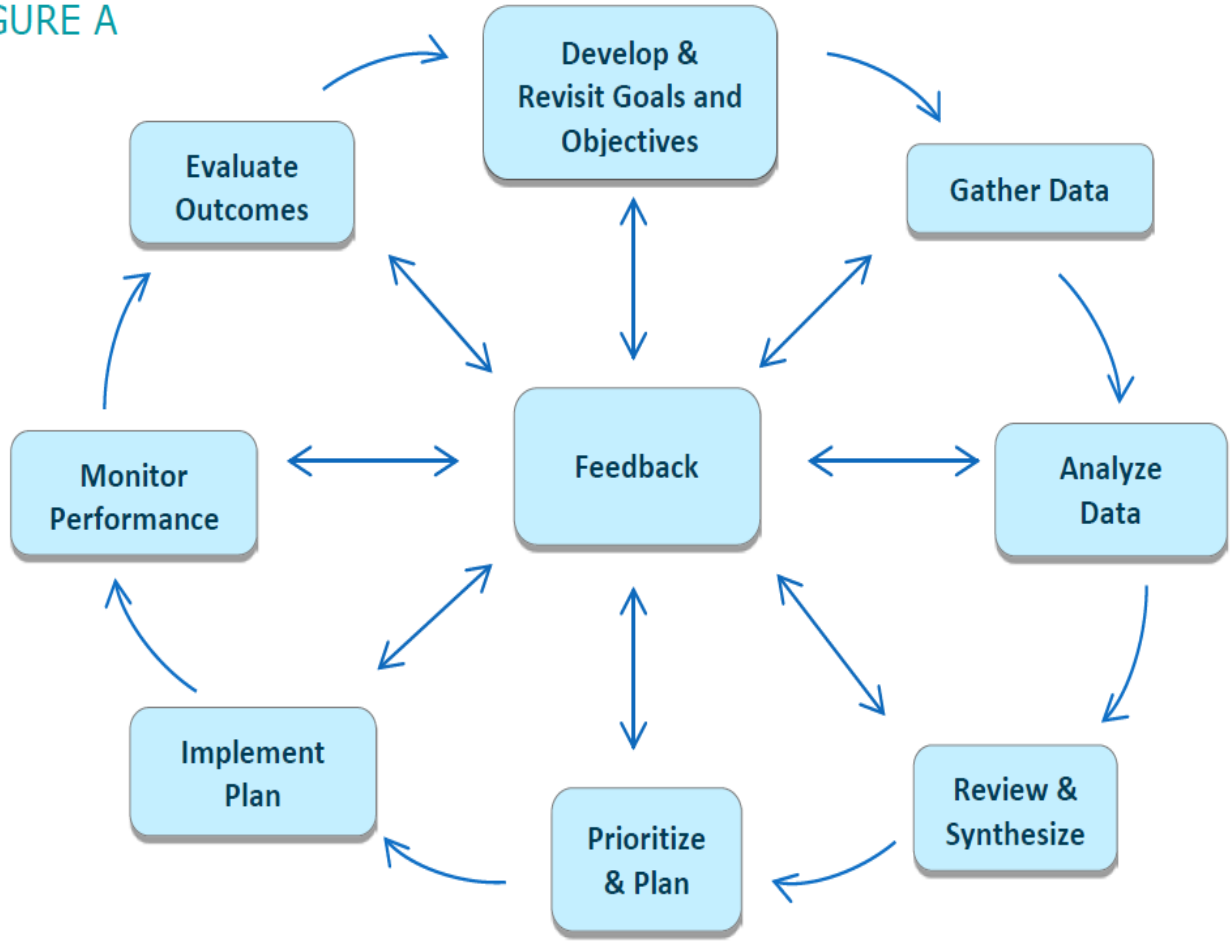
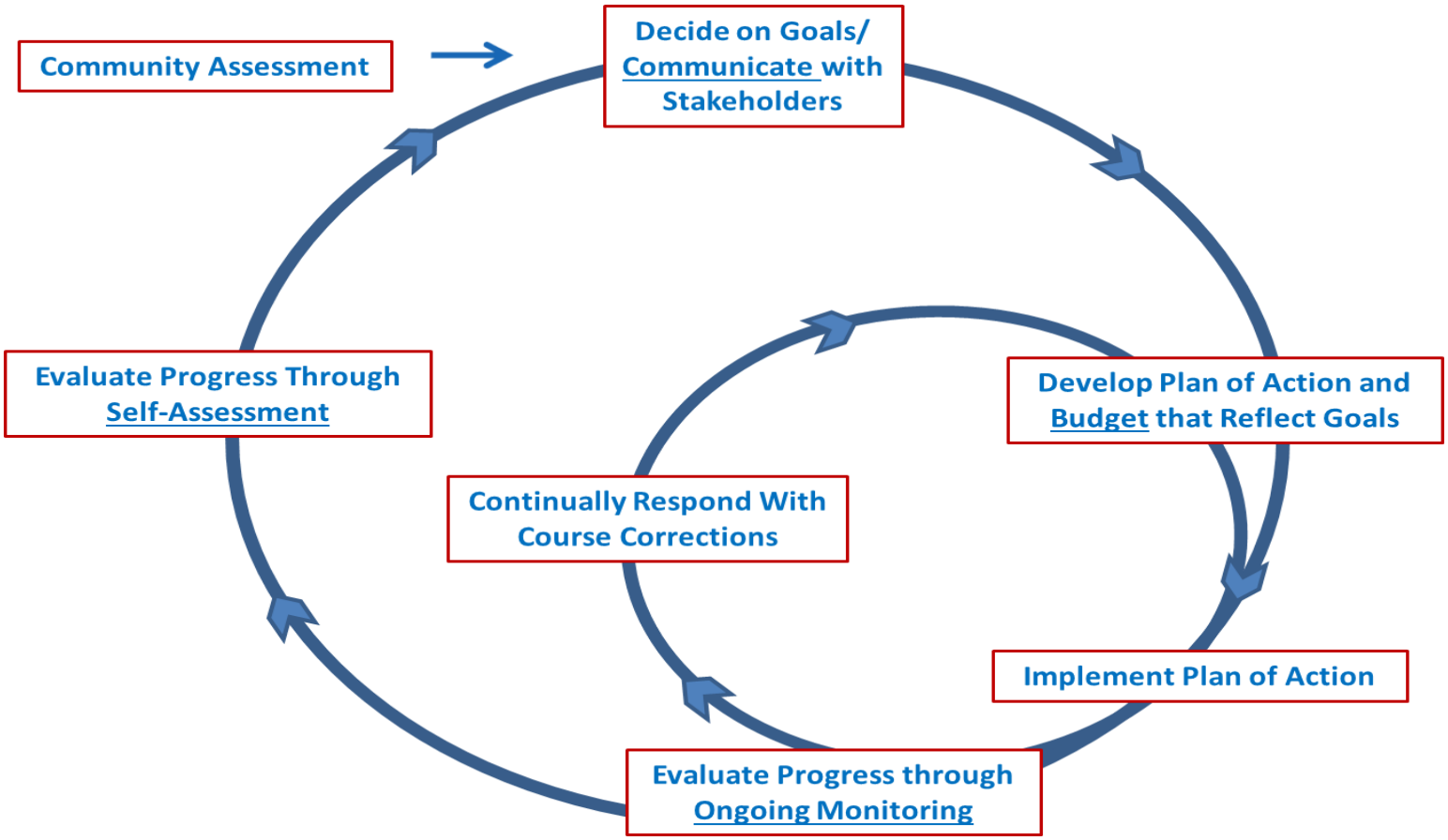
The Continuous Improvement Cycle

FIGURE A





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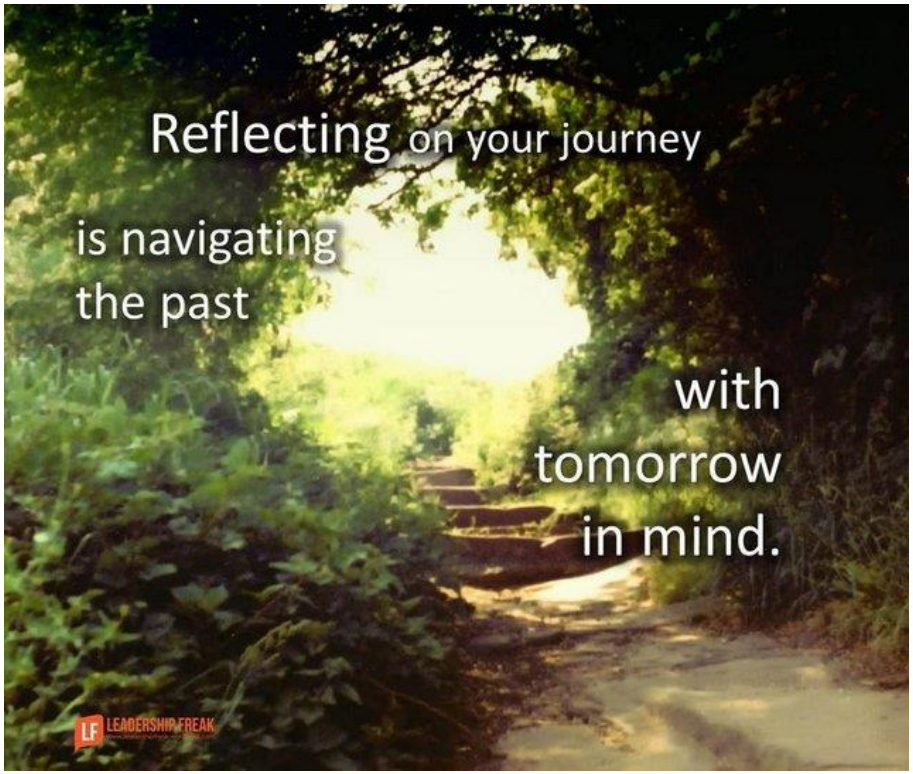
Reflective Discussion and/or Questions?



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Program Management
and Fiscal Operations

Summary of Progress on Goals and Objectives

Program Name: _____

Goal (390 characters)
Objective(s) (1,380 characters)
Expected Outcome(s) (1,380 characters)

Quarter 1: Date _____
What data did you look at to determine progress? When did you review the data? How frequently? **(1,080 characters)**
Describe your progress **(1,250 characters)**
Describe issues to track **(1,200 characters)**

Quarter 2: Date _____
What data did you look at to determine progress? When did you review the data? How frequently? (1,080 characters)
Describe your progress (1,250 characters)
Describe issues to track (1,200 characters)

Quarter 3: Date _____
What data did you look at to determine progress? When did you review the data? How frequently? **(1,080 characters)**
Describe your progress **(1,250 characters)**
Describe issues to track **(1,200 characters)**

Quarter 4: Date _____
What data did you look at to determine progress? When did you review the data? How frequently? (1,080 characters)
Describe your progress (1,250 characters)
Describe issues to track (1,200 characters)

Annual Summary: Date _____
What data did you look at to determine progress? When did you review the data? How frequently? (1,080 characters)
Describe your progress (1,250 characters)
Referrals to Self-Assessment team (1,200 characters)

Moving Forward Head Start/Early Head Start Program

Self-Assessment Report

Date: 20XX

Section 1. Introduction

Program description

An original (1965) Head Start grantee, Moving Forward Head Start (MFHS) is a single purpose agency operating Head Start and Early Head Start through center-based and family child care options. The program has a site in a small city as well as sites in several rural communities. Many of its classrooms are in local public schools. The program has strong ties to its local communities. Total enrollment for FY 2014 was 422; 350 Head Start and 72 Early Head Start.

Moving Forward Head Start/Early Head Start Program has three broad goals for our five year project period:

- Goal 1: MFHS will increase child attendance and decrease absenteeism and tardiness so that all children will develop the habit of attending school regularly, leading to success in kindergarten and opening doors to college.
- Goal 2: MFHS will enhance its education services to improve the vocabularies of enrolled children to maximize their potential to enter kindergarten with a solid foundation for reading success.
- Goal 3: MFHS will partner with families and work with community partners to support families' progress toward improved well-being and financial stability.

Context for Self-Assessment

1. Prior to this year's Self-Assessment, our management team began by reviewing last year's Self-Assessment report, including our evaluation of last year's process. Last year's Self-Assessment had two key recommendations:

    - Allow more time at the end of the process when we bring our subgroups back together and meet again as the whole Self-Assessment team to consolidate and compare the insights from our different subgroups and see if we can identify some common themes that can lead to stronger recommendations.
    - Develop recommendations for innovations.

2. We updated our community assessment six months ago. The community assessment identified several new community agencies in the areas of mental health and family literacy. We held an initial meeting with these agencies. The management team decided that during Self-Assessment, we'd like to evaluate potential partnerships with each of these new agencies.

3. We then reviewed the quarterly summaries of the data that we collected through ongoing monitoring and rolled them up into an annual summary. We noticed that there were a number of safety issues that were uncovered as part of our ongoing monitoring throughout the year. None of them were serious and all of them were corrected immediately. However, the frequency raised concerns and we decided to take a good look at our safety procedures during Self-Assessment.

4. We have also been tracking our progress towards our goals and objectives on a quarterly basis. We want to take a look at progress for the year during Self-Assessment and ask ourselves whether we are satisfied with our progress and whether we need to revise our objectives.

5. Our family child care option is only two years old. We would like to take a look at child outcomes data for children enrolled in that option and compare it with child outcomes data for children enrolled in our Head Start and Early Head Start center-based options.

6. We then prioritized the items from our community assessment and ongoing monitoring summaries. We came up with the following items for the Self-Assessment team to consider:

Subgroup	Questions to Consider
School Readiness as it relates to language and literacy	• How can we improve child outcomes for language and literacy? • How do child outcomes for children enrolled in family child care compare with the outcomes for children enrolled in our center-based programs? • How are infants and toddlers, who are dual language learners, being supported in acquisition of their home language and English? • What progress have we seen in relation to our CLASS scores in the domain of Instructional Support? What have we done in the past year to improve these scores? How effective has our professional development been in this area?
Family child care	• How do child outcomes for children enrolled in family child care compare with the outcomes for children enrolled in our center-based programs? • Are environments developmentally and culturally appropriate for infants and toddlers?
Family and Community Partnerships (including LEA)	• What kind of results are we seeing for families in improved well-being and financial stability? • How is our Fatherhood Initiative progressing? What are the strengths and challenges? What might we want to change? • How well are our new partnerships to support families' progress toward improved well-being and financial stability working out?

Subgroup	Questions to Consider
	• What are the strengths and challenges of each of the partnership?
Attendance and Absenteeism	• Have our efforts to increase attendance and reduce absenteeism and tardiness been successful? • Has reduced absenteeism impacted our child outcomes? • Does improved attendance correlate with improved outcomes for individual children?
Safety	• Are there things that we need to do to strengthen our safety systems? • What might have caused the spike in playground incidents at two of our centers?

Section 2. Methodology

Date	Action	Purpose
x/xx/20xx	Meeting with governing body/Tribal Council and Policy Council	• Reviewed last year's evaluation, tentative schedule, and key focus areas for this year's SA. • Recruited governing body/Tribal Council and Policy Council members for Self-Assessment team.
x/xx/20xx	Management team meeting	• Developed SA plan with tasks and timelines. • Based on the data as summarized in the Summary of Progress on Goals and Objectives and Summary of Ongoing Monitoring forms, (See attached) recommended the following subgroups: o school readiness; community partnerships (including with LEAs; o family child care; o attendance o absenteeism; safety. • Identified potential internal and external team members (See attached list of team members.)
x/xx/20xx	Email with Self-Assessment plan showing tasks and timelines to governing body/Tribal Council and	Submitted document to governing body/Tribal Council and Policy Council members in preparation for joint meeting to review the

Date	Action	Purpose
	Policy Council members	plan.
x/xx/20xx	Joint meeting with governing body/Tribal Council and Policy Council	Discussed plan and obtained approval.
x/xx/20xx – x/xx/20xx	Recruitment and orientation of team members	Formed Self-Assessment team. Assigned team members to appropriate subgroups. Oriented team members.
x/xx/20xx – x/xx/20xx	Subgroup team meetings	Subgroups met to discuss their focus areas, including exploring systemic issues, examining progress on goals and objectives, and formulating discoveries to be shared with the entire Self-Assessment team.
x/xx/20xx – x/xx/20xx	Self-Assessment team meetings	Entire Self-Assessment team participated in two meetings to share discoveries from individual subgroups, organize them into common themes, and make recommendations for Self-Assessment report.
x/xx/20xx – x/xx/20xx	Development of Self-Assessment report	Develop report. Share with and obtain approval from governing body/Tribal Council and Policy Council. Submit to Regional Office.

Section 3. Key Insights

Strengths

- ✓ Our new family child care option is off to a strong start. We were pleased to see that our child outcomes for language and literacy for children enrolled in family child care were as strong as those for the children in our center-based program.
- ✓ Sixty-eight percent of our families report making progress on the goals set with their family service worker for this past year. This is up twenty percent from three years ago.
- ✓ Parent participation in family literacy activities was the highest in three years.

Systemic Issues

- ✓ Need to review and revise our emergency preparedness plans.
- ✓ Need to revise our staff orientation procedures to make sure that staff hired after preservice training receive all training provided during preservice, especially health and safety training and training on active supervision.

Progress in meeting our goals and objectives

Goal	Status
MFHS will increase child attendance and decrease absenteeism and tardiness so that all children will develop the habit of attending school regularly, leading to success in kindergarten and opening doors to college.	We have not yet reached our objective of reaching ninety-five percent in average daily attendance. However, since we incorporated the practice of talking to parents about the importance of attendance into our recruitment and home visiting protocols, we have seen a ten percent decrease in chronic absenteeism and tardiness except during the winter months when inclement weather impacts our attendance.
MFHS will enhance its education services to improve the vocabularies of enrolled children to maximize their potential to enter kindergarten with a solid foundation for reading success.	• Child outcomes related to language and literacy have increased steadily over the past three years including those for dual language learners. • Program-wide CLASS scores for Instructional Support increased from 3.4 to 4.0 during this program year. • We think that both of these are due to our practice-based coaching initiative which focused on dialogic reading. We think the increase in child outcomes related to language and literacy is also a result of the increase in parent participation in family literacy activities.
MFHS will partner with families and work with community partners to support families' progress toward improved well-being and financial stability.	• Families are becoming more financially stable; there is an increase in the number of families reporting having bank accounts and full-time employment. • Eighty-five percent of the families in our program that qualify for earned income tax credit are receiving it. • Participation in fatherhood activities grew steadily

Goal	Status
	over the year. In a pre-post survey, fathers report that they are spending more time reading with their children.

Section 4. Recommendations

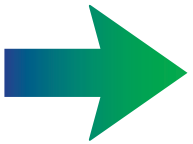
These recommendations encompass the categories of progress on goals and objectives, systemic issues, and/or innovations.

- Create a new program goal to support a culture of health and safety for children and staff.
- Revise orientation and staff training protocols and procedures to ensure that all staff, especially those hired after preservice, receive all necessary trainings and ongoing support.
- Contract with a playground safety inspector to assess several playgrounds with high number of incident reports.
- Capitalize on the interest families have shown in literacy by partnering with a local library and other community programs that promote literacy goals. Introduce a “read aloud to your children nightly” initiative.
- Develop an initiative to recognize the community partnerships that make a significant contribution to our goals related to family literacy and family financial stability and to our fatherhood initiative.

Program Goal: ABC Head Start will enhance its educational services to improve the vocabularies of enrolled children to maximize their potential to enter kindergarten with a solid foundation for reading success.

Objective: To strengthen the ability of teachers, home visitors, family child care providers, and parents to improve vocabulary of enrolled children in their home language and English, as measured by improved scores on child assessment measures. Mean scores will improve by 50 percent by the end of program year.

Expected Outcome: Children will enter kindergarten with age-appropriate receptive and expressive vocabulary in their home language and English.



School Readiness Goal:

Children will comprehend and use increasingly complex and varied vocabularies in their home language and English.

Program Activities That Support BOTH Goals AND Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
Teaching and Learning				
1. Establish a year-long professional development (PD) plan focused on vocabulary.	Education manager and coach	August	• Ensure T/TA funds support PD plan. • Budget for new language curriculum.	• Scores on child assessment measures • Child assessments that measure the growth in home language
2. Provide small-group coaching using Teachers Learning and Collaborating (TLC) materials focused on language-based responsive processes through the use of 15-minute in-service language suites, "Language Modeling and Conversations"; National Center on Cultural and Linguistic Responsiveness's (NCCLR) Planned Language Approach (PLA) trainings; and, when appropriate, the EHS National Resource Center's Infant-Toddler Supplements and NCCLR *Making It Work*! for American Indian programs.	Site managers supervised by new coach	Early Fall		
3. Review current curriculum and consider adding a language and literacy supplement; ensure current curriculum is responsive to dual language learners.	Education manager, site manager, coach, teachers, and home visitors	Late Fall		
4. Observe classrooms and home visits; support staff and parents' use of meaningful vocabulary that increases in complexity over time in the home language(s) and English.	Coach	Winter/Spring		

Program Activities That Support BOTH Goals AND Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
Parent and Family Engagement				
1. Conduct family events about the importance of talking with children in the home language; read books and use vocabulary in the home language. Share dialogic reading strategies. Use NCCLR's *Home Language Series* to develop trainings (available at http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/ncclrquickguide.htm).	Family support manager	Fall, Winter, Spring, Summer	• Ensure your supply budget will cover cost of book bags.	• Track parent participation with each effort. • Disaggregate child assessment data for children whose parents participate in each effort. • Track any increase in book reading in home language and English, as reported by families.
2. Partner with families to create and use "book bags" to send back and forth between home and Head Start or to leave with families to use in their homes. These bags include a selection of books that are culturally responsive and are in the home language and English. Refer to the NCCLR's guides for selecting culturally appropriate books in languages other than English and for using bilingual books (all available at http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/).	Family support manager, teachers, and home visitors	Fall		
3. Invite families to tape their favorite books or stories in their home language(s).	Family support manager and site managers	Late Fall		
4. Collect favorite "words of the week" from staff and families to use in newsletters and/or to post in classrooms in English and home language(s).	Family support manager, site manager, teachers, and home visitors	Winter		
Community Engagement				
1. Develop a partnership with the local library system to increase use of libraries by parents, and increase visits to EHS/HS program by children's librarians. Share with libraries NCCLR's resources on selecting culturally appropriate books in languages other than English.	Head Start director and community engagement manager	Spring	• N/A	• Signed MOU • Parent reports. Aggregate # with library cards, # borrowing books, and # participating in events. • Library report # of visits to centers and homes. • Family reports are tracked to reflect any increase in book reading in home language and English, as appropriate.
2. Pilot library initiative at two local libraries.	Education manager	All year		

Program Activities That Support BOTH Goals AND Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
Health Services				
1. Coordinate with attendance initiative to make sure children and families participate in home visits and attend school regularly.	Health manager	Fall	• N/A	• Attendance records • Screening results • Disaggregated child assessment data of children most often absent from school • Home visitors and teachers survey on health vocabulary
2. Provide home visitors and teachers with age-appropriate, health-related vocabulary in home language(s) and in English.	Health manager and site managers	Winter		
3. Review results of hearing screenings to make sure that children who did not pass their hearing screening were referred for evaluation and services when indicated.	Health managers and site managers	Late Fall		
Program Management				
1. Recruit and hire coaches with expertise in working with children who are developing one or more languages; and, when possible, recruit and hire bilingual coaches.	Head Start director and governing body	July	• Seek new funding for coaches. • Budget for more staff time/ substitutes. • Budget for new language and literacy curriculum supplement and for staff training on the curriculum.	• Updated budget • PLA planning document compiled • Disaggregated child assessment data on DLLs with teachers who have bilingual coaches
2. Ensure that teachers and home visitors have time to participate in coaching and to attend other trainings by hiring substitute staff.	Human resource director	August		
3. Report regularly to governing body, Policy Council, and other stakeholders on progress in meeting goals.	Head Start director and education manager	July		
4. Identify and purchase a new language and literacy curriculum supplement that is responsive to all children, including dual language learners. Train teachers on the curriculum.	Head Start director and education manager	August		
5. Provide training for teachers and families on dialogic reading.	Education manager and consultants	Fall/Winter		
6. Ensure that management staff and other key personnel participate in NCCLR's Planned Language Approach (PLA) trainings.	Director, management team, and site directors	Fall		

Conclusion

Programs write their five-year and annual action plans in many different ways. This paper shows two examples of what a program's goals, objectives, expected outcomes, and plans could look like based on the data that the program collects through its community assessment and Self-Assessment. When writing your own plans, you may find helpful the sample forms that follow. Writing measurable objectives and expected outcomes and considering the data to collect to understand your progress will serve you well in completing your baseline and continuation applications for the five-year project period.

THE NATIONAL CENTER ON
Program Management and Fiscal Operations

Quarterly Summary of Ongoing Monitoring Results

Name: _____ Monitoring Timeframe: _____

1. What was monitored? (service, system, goal/objective)	
2. What particular element was monitored?	**Who monitored it?**
3. What did you find?	
a) What strengths did you identify? (*Exceeding regulations and innovating*)	
b) What areas of concern did you find? (*Not meeting regulations/not effective*)	
c) Was course correction needed? Yes ☐ (if yes, briefly describe the course correction)	
d) Through your follow up, did you find that the corrective action was effective? Yes ☐ No ☐ (if no, explain why it was ineffective and describe your next course correction strategy)	
e) Progress on goals/objectives	
4. Possible referrals to the Self-Assessment team	

THE NATIONAL CENTER ON
Program Management and Fiscal Operations

Ongoing Monitoring for Head Start and Early Head Start Programs

Education

1. Who is responsible to monitor this area of the program?

2. What are you monitoring? **Draw from regulations, best practice, and your written plan*	Written plan being followed	Individualization	Assessments	File Reviews		
	Screenings	Home Visits	Lesson plans	Classroom Observations		

3. How is the ongoing monitoring data collected and aggregated? Who does it? How often? What format? **Be sure that all of the above-listed items are included in your system*

4. What is the plan for analyzing the data? Who analyzes? How often?

5. What is the plan for responding to findings and taking corrective action? Timeframes? Action plans?

6. With whom do you share this information? Director, Management Team, PC, Governing body, partners, delegates?

Adapted from the Region 1 Head Start Training and Technical Assistance Network's Ongoing Monitoring Systems Matrix

Ongoing Monitoring for Head Start and Early Head Start Programs

Disabilities

1. Who is responsible to monitor this area of the program?

2. What are you monitoring? **Draw from regulations, best practice, and your written plan*	Written plan being followed	Referrals	% enrolled	Parental Involvement		
	Screenings	IEPs	Status of IEP services			

3. How is the ongoing monitoring data collected and aggregated? Who does it? How often? What format? **Be sure that all of the above-listed items are included in your system*

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Ongoing Monitoring for Head Start and Early Head Start Programs

Health

1. Who is responsible to monitor this area of the program?

2. What are you monitoring? **Draw from regulations, best practice, and your written plan*	Written plan being followed	Medical & dental exams & follow-up	Emergency Procedures	Advisory Meetings	Menus	
	Screenings	Health Policies	Classroom Postings	Individual Health and Nutrition Plans		
	Health Records	Medication Administration	Facilities: Health and Safety Checks	Pedestrian Safety		

3. How is the ongoing monitoring data collected and aggregated? Who does it? How often? What format? **Be sure that all of the above-listed items are included in your system*

4. What is the plan for analyzing the data? Who analyzes? How often?

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Ongoing Monitoring for Head Start and Early Head Start Programs

Mental Health

1. Who is responsible to monitor this area of the program?

2. What are you monitoring? **Draw from regulations, best practice, and your written plan*	Written plan being followed	MH Consultant Contract				
	Behavioral Screens	Referrals				

3. How is the ongoing monitoring data collected and aggregated? Who does it? How often? What format? **Be sure that all of the above-listed items are included in your system*

4. What is the plan for analyzing the data? Who analyzes? How often?

5. What is the plan for responding to findings and taking corrective action? Timeframes? Action plans?

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Ongoing Monitoring for Head Start and Early Head Start Programs

Family Engagement

1. Who is responsible to monitor this area of the program?

2. What are you monitoring? **Draw from regulations, best practice, and your written plan*	Written plan being followed	Parent Contacts	File Reviews			
	Family Partnership Agreements	Child and family reviews/case management meetings	Referrals and Follow-up			

3. How is the ongoing monitoring data collected and aggregated? Who does it? How often? What format? **Be sure that all of the above-listed items are included in your system*

4. What is the plan for analyzing the data? Who analyzes? How often?

5. What is the plan for responding to findings and taking corrective action? Timeframes? Action plans?

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Ongoing Monitoring for Head Start and Early Head Start Programs

Community Partnerships

1. Who is responsible to monitor this area of the program?

2. What are you monitoring? **Draw from regulations, best practice, and your written plan*	Updated Agreements/MOUs	Volunteer logs				
	Follow up on referrals					

3. How is the ongoing monitoring data collected and aggregated? Who does it? How often? What format? **Be sure that all of the above-listed items are included in your system*

4. What is the plan for analyzing the data? Who analyzes? How often?

5. What is the plan for responding to findings and taking corrective action? Timeframes? Action plans?

6. With whom do you share this information? Director, Management Team, PC, Governing body, partners, delegates?

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Ongoing Monitoring for Head Start and Early Head Start Programs

Parent Involvement

1. Who is responsible to monitor this area of the program?

2. What are you monitoring? **Draw from regulations, best practice, and your written plan*	Written plan being followed	Transition activities	Volunteer logs			
	Parent events	Parent education				

3. How is the ongoing monitoring data collected and aggregated? Who does it? How often? What format? **Be sure that all of the above-listed items are included in your system*

4. What is the plan for analyzing the data? Who analyzes? How often?

5. What is the plan for responding to findings and taking corrective action? Timeframes? Action plans?

6. With whom do you share this information? Director, Management Team, PC, Governing body, partners, delegates?

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Ongoing Monitoring for Head Start and Early Head Start Programs

ERSEA

1. Who is responsible to monitor this area of the program?

2. What are you monitoring? **Draw from regulations, best practice, and your written plan*	Written plan, policies and procedures being followed	Recruitment	Enrollment	Wait List		
	Eligibility	Selection criteria	Attendance			

3. How is the ongoing monitoring data collected and aggregated? Who does it? How often? What format? **Be sure that all of the above-listed items are included in your system*

4. What is the plan for analyzing the data? Who analyzes? How often?

5. What is the plan for responding to findings and taking corrective action? Timeframes? Action plans?

6. With whom do you share this information? Director, Management Team, PC, Governing body, partners, delegates?

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Ongoing Monitoring for Head Start and Early Head Start Programs

Fiscal

1. Who is responsible to monitor this area of the program?

2. What are you monitoring? **Draw from regulations, best practice, and your written plan*	Written plan, policies and procedures being followed	Monthly reports to PC and Gov Body	Budget Reports	IRS Reports (Payroll taxes and annual tax report)	Inventory tracking	
	Non-Federal Share	Financial reports to funders(SF 272/425)	Internal Controls	Personnel Activity Reports	Updated contracts and agreements	

3. How is the ongoing monitoring data collected and aggregated? Who does it? How often? What format? **Be sure that all of the above-listed items are included in your system*

4. What is the plan for analyzing the data? Who analyzes? How often?

5. What is the plan for responding to findings and taking corrective action? Timeframes? Action plans?

6. With whom do you share this information? Director, Management Team, PC, Governing body, partners, delegates?

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Ongoing Monitoring for Head Start and Early Head Start Programs

Governance

1. Who is responsible to monitor this area of the program?

2. What are you monitoring? **Draw from regulations, best practice, and your written plan*	Written plan, policies and procedures being followed	Gov body Composition	Elections			
	Training for PC and Gov body	PC and Gov body Minutes	Parent Center Committees			

3. How is the ongoing monitoring data collected and aggregated? Who does it? How often? What format? **Be sure that all of the above-listed items are included in your system*

4. What is the plan for analyzing the data? Who analyzes? How often?

5. What is the plan for responding to findings and taking corrective action? Timeframes? Action plans?

6. With whom do you share this information? Director, Management Team, PC, Governing body, partners, delegates?

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Ongoing Monitoring for Head Start and Early Head Start Programs

Planning

1. Who is responsible to monitor this area of the program?

2. What are you monitoring? **Draw from regulations, best practice, and your written plan*	Written plan, policies and procedures being followed	Community assessment used	Program Improvement Plan in place and updated Progress being made	TA Plan in place and updated Progress being made		
	Self-assessment results used	PC and Gov body involved	Corrective Action Plan in place, updated Progress being made			

3. How is the ongoing monitoring data collected and aggregated? Who does it? How often? What format? **Be sure that all of the above-listed items are included in your system*

4. What is the plan for analyzing the data? Who analyzes? How often?

5. What is the plan for responding to findings and taking corrective action? Timeframes? Action plans?

6. With whom do you share this information? Director, Management Team, PC, Governing body, partners, delegates?

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Ongoing Monitoring for Head Start and Early Head Start Programs

Human Resources

1. Who is responsible to monitor this area of the program?

2. What are you monitoring? **Draw from regulations, best practice, and your written plan*	Written plan, policies and procedures being followed	Staff credentials	Criminal Background Checks	Individual PD plans		
	Job Descriptions	Performance Evaluations	Staff Health files	Personnel policies and procedures		

3. How is the ongoing monitoring data collected and aggregated? Who does it? How often? What format? **Be sure that all of the above-listed items are included in your system*

4. What is the plan for analyzing the data? Who analyzes? How often?

5. What is the plan for responding to findings and taking corrective action? Timeframes? Action plans?

6. With whom do you share this information? Director, Management Team, PC, Governing body, partners, delegates?

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Ongoing Monitoring for Head Start and Early Head Start Programs

Transportation

1. Who is responsible to monitor this area of the program?

2. What are you monitoring? **Draw from regulations, best practice, and your written plan*	Written plan, policies and procedures being followed	Routing	Parent pick-up authorizations			
	Bus Monitor trainings/observations	Safety procedures/drills				

3. How is the ongoing monitoring data collected and aggregated? Who does it? How often? What format? **Be sure that all of the above-listed items are included in your system*

4. What is the plan for analyzing the data? Who analyzes? How often?

5. What is the plan for responding to findings and taking corrective action? Timeframes? Action plans?

6. With whom do you share this information? Director, Management Team, PC, Governing body, partners, delegates?

Adapted from the Region 1 Head Start Training and Technical Assistance Network's Ongoing Monitoring Systems Matrix

Ongoing Monitoring for Head Start and Early Head Start Programs

Communication

1. Who is responsible to monitor this area of the program?

2. What are you monitoring? **Draw from regulations, best practice, and your written plan*	Written plan, policies and procedures being followed	Families	Staff			
	Two- way and linguistically responsive	Governing Body and Policy Groups	Delegate agencies			

3. How is the ongoing monitoring data collected and aggregated? Who does it? How often? What format? **Be sure that all of the above-listed items are included in your system*

4. What is the plan for analyzing the data? Who analyzes? How often?

5. What is the plan for responding to findings and taking corrective action? Timeframes? Action plans?

6. With whom do you share this information? Director, Management Team, PC, Governing body, partners, delegates?

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Ongoing Monitoring for Head Start and Early Head Start Programs

Facilities, Materials and Equipment

1. Who is responsible to monitor this area of the program?

2. What are you monitoring? **Draw from regulations, best practice, and your written plan*	Written plan, policies and procedures being followed	System for maintenance and repair	Developmentally and culturally appropriate			
	Safe and secure; minimize potential injury	Prevents children from leaving the premises	Appropriate space for ALL HS activities			

3. How is the ongoing monitoring data collected and aggregated? Who does it? How often? What format? **Be sure that all of the above-listed items are included in your system*

4. What is the plan for analyzing the data? Who analyzes? How often?

5. What is the plan for responding to findings and taking corrective action? Timeframes? Action plans?

6. With whom do you share this information? Director, Management Team, PC, Governing body, partners, delegates?

Adapted from the Region 1 Head Start Training and Technical Assistance Network's Ongoing Monitoring Systems Matrix

Ongoing Monitoring for Head Start and Early Head Start Programs

Record-Keeping and Reporting

1. Who is responsible to monitor this area of the program?

2. What are you monitoring? **Draw from regulations, best practice, and your written plan*	Written plan, policies and procedures being followed	Program records	Shows compliance with fed, state, and local regs			
	Data systems collect and report progress in all areas of the program	Child and family records				

3. How is the ongoing monitoring data collected and aggregated? Who does it? How often? What format? **Be sure that all of the above-listed items are included in your system*

4. What is the plan for analyzing the data? Who analyzes? How often?

5. What is the plan for responding to findings and taking corrective action? Timeframes? Action plans?

6. With whom do you share this information? Director, Management Team, PC, Governing body, partners, delegates?

Adapted from the Region 1 Head Start Training and Technical Assistance Network's Ongoing Monitoring Systems Matrix

Ongoing Monitoring for Head Start and Early Head Start Programs

Self-Assessment

1. Who is responsible to monitor this area of the program?

2. What are you monitoring? **Draw from regulations, best practice, and your written plan*	Written plan, policies and procedures being followed	Implementation and compliance with Standards				
	Progress in achieving goals and objectives, including school readiness goals	Results shared with PC and Gov Body and used for planning				

3. How is the ongoing monitoring data collected and aggregated? Who does it? How often? What format? **Be sure that all of the above-listed items are included in your system*

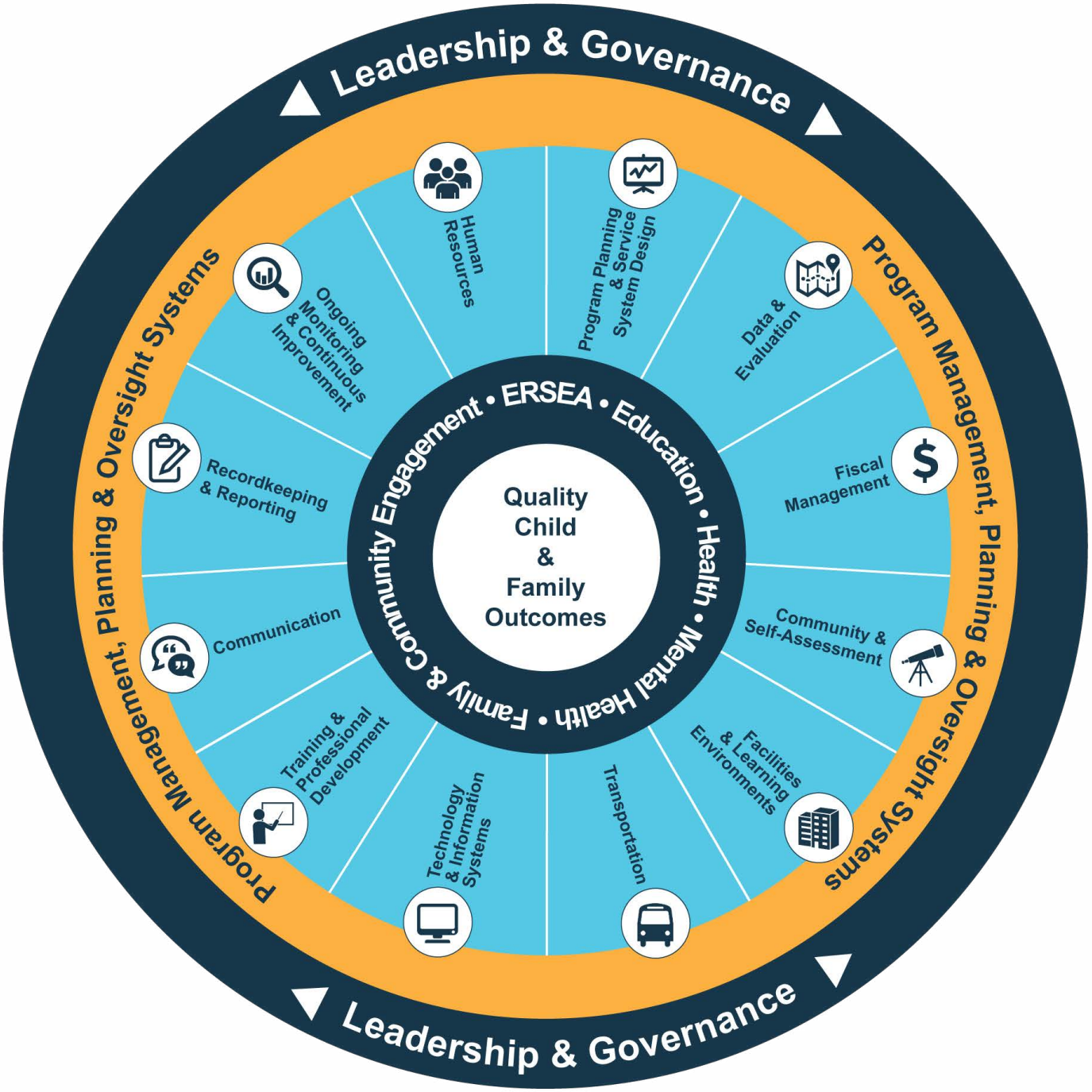
4. What is the plan for analyzing the data? Who analyzes? How often?

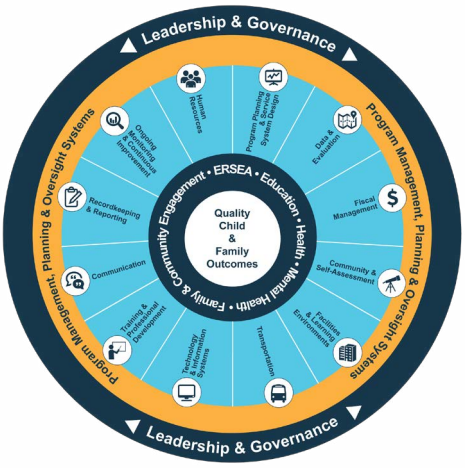
5. What is the plan for responding to findings and taking corrective action? Timeframes? Action plans?

6. With whom do you share this information? Director, Management Team, PC, Governing body, partners, delegates?

Adapted from the Region 1 Head Start Training and Technical Assistance Network's Ongoing Monitoring Systems Matrix

Head Start Management Systems Wheel





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
Leadership & Governance	• 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? • *Do our leadership and communication practices enable us to make the strategic decisions that will move our programs forward?*

Management Systems	Questions to Consider
Program Planning & Service System Design	• What is the timeline for our annual program planning process? This should include: – 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? – Program staff – Governing body/Tribal Council members – Policy Council members – Community members • ***Do our planning efforts strengthen our outcomes for children, families and communities?***
Data & Evaluation	• 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? • ***Does our data help us tell the story about how we are making a difference for our children, families, and community?***

Management Systems	Questions to Consider
Fiscal Management	• What is the timeline for our fiscal management activities? This should include, but not be limited to: – 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? • ***Do we have clean audits and have resources been maximized?***
Community & Self-Assessment	• 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? • ***Do our data collection and analysis activities inform the way our programs deliver services?***

Management Systems	Questions to Consider
Facilities & Learning Environments	• 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? • ***Do our facilities and learning environments provide safe and challenging places that support our children and families?***
Transportation	• 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? • ***Does our transportation system move children safely and efficiently from one point to another?***
Technology & Information Systems	• How does our technology (hardware or software) align with our program operations and planning activities? • How are technological issues addressed in fiscal management? • ***Do we have the right technology in place to support our Head Start program?***

Management Systems	Questions to Consider
Training & Professional Development	• 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? • ***Do our training and professional development activities enable our staff and volunteers to move our Head Start programs from compliance to excellence?***
Communication	• 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? • ***Does our program communicate effectively with internal and external stakeholders?***
Recordkeeping & Reporting	• 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? • ***Does our recordkeeping and reporting system help our program build and maintain its institutional memory?***

Management Systems	Questions to Consider
Ongoing Monitoring & Continuous Improvement	• 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? • ***Does our ongoing monitoring system support our planning efforts?***
Human Resources	• 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? • ***Does our program effectively meet the professional development needs of our staff?***

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

pmfo@ecetta.info • Tel: 888 874-5469 • https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations

Linking OGM, SA and Planning

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Program Management and Fiscal Operations

Program Planning

Decide on goals

- Review and analyze Community Assessment & other relevant data
- Review recommendations from SA report
- Develop long-term program goals

Develop objectives

- Set short-term program & fiscal objectives

Develop plan of action (work plan)

- Develop action steps for objectives
- Identify measures to monitor (prepare for data collection)
- Plan for regular progress reports to staff, GB, and PC
- Develop service plans ensuring they reflect new goals/objectives

Ongoing Monitoring

Collect:

- Collect data (PIR, child outcomes data, results of OGM for all systems, services, goals, & objectives.)

Analyze:

- Review & analyze data with managers

Act:

- Make course corrections
- Determine new data measures

Ensure:

- Evaluate & follow up on course corrections
- Verify accuracy of and summarize OGM data for review by SA team
- Request SA team to analyze persistent systems' issues

Self-Assessment

Prepare:

- Design Self-Assessment process
- Orient & train Self-Assessment participants

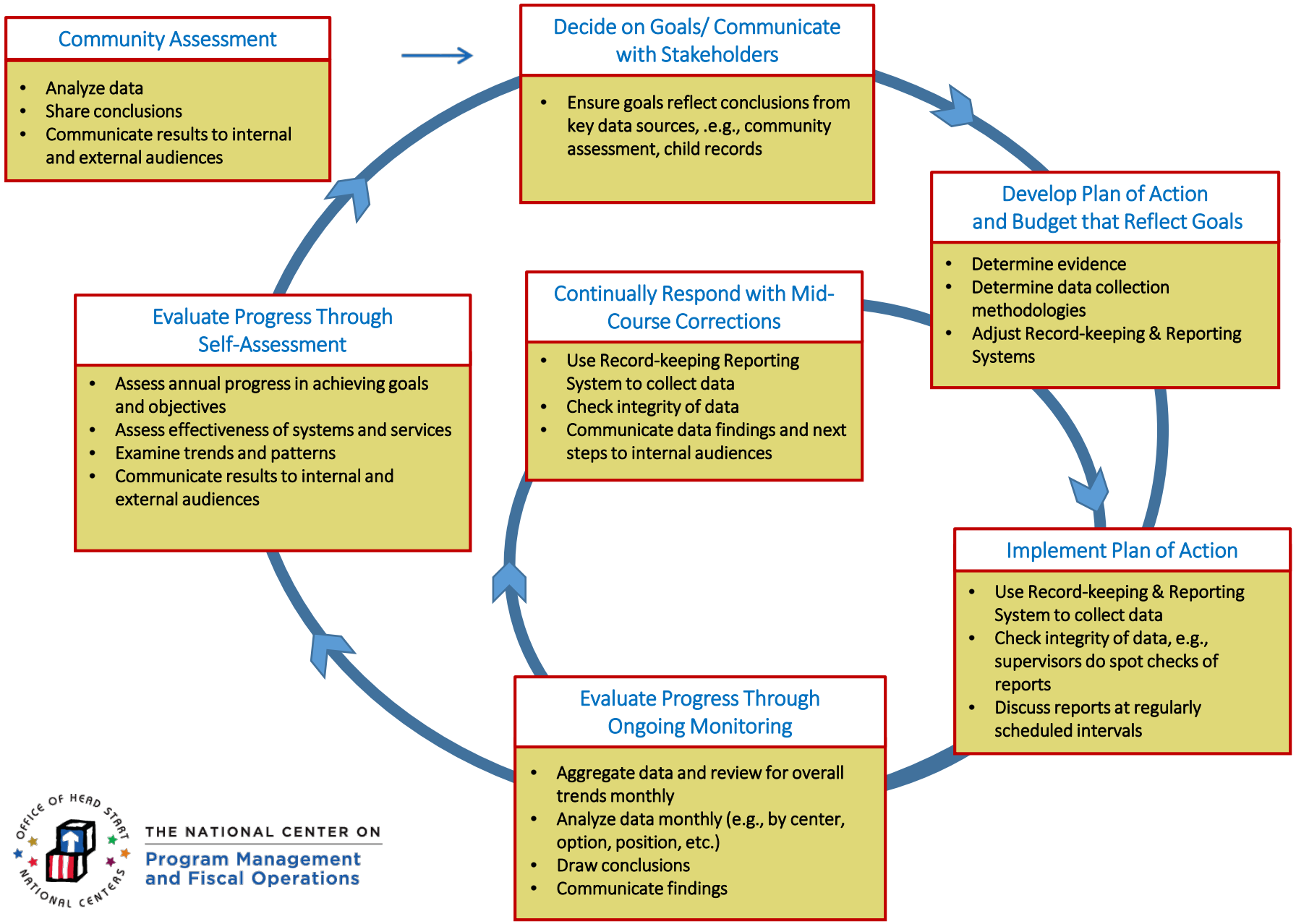
Analyze:

- Analyze information presented (OGM summaries, OHS monitoring results, other info needed)
- Determine and request if further info is needed

Recommend:

- Identify strengths and make recommendations for improvement & enhancement

Integrating Data into Program Planning Systems



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HEAD START
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Building a Data Culture:

Exploring the Four Data Activities to Support A Culture of Continuous Improvement

1

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Anticipated Objectives

- Understand the program planning cycle and how linking three systems can strengthen your program outcomes
- Review the four data activities
- Investigate how data informs planning, on-going monitoring and self-assessment
- Consider ways to use data to strengthen your program's planning process as a result of new thinking

2

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- Getting to Know Your Motivation for Selecting this Presentation
- What questions are you hoping to get answered?

3

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1302.101 Management System

Implement a management system that ensures program, fiscal, human resources structure that provides effective management & oversight in the delivery of high quality services.

Provides regular & ongoing supervision to support individual staff professional development & continuous program quality improvement.

Ensures budget & staffing patterns that promote continuity of care for all children and allow sufficient time for staff training.

Maintains an automated accounting and record keeping system adequate for effective oversight.

A program must design & implement a program-wide coordinated approaches that ensure: training & professional development, full & effective participation of children who are dual language learners, full and effective participation of children with disabilities & management of program data to effectively support availability, usability, integrity & security of data.

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1302.102 Achieving Program Goals

In collaboration with the Tribal Government and Policy Council, Establish Program Goals.

Ongoing compliance oversight and correction.

Ongoing assessment of program goals.

Using data for continuous improvement.

Reporting to Tribal Government and Policy Council and when applicable to the responsible HHS official.

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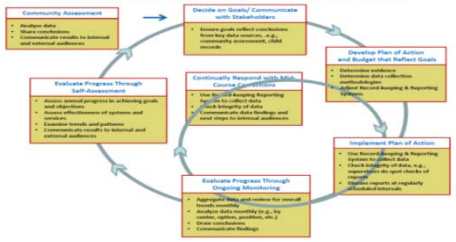
Integrating Data into Program Planning Systems



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Head Start Management Systems:
Five-Year
Project Period

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Linking Planning, OGM, and SA

Program Planning

Decide on goals
- Review and analyze Community Assessment & other relevant data
- Review recommendations from SA report
- Develop long-term program goals

Develop objectives
- Set short-term program & fiscal objectives

Develop plan of action (work plan)
- Develop action steps for objectives
- Identify measures to monitor (prepare for data collection)
- Plan for regular progress reports to staff, GB and PC
- Develop service plans assuring they reflect new goals/objectives

Data

Ongoing Monitoring

Collect:
- Collect data (PIR, child outcomes data, results of OGM for all systems, services, goals & objectives.)

Analyze:
- Review & analyze data with managers

Act:
- Make course corrections
- Determine new data measures

Ensure:
- Evaluate & follow up on course corrections
- Verify accuracy of and summarize OGM data for review by SA team
- Request SA team to analyze persistent systems issues

Self-Assessment

Prepare:
- Design Self-Assessment process
- Orient & train Self-Assessment participants

Analyze:
- Analyze information presented (OGM summaries, OHS monitoring results, other info needed)
- Determine and request if further info is needed

Recommend:
- Identify strengths and make recommendations for improvement & enhancement

Data

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Warm Up Activity:

Systems Strengths and Questions Walk About

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Five Year Project Period and Five Year Funding Application v.3 Effective March 2018

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Five-Year Plans

Broad Outlines of what the program intends to accomplish over the 5-year project period.

Establish 5-year goals: BROAD Goals, SMART Objectives and expected outcomes.

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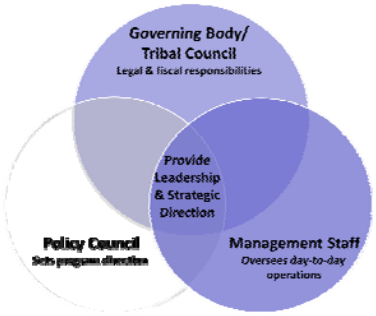
Role of Governance in Planning



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Four Data Activities

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Data Reframed

- Data is collected and analyzed in order to answer critical questions
- Data is used regularly at all levels of the program to help identify and learn from best practices
- Decisions at all levels are informed by high quality data
- Data is interpreted across service areas and fiscal data is included

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Types of Data Head Start Requires

- Community Assessment
- Ongoing Record Keeping
- Self-Assessment
- Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)
- Program Information Report (PIR)
- Ongoing Monitoring Reports
- Annual Report

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Using Data for Internal Program Improvement

1. Identify outcomes that need attention
2. Identify client groups that need attention
3. Identify service procedures and policies that need improvement
4. Identify possible improvements for service delivery
5. Identify successful practices and achievement
6. Identify staff's technical assistance and training needs
7. Determine budget allocations priorities

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- How do we make sense of all this data we collected and analyzed?
- Where do we go from here?
- Ask Yourself 3 "What" Questions

✓ What?
✓ So What?
✓ Now What?

http://www.youtube.com/watch?v=j13Gd7MSs7o&feature=plcp

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Program Planning

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Program Planning

Decide on goals
- Review and analyze Community Assessment & other relevant data
- Review recommendations from Self-Assessment report
- Develop long-term program goals

Develop objectives
- Set short-term program & fiscal objectives

Develop a plan of action (work plan)
- Develop action steps for objectives
- Identify measures to monitor (prepare for data collection)
- Plan for regular progress reports to staff, governing body and Policy Council
- Develop service plans assuring they reflect new goals/objectives

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Program Goals and Objectives

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Thinking About Goals Through a Systems Lens

- How do you determine the number of goals?
- What data will you need to collect?
- How will you track, monitor and evaluate activities and progress?
- With whom do you need to communicate your goals?

[redacted]

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Aligning Program & SR Goals

Program Goal

- ***ACE Head Start program will*** implement research-based strategies to support the development of language and literacy skills in order to help children be ready for kindergarten and to maximize their potential to read at age level.

Objective

- To strengthen the ability of teachers and parents to increase the vocabulary of enrolled children as measured by improvement in scores on child assessment measures. Mean scores will improve by 50% by the end of the program year.

School Readiness Goal

- ***Children will*** build, use, and comprehend increasingly complex and varied vocabulary.

[redacted]

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Common Features of Head Start Plans

Plans describe how the local program intends to implement the Head Start Act and the Head Start Program Performance Standards (HSPPS) to respond to its community's unique needs and resources.

Plans are developed with input of and approval by the Tribal Council and Policy Council. Plans are also frequently shaped and informed through feedback from community partners, parents, and such groups as the Health Services Advisory Committee.

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Develop Your Plan of Action

Action Step	Person Responsible	Timeline

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Integrated Action Plan

PROGRAM GOAL:
OBJECTIVE:
OUTCOME(S)
SCHOOL READINESS GOAL:

PROGRAM ACTIVITIES that support BOTH goals and objective:	WHO:	BY WHEN:	FINANCIAL SUPPORTS:	MEASURE:
Teaching and Learning				
Parent and Family Engagement				
Community Engagement				
Health Services				
Program Management				

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Ongoing Monitoring

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Ongoing Monitoring

Collect
- Collect data (PIR, child outcomes data, results of OGM for all systems, services, goals & objectives.)

Analyze
- Review & analyze data with managers

Act
- Make course corrections
- Determine new data measures

Ensure
- Evaluate & follow up on course corrections
- Verify accuracy of and summarize OGM data for review by SA team
- Refer persistent systems issues to SA

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Elements of an Effective Ongoing Monitoring System

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Asking the Right Questions OGM

Lead with strengths	Identify the challenges	Analyze data through dialogue	Make course correction	Check-in & follow up
What does the data show is working well? Why does it work well?	What's not working well? Why is it not working well?	What aspects of "what is working" can be used to find a solution? What factors have been considered in reaching a solution What else do we need to know before we decide?	What changes do we propose? Will the changes help us comply with regulations? Do the changes advance our goals? Who is responsible for implementing?	What data will we need to review and how often? How will we make sure the changes are working? Is it a short-term or long-term solution?

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Quarterly Summary Ongoing Monitoring Results

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Annual Summary Ongoing Monitoring Results

Service Area	Sample Indicators	Data Sources	Areas of Strengths (Exceeding regulations and innovating)	Areas of Concern (Not meeting regulations or not effective)	Systemic Issues to Refer to Self-Assessment
Child Health & Development	The program establishes the health status of all children and assures follow up and referral services. Child health and development data is used in curriculum and program planning.				
Education & Early Childhood Development	The program establishes a system for developing school readiness goals and for tracking and reporting progress on them. The program's curriculum is effective in supporting the five domains of school readiness. The program individualizes early childhood development services for all children.				
Disabilities	The Program has IEP's in place for all children with disabilities and services are being delivered in the least restrictive environment. Were IEPs developed and services provided in a timely manner?				

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Self-Assessment

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Self-Assessment

Prepare
- Design Self-Assessment process
- Orient & train Self-Assessment participants

Analyze
- Analyze information presented (OGM summaries, OHS monitoring results, other info needed)
- Determine and request if further info is needed

Recommend
- Identify strengths & make recommendations for improvement & enhancement

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New Thinking: Self-Assessment

Who's involved?	A mix of stakeholders, including GB and PC Those with an outside perspective
What's different?	Focus on analysis Ask broader questions that focus on outcomes
How do we do it?	Use data from OGM Review multi-year data Lead with strengths Look at outcomes over 5 years
Why do we do it?	For continuous improvement To focus on what is achieved in 5-year cycle

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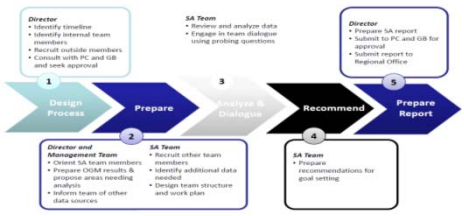
The Components of the Self-Assessment Process



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Asking the Right Questions SA

Lead with strengths	Analyze data through dialogue	Identify the challenges	Imagine possibilities	Make recommendations
Where do the data say that your program has been particularly successful? What is the story behind the success?	What patterns or trends do you see over time? How has the program made progress on its goals and objectives? How are we doing on our most important measures? What is the impact?	Where did we fall short of our expectations? Why did we fail to make progress? What aspects of 'what is working' can be used to find a solution	What limitations are we placing on our thinking? How can we go beyond what we first thought? How else can we look at this? Where can we innovate?	How do the recommendations support program goals and objectives? What other resources would the program need to implement our recommendations? How will you prioritize your recommendations? What will success look like?

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Elements of SA Report

- Introduction
- Methodology
- Key findings
- Recommendations

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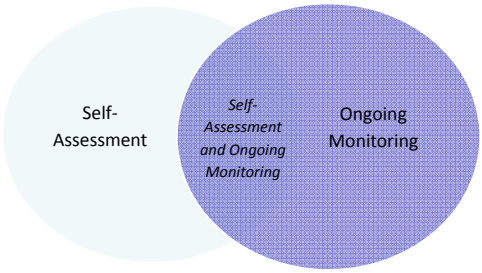
Self- Assessment & Ongoing Monitoring



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Creating a Culture of Continuous Improvement

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Indicators of a Culture of Continuous Improvement

- Curiosity – asking the "how" and "why" questions about children and families in your program;
- Reflection – continuously reviewing program policies and seeking feedback, applying when necessary;
- Tolerance of failure and vulnerability – recognizing when things are not working and making appropriate course corrections;
- Use of feedback – using data to assess whether or not strategies or programs are making a difference for children and families;
- Systems thinking – stepping back and considering the broader context in which Head Start programs operate an understanding that change is incremental.

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Core Competencies of Organizations With a Culture of Continuous Improvement

Our Organization:

- Has clarity about what we want to accomplish in the short term (e.g. one to five-years) and what success will look like;
- Has staff who are experienced in data collection, data use, and different stakeholders' information needs;
- Values learning. Demonstrated by staff actively asking questions, gathering information, and thinking critically about how to improve their work;
- Modifies its course of action based on findings from program data;
- Looks at program data as an important input to help them improve staff performance and manage results; and
- Integrates findings from program data into the decision-making when deciding which policy options and strategies to pursue.

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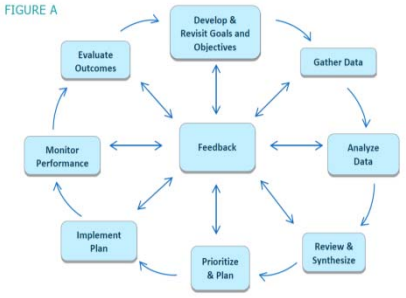
The Continuous Improvement Cycle

FIGURE A



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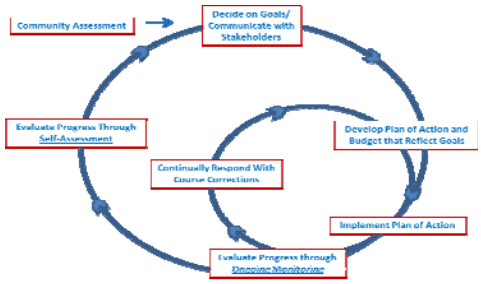

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Reflective Discussion and/or Questions?

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Annual Summary of Ongoing Monitoring Results

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Annual Summary of Ongoing Monitoring Results

Service Area	**Sample Indicators**	**Data Sources**	**Areas of Strengths** *(Exceeding regulations and innovating)*	**Areas of Concern** *(Not meeting regulations or not effective)*	**Systemic Issues to Refer to Self-Assessment**
Child Health & Safety	The program environment is healthy and safe. Staff promotes healthy and safe practices with children and families.				
Child Nutrition	Healthy meals are provided and good nutrition is promoted with children and families.				
Child Mental Health	Mental health supports are readily available to children, families and staff.				

Annual Summary of Ongoing Monitoring Results

Service Area	**Sample Indicators**	**Data Sources**	**Areas of Strengths** *(Exceeding regulations and innovating)*	**Areas of Concern** *(Not meeting regulations or not effective)*	**Systemic Issues to Refer to Self-Assessment**
Family Partnerships	Families engage in their child's education & are provided opportunities to be involved in the HS program. Families are supported in identifying and achieving their goals.				
Community Partnerships	The grantee engages the community in its program. The program has partnerships that respond to program goals and child and family needs.				
Transportation	Children are transported to/from the program safely.				

Annual Summary of Ongoing Monitoring Results

Systems	**Sample Indicators**	**Data Sources**	**Strengths** *(Exceeding regulations and innovating)*	**Areas of Concern** (*Not meeting regulations or not effective*)	**Systemic Issues to Refer to Self-Assessment**
Program Governance	Policy Council and governing body provide leadership to the program. Governing Body safeguards federal funds.				
Facilities, Materials, Equipment	Facilities (indoor & outdoor) are safe, meet programming needs, and are adequately equipped.				
Human Resources	The organizational structure supports comprehensive, quality services for children and families. Staff members are qualified for their positions. Staff members are oriented, trained and supported. Program assures that staff members are appropriately selected and background checks are filed and tracked.				

Annual Summary of Ongoing Monitoring Results

Systems	**Sample Indicators**	**Data Sources**	**Strengths** *(Exceeding regulations and innovating)*	**Areas of Concern** (*Not meeting regulations or not effective*)	**Systemic Issues to Refer to Self-Assessment**
ERSEA	Program options are responsive to the community's needs. Program ensures that children most in need of services are prioritized. Program promotes regular HS attendance with parents and monitors it.				
Communications	The program assures internal and external communications are effective.				
Recordkeeping & Reporting	Program has a comprehensive recordkeeping system to collect, analyze and aggregate, use and share data for monitoring and planning. Program regularly provides effective reports to stakeholders.				

Annual Summary of Ongoing Monitoring Results

Systems	**Sample Indicators**	**Data Sources**	**Strengths** *(Exceeding regulations and innovating)*	**Areas of Concern** (*Not meeting regulations or not effective*)	**Systemic Issues to Refer to Self-Assessment**
Planning	Program conducts annual planning that leads to the development of goals and objectives.				
Ongoing Monitoring	Program has an effective system for regularly monitoring compliance with regulations and ensuring follow-up. Program effectively measures progress on goals and objectives and ensures follow-up.				
Self-Assessment	At least annually, the program invites diverse stakeholders to analyze ongoing monitoring data and other information to make recommendations for improving the program.				
Financial Management	The program has sound internal controls, strong reporting systems, and uses Federal funds for intended purposes				

Annual Summary of Ongoing Monitoring Results