



THE NATIONAL CENTER ON
Program Management
and Fiscal Operations

Head Start A to Z Self-Assessment

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Office of Head Start Region XI AIAN

T/TA Network ICF International



TRUTH or MYTH?

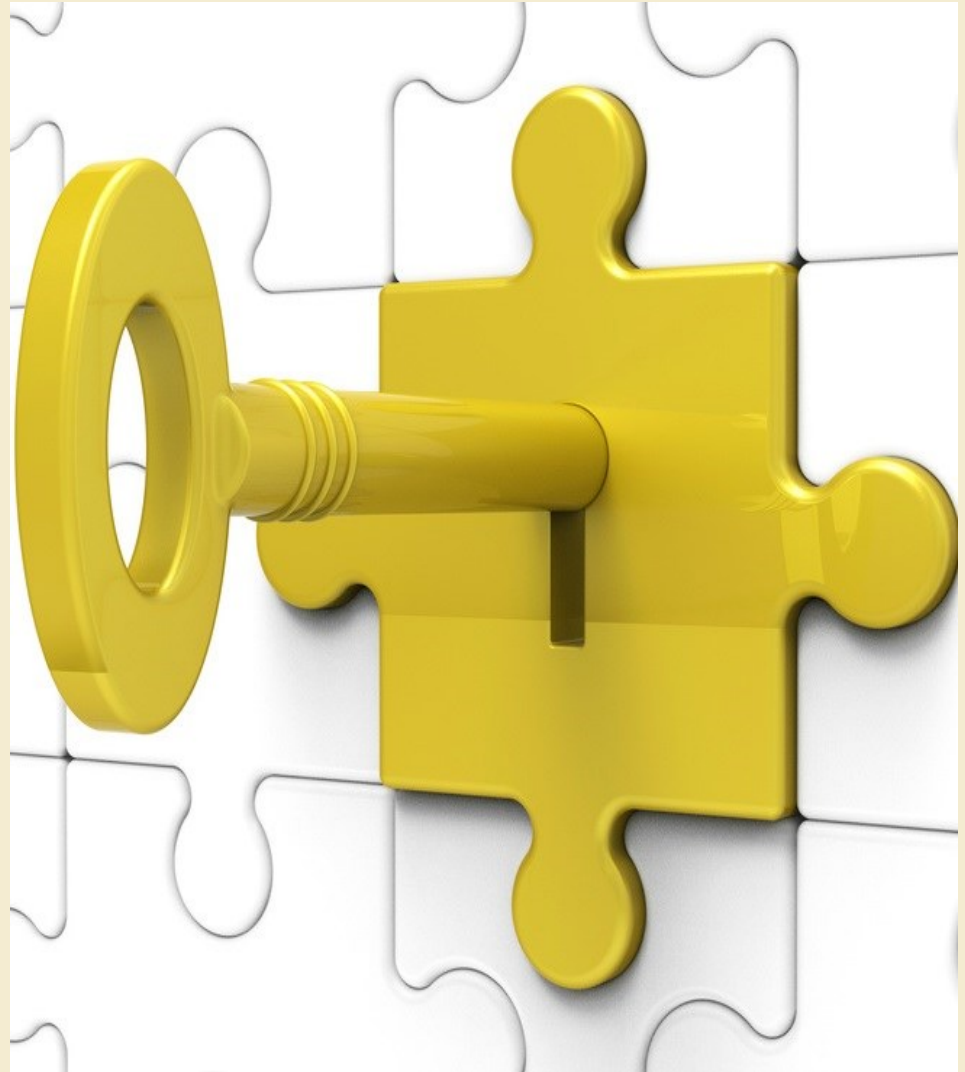


Outcomes

- Recognize the importance of the Self-Assessment process
- Use a strength-based model to assess progress towards goals, objectives, and expected outcomes
- Understand how to use the Self-Assessment report as a source of vital data for the planning process

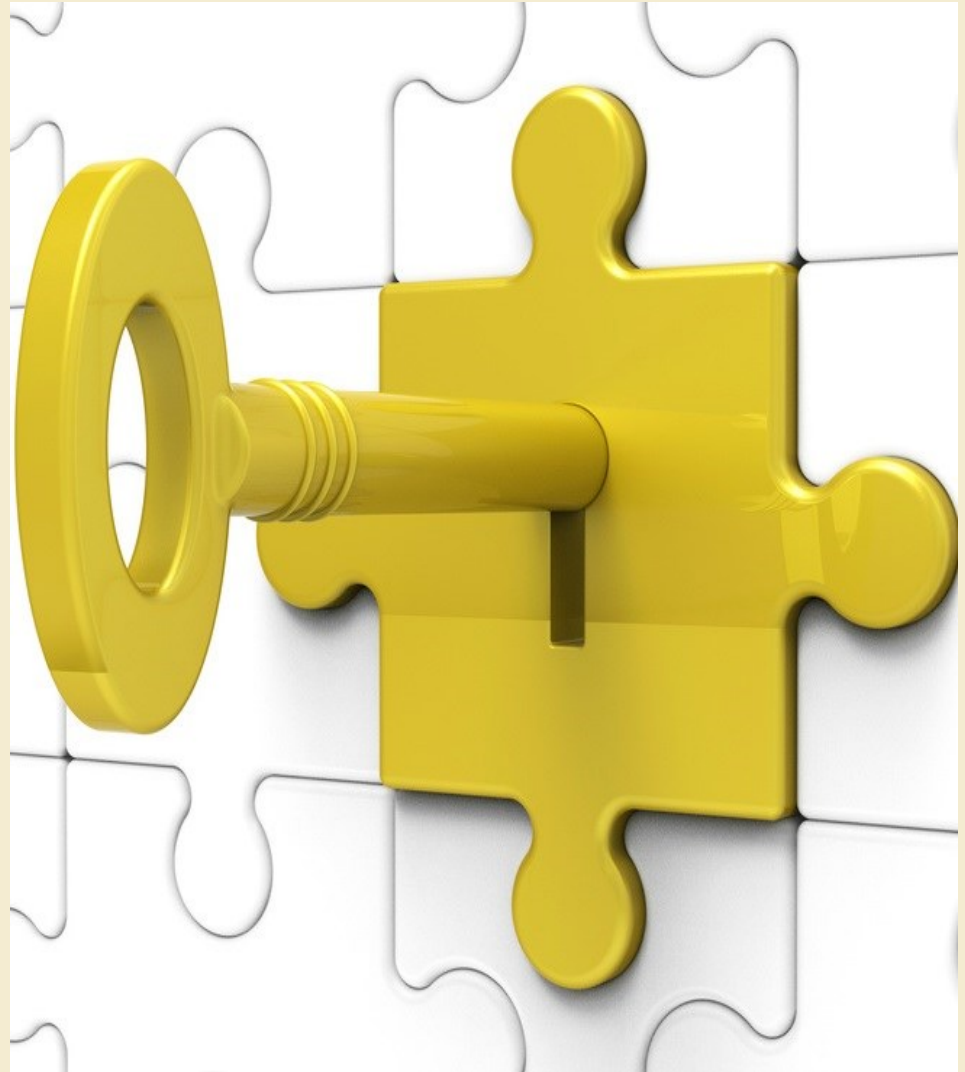
Key Message 1

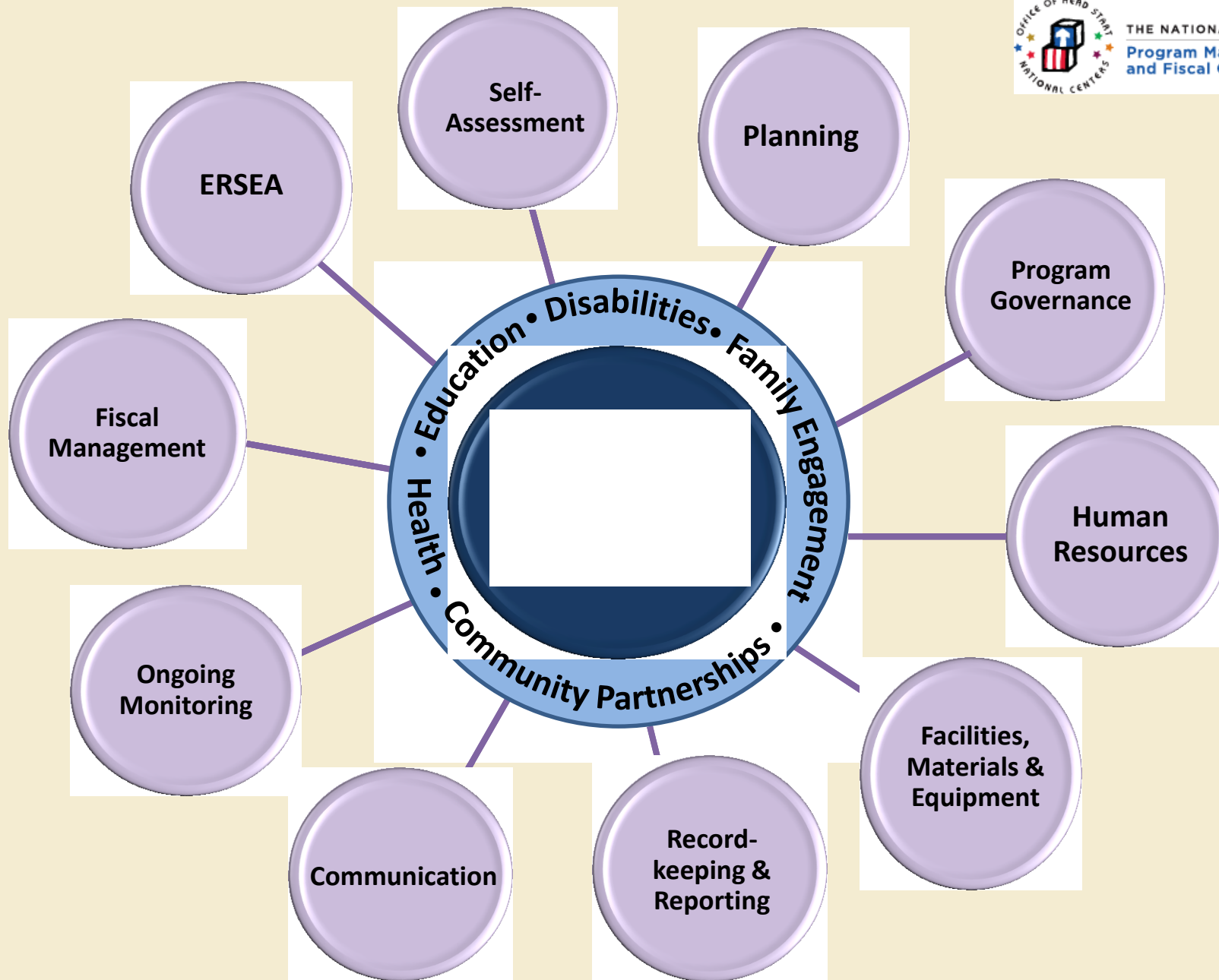
Systems-thinking provides a fresh perspective and a big-picture lens that taps into a higher level of analyzing, problem solving, and strategizing.



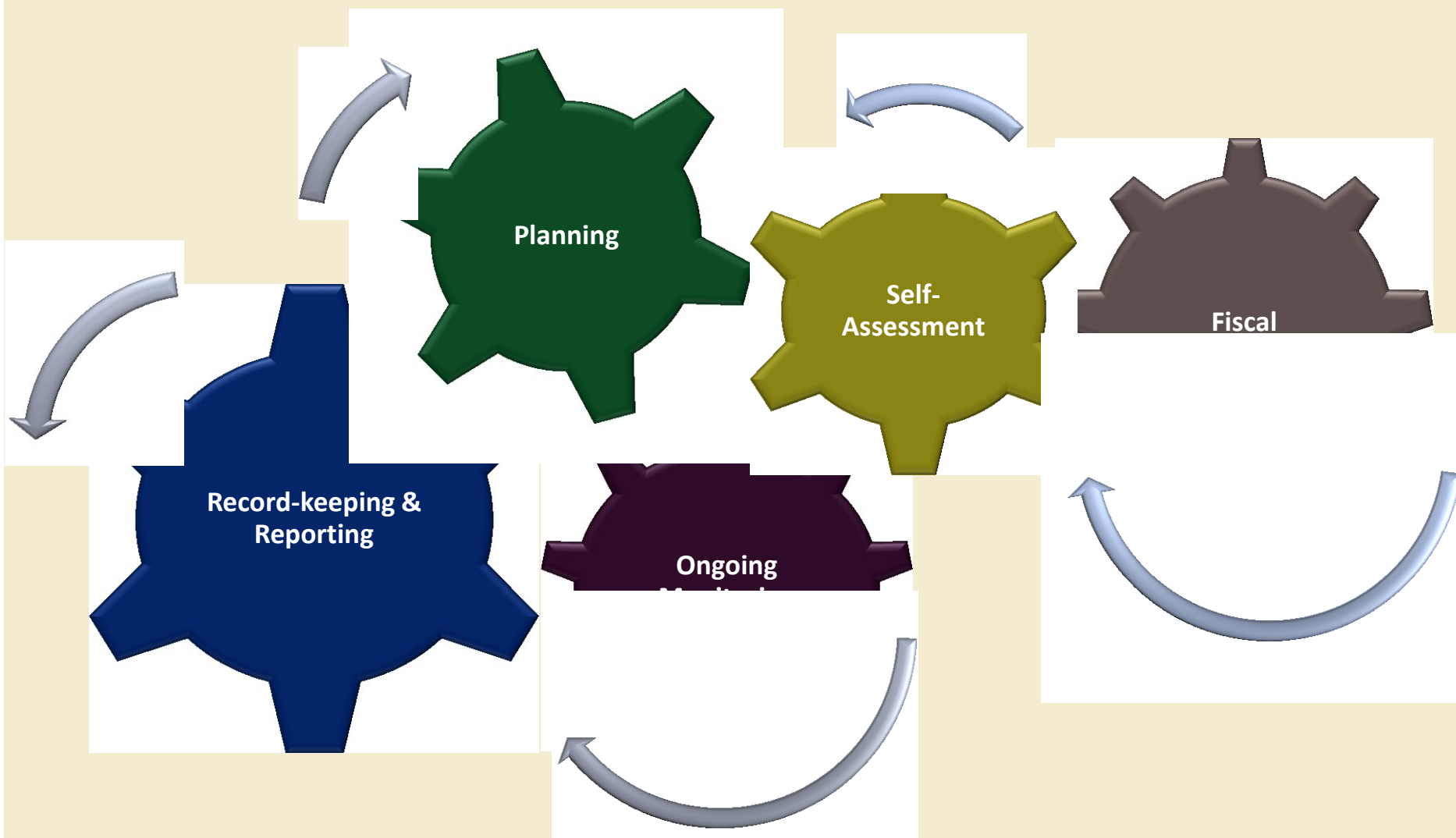
Key Message 2

Change requires positive action and buy-in from all levels of the organization.





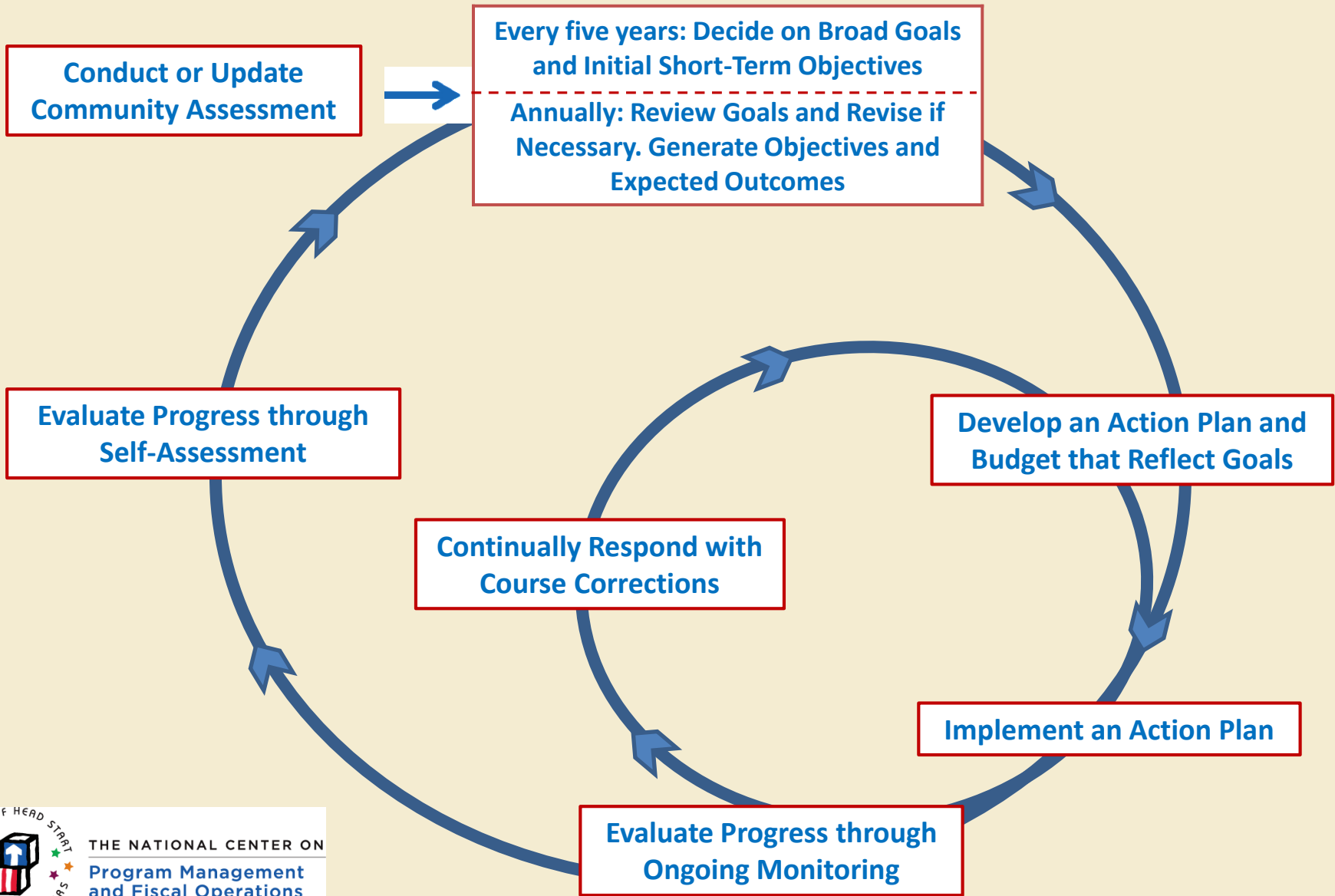
Systems Are Linked



Systems Are Linked



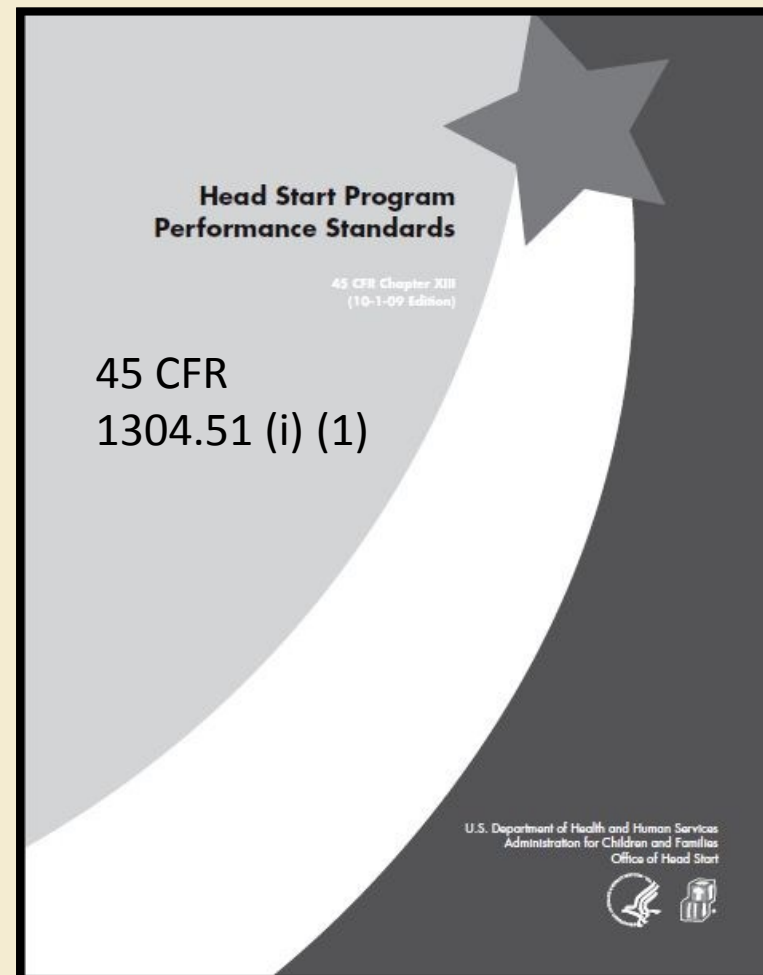
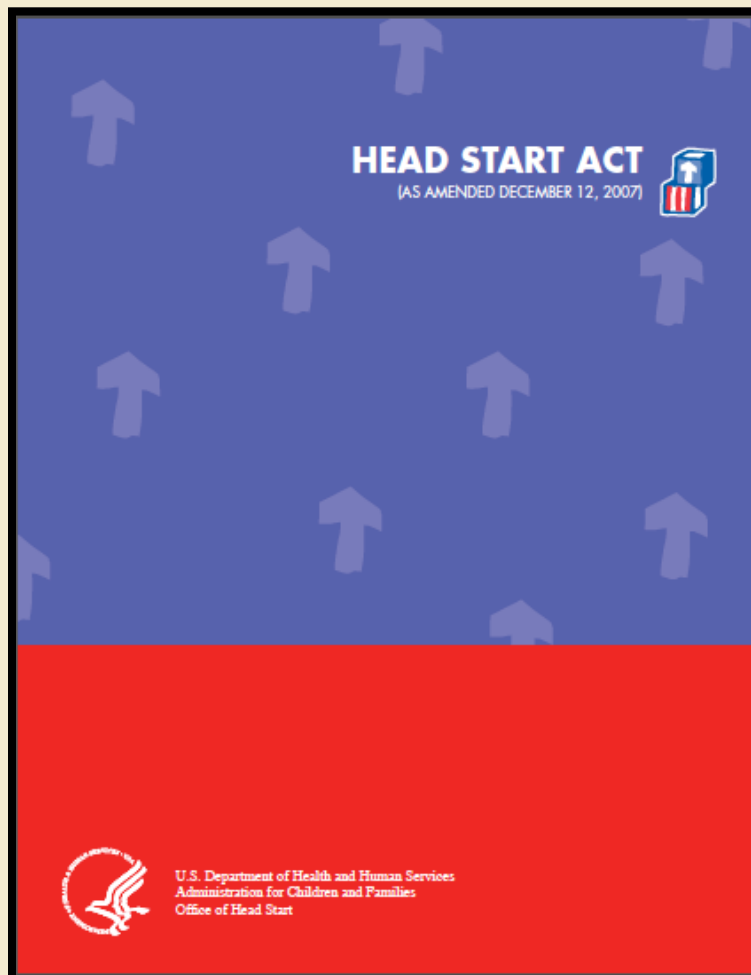
Program Planning Cycle





The Act and the HSPPS

Self-Assessment: 45 CFR 1304.51 (i) (1)



Head Start Governance and Management Responsibilities



Governing Body/Tribal Council Assumes Legal and Fiscal Responsibility for Head Start and the Safeguarding of Federal Funds

Adopt practices to ensure active, independent and informed governance:

- Governing body bylaws
- Procedures for accessing and collecting information
- Written standards of conduct, including conflicts of interest and complaints
- Procedures for selecting Policy Council members
- Advisory committees

Select:

- Delegate agencies and the service areas for such agencies

Establish:

- Procedures and criteria for recruitment, selection, and enrollment

Review:

- All funding applications and amendments
- Results and follow-up activities from federal monitoring

Review and Approve:

- Major policies and procedures, including Self-Assessment, financial audit, and personnel policies
- Progress on implementing the HS grant, including corrective actions
- Major expenditures
- Operating budget
- Selection of auditor
- Actions to correct audit findings

Receive and Use:

- Annual, monthly, and periodic reports*

***Reports that are generated and used by management, then shared with and used by Policy Council and governing body:**

- HHS secretary communication
- Financial statements
- Program information summaries
- Enrollment
- USDA
- Financial audit
- **Self-Assessment**
- Community assessment
- PIR

Policy Council Assumes Responsibility for Head Start Program Direction

Take Action:

- Hire/terminate Head Start Director and other lead staff
- Establish impasse procedures

Approve and submit to the governing body decisions regarding:

- Activities for parent involvement/engagement
- Program recruitment, selection, and enrollment priorities
- Funding applications/amendments
- Budget planning, including reimbursement and participation in Policy Council activities
- Policy Council bylaws
- Head Start program personnel policies and decisions, including criteria for employment and dismissal of program staff
- Policy Council election procedures
- Recommendations on delegates/service areas

Receive and Use:

- Annual, monthly, and periodic reports*

Provide Legal Oversight:

- Ensure compliance with federal laws and state, tribal, and local laws

Provide Leadership and Strategic Direction:

- **Focus on Self-Assessment**
- Develop, plan, and evaluate the Head Start program

Management Staff Assumes Operating Responsibility for Head Start Day-to-Day Functions

Take action:

- Implement policies
- Develop procedures
- Provide T/TA to governing body and Policy Council
- Supervise staff
- Monitor compliance
- Generate and use annual, monthly, and periodic reports*
- Share reports with Policy Council and governing body*

Recommended Practices for Self-Assessment

What?

A process for reviewing progress on goals and objectives, being accountable for what you proposed in your application, and determining if resources are used effectively

Why?

Leverage strengths and look for areas of improvement and innovation

Who?

Program staff, parents, Policy Council, governing body/Tribal Council, outside-the-program community leaders, content experts, and other interested people

When?

Annually

How?

Follow the five-phase Self-Assessment process

Benefits of Self-Assessment

- Help see the big picture
- Bring fresh perspective
- Understand the possibilities and challenges that the program faces
- Cultivate new ideas
- Build stronger community partnerships
- Maximize use of existing resources



The Role Data Plays in Self-Assessment



How Data Links OGM, Self-Assessment, and Planning

Data

Ongoing Monitoring

- Collect data (PIR, child outcomes data, results of OGM for all systems, services, goals and objectives)
- Review and analyze data with managers
- Determine new data measures
- Verify accuracy of and summarize OGM data for review by SA team

Self-Assessment

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

Program Planning

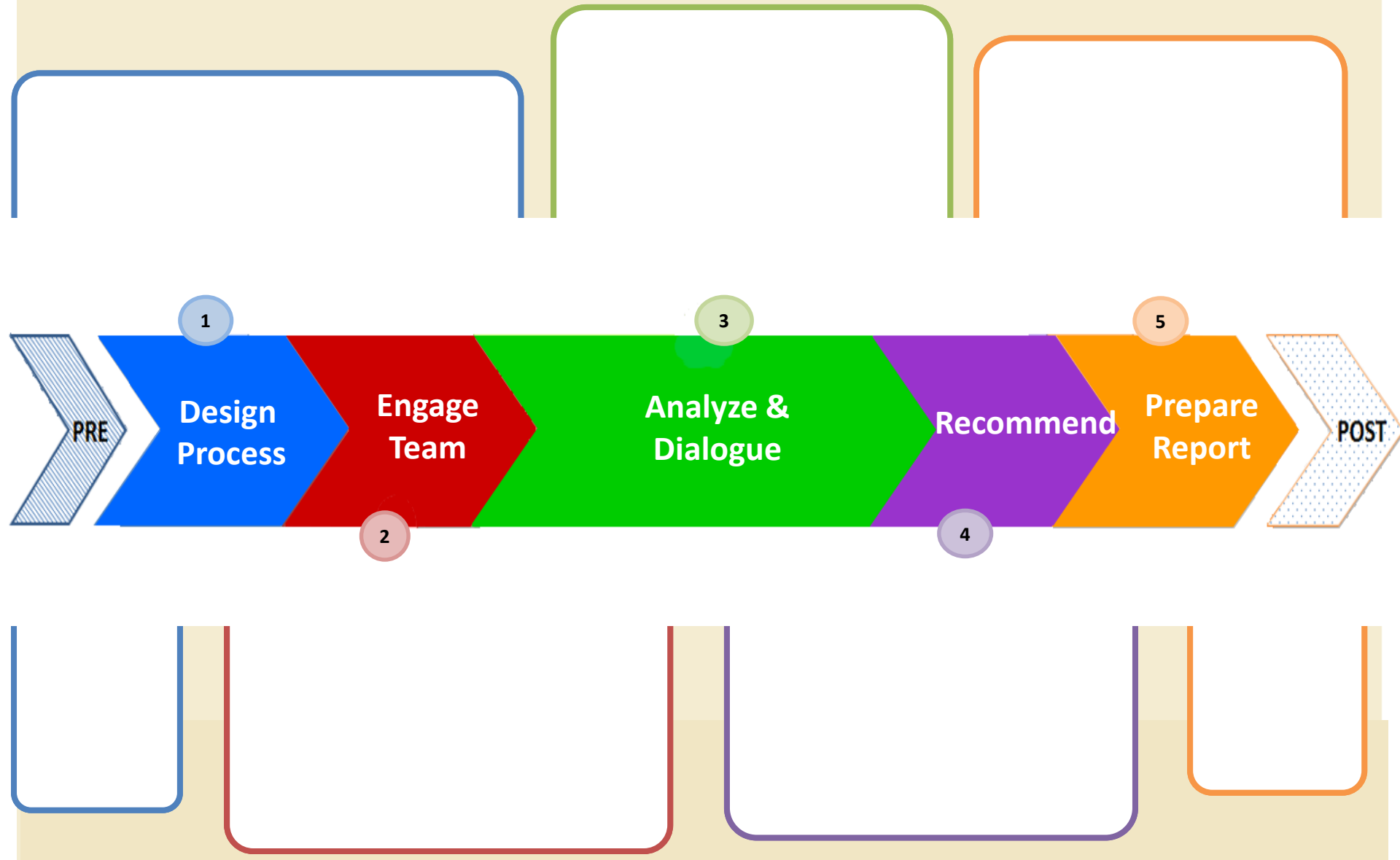
- Review and analyze community assessment and other relevant data
- Identify measures to monitor (prepare for data collection)
- Plan for regular progress reports to staff, governing body, and Policy Council

Data

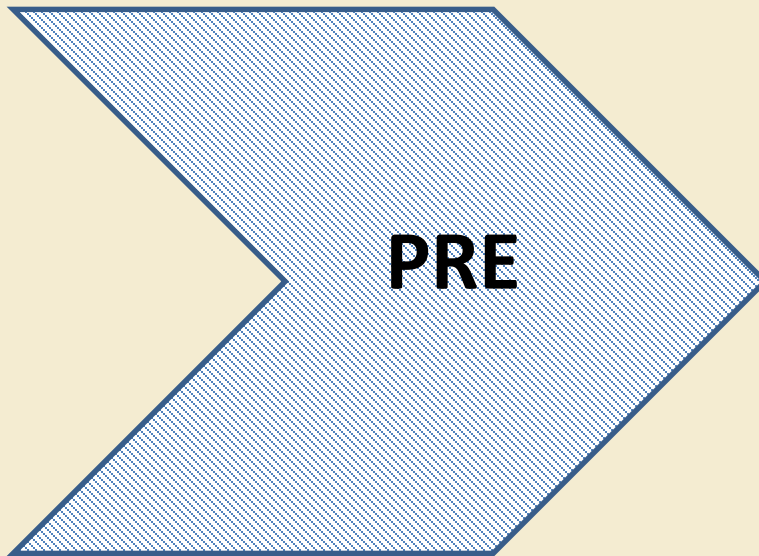
Phases of Self-Assessment



Who's Role it is it Anyway?



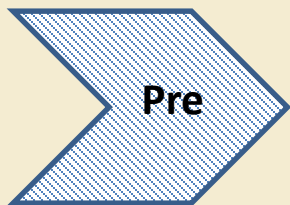
Prior to Self-Assessment



Director & Management Team

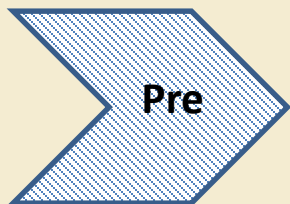
- Ask important questions about the data they have collected thus far
- Prioritize areas for investigation
- Create summaries of the data related to areas of focus





Preparation Questions

- Is our data complete, accurate, and up to date?
- What does the data tell us?
- What data are important, given our goals and objectives?
- What do we want to know?
- How will we summarize existing data and prioritize?

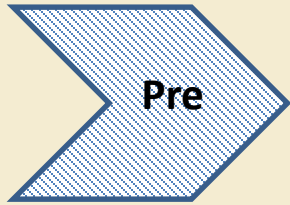


Summary of Ongoing Monitoring Results

Name of program: _____ Quarterly ____ Annual ____ Date: _____

Area Monitored	What was monitored? (What data sources were reviewed?)	What Strengths did you find?	What Areas of Concern did you find?
Program Governance/ Leadership			
Management Systems			
Fiscal			
Environmental Health & Safety			

Comprehensive Services			
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Progress on Goals and Objectives: Quarterly and Annual Summary



Summary of Progress on Goals and Objectives

Program Name: _____

Goal

Objective(s)

Expected Outcome(s)

Quarter 1: Date _____

What data did you look at to determine progress? When did you review the data? How frequently?

Describe your progress

Describe issues to track

What to Elevate in Self-Assessment

Questions for the Self-Assessment team:

“Moving forward, how can our maintenance systems be more responsive?”

“How can we ensure children are getting to school on time?”

“How can we be best prepared for emergencies?”

Data to take into Self-Assessment:

Data: Time between issue reported and issue repaired

Data: Bus arrival times and child outcomes across program

Data: Emergency preparedness procedures and safety findings

Systemic—Ongoing monitoring issues:

“75% of the classrooms need to be painted.”

“Busses are 5–15 minutes late on regular basis.”

“Offsite evacuation location is no longer available.”

Not systemic:

“Leaky faucet in the green room.”

“One bus is 5–15 minutes late on regular basis.”

“No bandages in Center 3’s first aid kits.”

Systemic

What to Elevate in Self-Assessment

Questions for the Self-Assessment team:

?

?

?

Data to take into Self-Assessment:

Data: Enrollment lists at all centers and waitlists

Data: Daily Playground check lists

Data: File checks

Systemic—Ongoing monitoring issues:

Not systemic:

The Blue Mountain Center struggles with being fully enrolled. The

Broken glass is routinely cleaned up on the playground at the Blue

Some forms are missing parent signatures at both

Systemic

Design Process



Design Process

Director & Management Team

- Develop plan for Self-Assessment
- Identify and invite internal and external team members
- Consult with Policy Council and governing body/Tribal Council and seek approval of SA plan



Develop a Plan

- Create a timeline.
- Know what data you are bringing forward.
- Ensure data is summarized accurately and completely.
- Identify topics for focus.
- Determine need for “subgroups.”
- Create and practice your **elevator speech!**

Create an Elevator Speech

Three key aspects:

- 1) Brief overview of the SA process
- 2) Personalization: why would we like you to join us?
- 3) Clear next steps delivered with enthusiasm!



**Design
Process**

Invite the SA Team

**Professional
roles**

**Understanding
of your
program**



Diversity

Expertise

Perspectives

Use parents, community members, and partners as “fresh sets of eyes.”

Congress requires Head Start programs to involve their Policy Council in the Annual Self- Assessment; however, that legislative body also recommends that programs involve community members, thus ensuring an outside perspective. Parents and community partners can provide new insights as they work with program leaders to examine data. Governing body members may be recruited as well. In particular, the governing body Early Childhood expert can add value to the review of educational services, while the governing body fiscal expert can critique financial systems.

Engage the Team



Engage Team

Director & Management Team

- Orient SA team members
- Share the SA plan
- Share ongoing monitoring, last year's SA report, and other data

SA Team

- Form subgroups and begin process



Orient the Team

- Present the overall Self-Assessment plan.
- Identify subgroups and areas of focus.
- Share ongoing monitoring results related to areas of focus.
- Present last year's SA report.
- Ensure roles and responsibilities are clear.

Useful resource for directors:

Self-Assessment Team Orientation PPT—
Let's briefly explore!

**Engage
Team**

Reflect on the Orientation PPT

- How would you use it?
- Are there things you would add?

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/learning/self-assessment.html>



Engage
Team

Leading From Strengths



Professor Ronald Fry, Case Western Reserve University

Why Strengthen

- Leverage progress on goals and objectives.
- Learn from what is going well
- Lead to “innovations.”
- Improve outcomes for children and families.



Analyze and Dialogue



Analyze & Dialogue

SA Team or subgroups

- Explore systemic issues
- Review and analyze data and seek additional data, as needed
- Engage in dialogue using probing questions
- Examine progress on goals and objectives
- Formulate discoveries



Types of Head Start Data

(just to name a few)

- PIR
- ERSEA
- Attendance
- Community assessment
- Ongoing monitoring
- Child outcomes
- Family engagement
- Health, mental health, and nutrition
- Transportation, fiscal, and facilities



Dialogue with Team

- Establish ground rules
- Hear everyone's voice
- Stay focused on the big picture
- Help the team get “unstuck”



Fire and Wheel



<https://www.youtube.com/watch?v=aOtgnc8BER4&list=PLGtDgtrNcR8hOmAEoLuAA9zH-1mYRRmkp>

Being a Good Team Member

Six Useful Tips . . .

- 1) Keeping a strengths-based approach
- 2) Letting go of control
- 3) Including all team members
- 4) Using multiple strategies to engage team
- 5) Keeping the dialogue flowing
- 6) Focusing on the “big picture” over details

Keep the Conversation Rolling . . .

Activity Instructions:

- 1) Stand up and find a partner.
- 2) On the next slide, one partner reads Partner A aloud. Then the other reads Partner B aloud.
- 3) Have a short discussion about which statement works better. You don't have to agree!
- 4) At the signal, switch and find a new partner and continue with the five remaining slides.

#1 Be Strength-Based

A) “We’ve made a lot of progress on goals so far. And with your help, we will continue to grow and thrive!”

B) “We have a long way to go and some issues to discuss. With your help, we can get through some of our difficulties and thrive!”

#2 Let Go of Control

A) Thought bubble: “I don’t think the team needs to know about this. I’m working on this problem already, and I don’t want them getting bogged down in it.”

B) “Here is an issue I have been working on and wondering about. What do you think?”

#3 Include Everyone

A) “Let’s do a round robin to make sure we hear from all team members.”

B) “We’ve heard from almost everyone here. Let’s move on.”

#4 Use Multiple Strategies to Engage

A) “Feel free to join in the conversation whenever you have something to add!”

B) “Let’s break into smaller groups for a bit.”

#5 Keep the Dialogue Flowing

A) “That’s interesting. I wonder if you can talk more about that idea.”

B) “That’s interesting. Who else has an idea?”

#6 Focus on the Big Picture

A) “What patterns do we notice about staff turnover from review of the quarterly reports and annual summary?”

B) “Why do you think Mrs. Hubert left our program?”

Analyze &
Dialogue

Asking the Right Questions SA

Lead with strengths

Where do the data say that your program has been particularly successful?

What is the story behind the success?

Analyze data through dialogue

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?

How else can we look at this?

Identify the challenges

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?

Imagine possibilities

What limitations are we placing on our thinking?

How can we go beyond what we first thought?

Where can we innovate?

What will success look like?

Formulate discoveries

What did your analysis lead you to find?

How do your discoveries relate to the program’s goals and objectives?

What connections did you find among discoveries?

Recommend



Recommend

SA Team

- Consolidate discoveries across teams
- Prepares final recommendations to inform program planning
- Provides feedback on the SA process for next year's SA



Recommend

Reminders to SA Team for Formulating Recommendations



- Focus on suggestions versus solutions
- Stay focused on systems versus the details
- Categorize based on:
 - progress on goals and objectives
 - systemic issues
 - innovations and new resources



Discovery
60% of fire drills
this year took
longer than last
year.

Discovery
Fire drill
procedures are
out of date.

Discovery
Of new staff, 50%
have not been
trained on
evacuation
procedures.

**Group
Discoveries
into
Category**
Health and Safety

Key Insight(s)
Policies and procedures
related to fire safety are
not up to date/code.

Do these recommendations relate to . . .

Progress on goals and objectives?

Systemic issues?

Innovations?

Recommendations
Update all evacuation
policies and procedures.
Ensure that all staff receive
training.



Recommend

Discovery
Last year, 75% of EHS/HS families reported they had never visited the local library.

Discovery
60% of Parents report they are not reading to their children at home.

Discovery
For second year in a row, the local newspaper listed the library as one of the top 5 community resources.

Group Discoveries into Category

School Readiness

Key Insight(s)

We value literacy in Head Start and know how important it is to have families reading with their children.

Recommendations

Develop a Ready-to-Read Initiative to bring more books into homes.

Partner with a local library system.

Do these recommendations relate to . . .

Progress on goals and objectives?

Systemic issues?

Innovations?

Prepare Report



Prepare
Report

Director

- Prepare SA report
- Submit report to Policy Council and governing body/Tribal Council for approval
- Submit approved report to Regional Office



Elements of SA Report

- Introduction
- Methodology
- Key Insights
- Recommendations



How Is the Self-Assessment Report Used?

- Director creates final report from recommendations.
- Policy Council and governing body/Tribal Council approve the report.
- Director submits report to Regional Office.
- Planning team uses report in future planning and goal setting.

Self Assessment Action Plan

AVCP HEAD START 2015 Self Assessment Action Plans

Communication
Site staff will begin to use the revised Head Start employee orientation 151.
Central Office will put together a training order for each of their content area to be used for training purposes.
All staff training will be documented on a sign-in sheet.

Resource Reporting
Follow up concerns will be addressed in the Health Advisory Committee meeting.
We will start doing morning data into ChildPlus.
Head Start will begin using Child Plus to create reports to monitor the program.
Head Start will be actively involved in the interagency meeting to help identify children who will be transitioning to Head Start from the FST program.
Transition reports will now be given to the Kindergarten teachers in the spring instead of the fall with the exception of Bethel.

Program Monitoring
Look in to making Community Partnerships with TWC, FWGA, & QCS.
Have all Management staff get trained to be CLASS observers.
Write letters to the centers Head to follow up with 45/90 day before parents of various screenings 1 week before they occur or during Enrollment Home Visits.
Have staff get training on how to use the CLASS tool.
Have staff start providing Touchstones to parents and siblings in the program.
Parents will be given handouts on how to track their child's health, dental, and vision.
When the WAC Central Program goes out to the sites we will encourage them to provide dental training to the parents.

Classroom
Head Start staff will teach parents on how to advocate for their child.

Classroom Monitoring
Central Office will familiarize themselves on the Creative Curriculum field resource kits and put a training plan together to present to Teaching Staff on site.
Site staff will turn in their work sample sheets to central office every two weeks for review and monitor.

Family/Community Engagement
Request for CTA support to come and educate Central Office staff to see what other involvement is expected to look like so that we can provide training to our teaching staff on getting their families involved in the program.
Family/Community Engagement
Central Office staff will identify the Community Resources they would like to have a Partnership with.
Central Office will send for MCO's from different Head Start Programs to use as an example to use as a guideline.
Family/Community Engagement will investigate the process of monitoring the agencies to see if they would like to have a partnership MCO with the Head Start Program.

Classroom
Each Thursday the staff for the attendance sheet will submit the attendance and absent tracking form to ensure that absent rates are kept at a minimum.
We will find things of each month to add onto the Learning Objectives that we will analyze the data for each site and make sure it is accurate.

Classroom Monitoring
Central Office will familiarize themselves on the Creative Curriculum field resource kits and put a training plan together to present to Teaching Staff on site.

Family/Community Engagement
Head Start will make contact with Bethel Family Office to see if we can make a MCO with them. Bethel Family Office will make a MCO with them.

School Readiness Goals

Children become interested in books and parents when facing challenges.

Children demonstrate awareness of letters and symbols.

Children demonstrate recognition & enjoyment of reading.

Children demonstrate knowledge of letters & symbols (alphabet knowledge).

Children find multiple solutions to problems, tasks, problems & challenges.

Children demonstrate knowledge of numbers and counting.

Children demonstrate basic knowledge of size, volume, height, weight, and length.

Children engage in exploring the natural world by manipulating objects, asking questions, making predictions & developing generalizations.

Children will understand & follow rules and routines.

Children demonstrate awareness & understanding of safety rules.

Family/Community Engagement

Parents will be encouraged to let their children develop self-help skills, (e.g., to their own shoes, eat their food, clean-up after themselves).

Parents will be given ideas and activities on other resources to check out and read to their children.

Community members will be invited to come and read to the children.

Parents will receive multi ideas to do with their children at home or outdoors.

AVCP HEAD START
FIVE YEAR Strategic Plan
Goal Framework for 2015-2020

GOAL 1: To have more parents involved in teaching & classroom delivery issues.
Program Impact: To have more parents participating in their children's education.
Action:
Year 1: Invite the Education, Employment & Training Program to do a presentation at the service day event.
Site Staff will have a parent meeting and the services provided to E&T.
Year 2: When the program becomes available for the Parent Education or E&T Coaching & Training Program will send them to sites for the event.
Head Start Staff will keep parents updated on the E&T services provided.
Year 3-5: Parents will learn more on how to engage in the community system.

GOAL 2: Head Start staff will utilize Child Plus.
Program Impact: Head Start Staff will be able to monitor the program more accurately.
Action:
Year 1: CTS Staff will start using the Child Plus.
Year 2: Have a 45/90 day check.
Send the data back to Child Plus training.
Year 3-5: Head Start Staff will be trained on Child Plus and implement it.

GOAL 3: To improve our average daily attendance up to 95% at each site.
Program Impact: More children will be attending school on a daily basis.
Action:
Year 1-5: Make a goal for each site on the average daily attendance.
Central Office will send every month to the sites and the sites will report back to the central office.
Head Start staff will ensure that all children who are not attending school are contacted and the reasons for not attending are identified.
Year 2: Head Start staff will send a letter to the sites for the data on the attendance.

GOAL 4: Teachers will be knowledgeable in the Learning Objectives and will be able to monitor the children's progress.
Program Impact: Teachers will be able to monitor the children's progress and will be able to provide the necessary support to the children.
Action:
Year 1-5: Head Start staff will send a letter to the sites for the data on the attendance.
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Head Start staff will send a letter to the sites for the data on the attendance.

After Self-Assessment



POST

Program Leadership

- Review feedback from this year's SA team to help plan for next year
- Use SA report recommendations to confirm or revise program goals and objectives
- Add to or revise annual action plans, as necessary
- Communicate SA insights to staff and other stakeholders



The Self-Assessment Process

Director & Management Team

- Develop plan for Self-Assessment
- Identify and invite internal and external team members

SA Team or sub-groups

- Explore systemic issues
- Review and analyze data and seek additional, as needed
- Engage in dialogue using probing questions

Director

- Prepare SA report
- Submit report to Policy Council and governing body/Tribal Council for approval



Team

- Discuss data and areas for focus
- Prioritize topics
- Summarize and prepare data

Management team

- Orient SA team members
- Share the SA plan
- Share OGM, last year's SA report, and other data

Team(s) to begin process

- Identify other team members, as needed

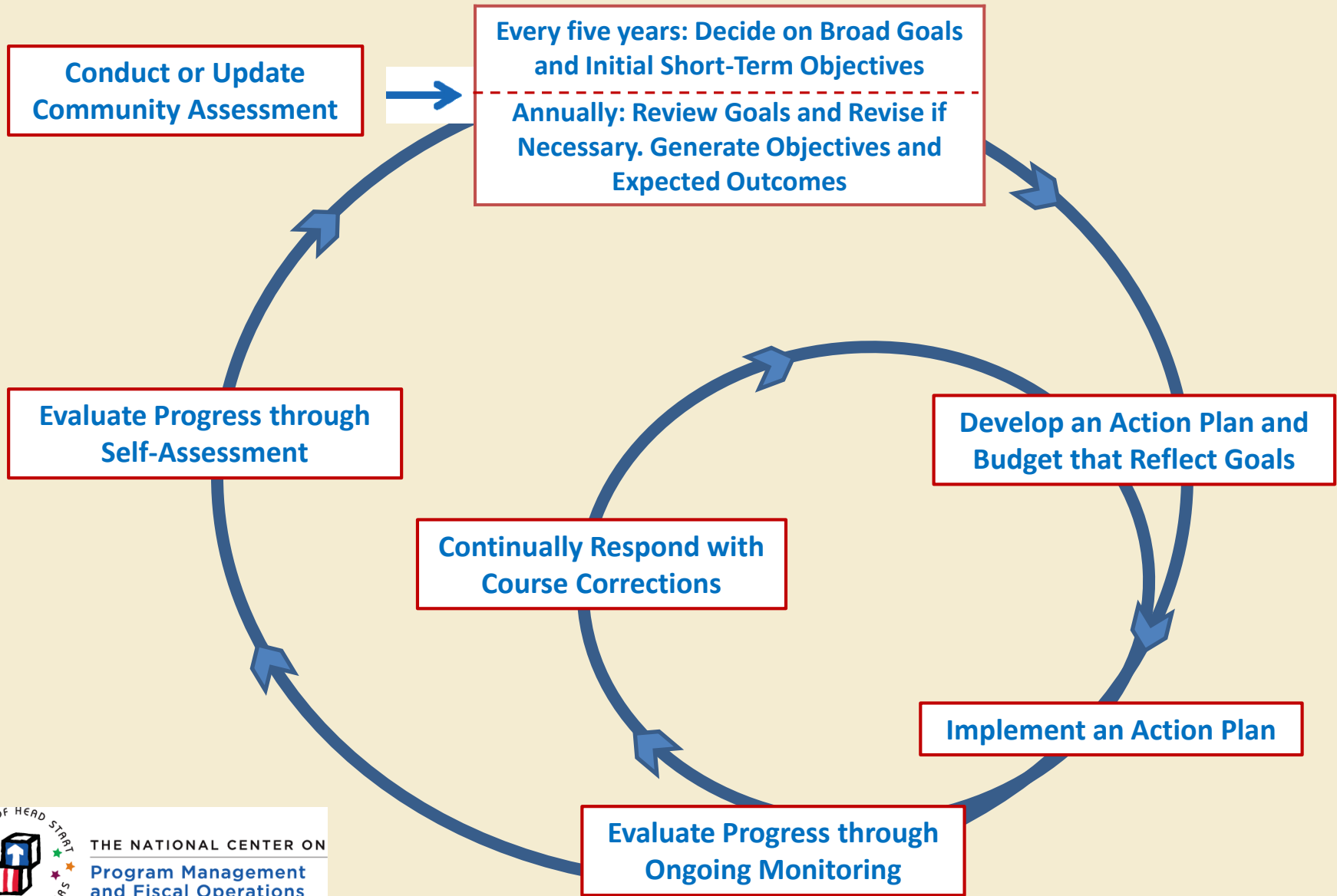
Consolidate discoveries across teams

- Prepare final recommendations to inform program planning
- Provide feedback on the SA process for next year's SA

Management team

- Review feedback to plan for next SA
- Confirm/revise goals & action plans
- Share with stakeholders

Program Planning Cycle



TRUTH or MYTH?



Key Points: Self-Assessment

- ✓ Focus on strengths
- ✓ Note the differences between OGM and SA
- ✓ Stress data transfer rather than data collection
- ✓ Look at data in different ways
- ✓ Dialogue—Ask the right questions in SA
- ✓ Prioritize recommendations to lead to program planning decisions





Questions

Thank you!

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