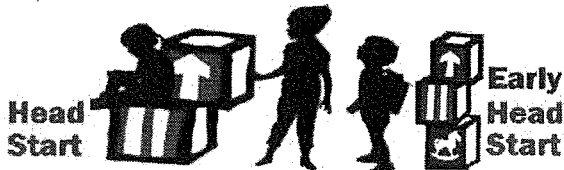


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COMMUNITY ACTION PARTNERSHIP
FOR SOMERSET COUNTY

Self-Assessment
Spring 2018
SUMMARY

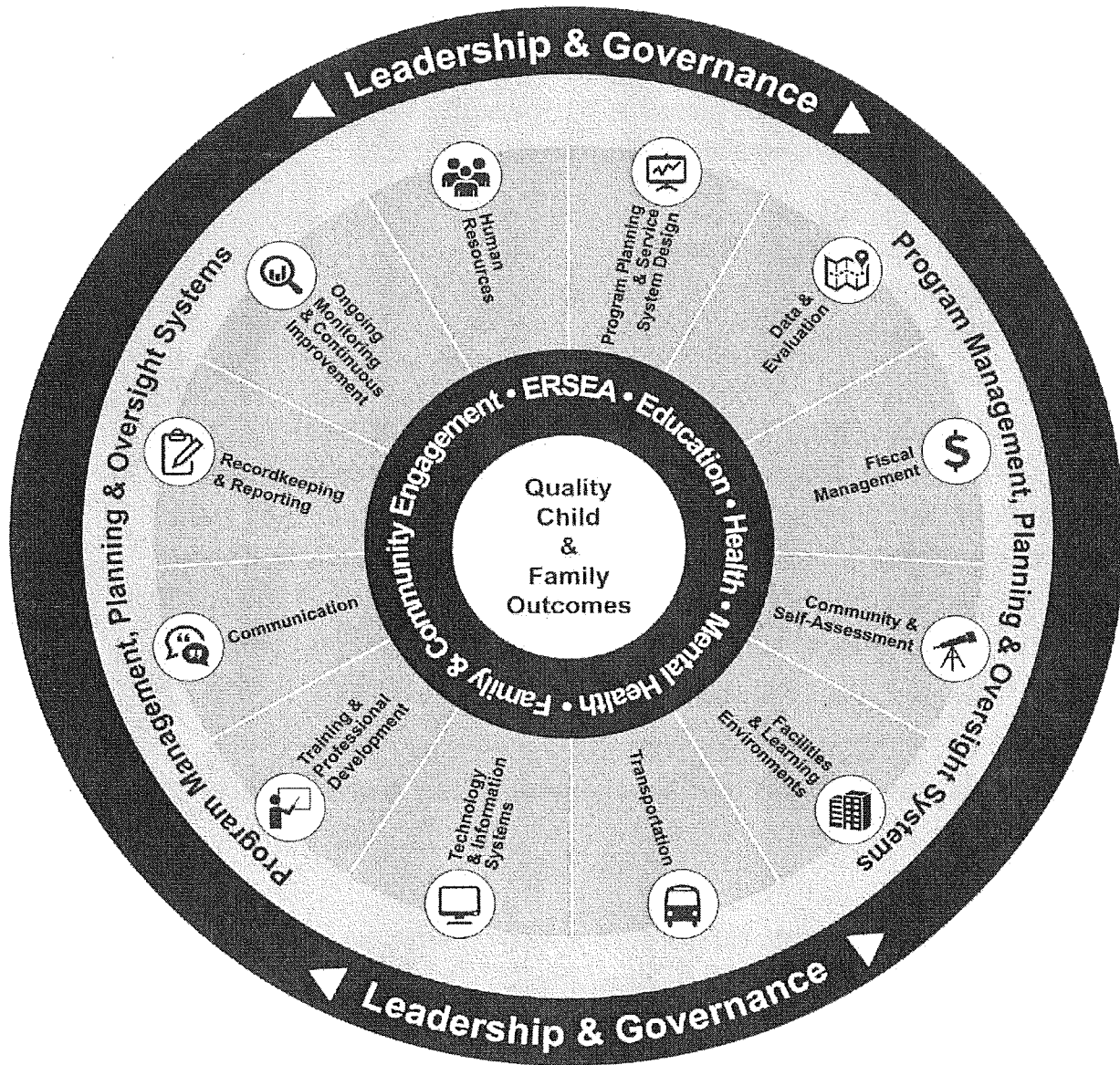
Self-Assessment Process and Persons Involved

This year's Self-Assessment mimicked the Systems Management Wheel through Head Start. We used the information provided about this wheel, along with the questions that supported guiding areas of improvement and highlighting of strengths.

Members involved included:

Printed Name	Title
Ann Kelly	EHS Supervisor
Leslie Miller	Education Manager
Windi Kretchman	Assistant Education Manager
Heidi Rigo	Data Manager
Sharon Pugh	Family Service Manager
Kelsey Pletcher	Lead Teacher – Rockwood
Billie Jo Weyant	Teacher – Tech Center
Melissa Weaver	Policy Council
Megan Stufft	Policy Council
Shelly Danton	Lead Techer – Kantner
Jill Stahl	Family Service Specialist
Jennifer Hemminger	Human Resources Director
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Head Start Management Systems Wheel



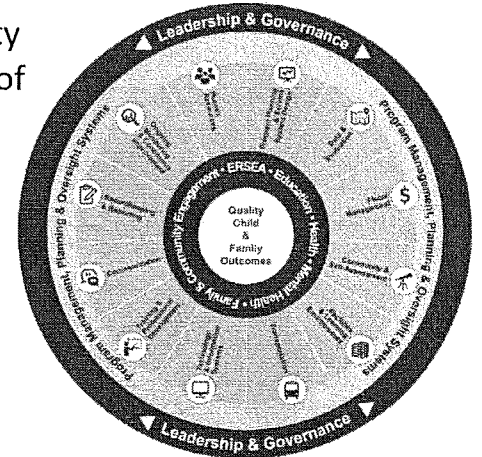
ADMINISTRATION FOR
CHILDREN & FAMILIES



NATIONAL CENTER ON
Program Management and Fiscal Operations

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 bedrock of effective management, are depicted as surrounding all 12 systems. Head Start program leadership consists of three key entities:

- Governing body/Tribal Council
- Policy Council
- Management Staff



The governing body/Tribal Council assumes all legal and fiscal responsibility for the program. 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 critical to the effective operation of the services in the inner blue circle which in turn result in quality child and family outcomes.

This self-assessment models the Management Wheel and all aspects of its application.

The following pages contain the format, notes/minutes on each subject and final thoughts to consider for goals here after.

Core Ingredient	Questions to Consider
<p style="text-align: center;">Leadership & Governance</p>	<ol style="list-style-type: none"> 1. 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? 2. 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? 3. What is the makeup of the Policy Council? How are program options represented on the Policy Council? 4. How does communication between governing body/ Tribal Council, Policy Council, and key management staff take place in support of program decision making? 5. If applicable, how are governing body/Tribal Council members involved in strategic planning activities? 6. <i>Do our leadership and communication practices enable us to make the strategic decisions that will move our programs forward?</i>

MINUTES


Board meetings, schedules of training, including report outs, bylaw review, code of ethics, compliance, regulation, involvement, discussions, fall parent meetings.

Financial – Knepper, Legal-Barbara, Walker, Early Childhood-Clapper, Vatauvuk, McDonough consult, Bylaws follow and no exception. Tableland Board rep to PC = Bishop Pile

PC=51% current parents and 49% community members. 1 member from each Head Start classroom. Monthly reports due from management to director to report out. Occasionally management will attend meeting to present something of significance to the board/PC.

We hold monthly in person board meetings, elected and voting positions between PC and Tableland board, committee participation, interviewing.

Strategic planning events in your 1 of 3 currently. Members of both board and PC invited to attend and participate.

Management Systems	Questions to Consider
 <p data-bbox="418 596 737 667">Program Planning & Service System Design</p>	<ol style="list-style-type: none"> <li data-bbox="776 338 1438 646">1. What is the timeline for our annual program planning process? This should include: <ul style="list-style-type: none"> <li data-bbox="829 428 1409 457">– Community assessment review and update <li data-bbox="829 464 1370 493">– Goal and objective development/review <li data-bbox="829 499 1170 529">– Coordinated approaches <li data-bbox="829 535 1057 564">– Action planning <li data-bbox="829 571 1114 600">– Ongoing monitoring <li data-bbox="829 606 1062 636">– Self-assessment <li data-bbox="776 695 1438 926">2. How are the following stakeholders engaged in our program planning process? <ul style="list-style-type: none"> <li data-bbox="829 785 1029 814">– Program staff <li data-bbox="829 821 1373 850">– Governing body/Tribal Council members <li data-bbox="829 856 1159 886">– Policy Council members <li data-bbox="829 892 1130 921">– Community members <li data-bbox="776 982 1438 1045">3. <i>Do our planning efforts strengthen the outcomes for children, families and communities?</i>


MINUTES

CAN=HS and PK 5-years based on Regs. Tableland = 3 years based on bylaws, completed March 2018 for review now. GOALS – HS=5-year goals, PK=CQI goals, both have T and TA goals. All are with the 5-year grant cycle and updated annually.

Ongoing monitoring was just completed in PK with a above standards result. EHS and HS completed in 2017 for CLASS. Next review for both will be no earlier than February of 2019...possibly later.

Self-Assessment is completed annually.

We hold frequent staff meetings, involvement of center based education staff in processes. Committee sharing of documents/plans. Also involvement in program planning process.

Management Systems	Questions to Consider
 <p data-bbox="381 630 641 661">Data & Evaluation</p>	<ol style="list-style-type: none"> <li data-bbox="747 315 1429 388">1. How do we collect and use data to inform ongoing monitoring and continuous improvement? <li data-bbox="747 409 1429 483">2. How are staff utilized in our data management process? <li data-bbox="747 504 1429 598">3. What well-chosen and well-implemented methods for data collection and analysis are used to determine impact? <li data-bbox="747 619 1485 724">4. How does our approach to data management support the availability, usability, integrity, and security of data? <li data-bbox="747 787 1477 892">5. <i>Does our data help us tell the story about how we are making a difference for children, families and community?</i>


MINUTES

PIR, Data Plan, Education – Child Plus and Teaching Strategies Gold, Special Services – Child Plus and specific reports for all reasons to track and follow kids’ needs, Health – Child Plus and reports from families, doctors, dentists, etc. Daily safety checklist at center locations. EHS – health reports as well as family outcome information, Family Services – family outcome information,

COPUS report for Tableland Services, Inc. Child plus updates and formulation of data streams based on the desires we have. Imbedded data collection now.

Child Plus – availability, usability, IT is good, tracking of services, secure,

Regulation compliance, record, confidential, data numbers and trends ~ not names

Management Systems	Questions to Consider
 <p data-bbox="412 800 688 831">Fiscal Management</p>	<ol style="list-style-type: none"> <li data-bbox="777 327 1479 604">1. What is the timeline for our fiscal management activities? This should include, but not be limited to: <ul style="list-style-type: none"> <li data-bbox="834 422 1279 453">– Budget development and review <li data-bbox="834 457 1463 527">– Monitoring actual expenditures against budget projections <li data-bbox="834 531 1211 562">– Making major expenditures <li data-bbox="834 567 1049 598">– Audit activities <li data-bbox="777 625 1495 737">2. How are our staff, governing body/Tribal Council and Policy Council members engaged in fiscal management activities? <li data-bbox="777 751 1479 821">3. How do our policies and procedures inform our fiscal management efforts? <li data-bbox="777 835 1463 905">4. How does our budgeting process relate to our program planning activities? <li data-bbox="777 919 1507 989">5. How does our budgeting process inform resource development efforts? <li data-bbox="777 1003 1479 1073">6. If applicable, how are we using advisory committees to support fiscal management activities? <li data-bbox="777 1140 1507 1209">7. <i>Do we have clean audits and have resources been maximized?</i>

MINUTES

HS/EHS – Feb 1 – Jan 30 grand due 11/1 PK/HSSAP – July 1 – June 30 grant due PK 5.11 HSSAP 6.1

80% of budget goes to personnel. Continuous monitoring, projections, review old to make plans for new.

Audit completed by December 1.


HHS oversight for HS/EHS – meetings, committees, reports, share to understand and not confuse management. Fiscal meetings taking place monthly/as needed.

Daily procedures and processes, policy in place, travel, PO use, donations, use of funds.

Budget is specific – COLA increase usually, guide decisions.

Track items – rotate technology through to keep current.

Committee groups – finance and other as needed.

Management Systems	Questions to Consider
 <p data-bbox="402 598 673 676">Community & Self-Assessment</p>	<ol style="list-style-type: none"> <li data-bbox="753 285 1485 468">1. 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? <li data-bbox="753 489 1464 594">2. What is the timeline of our self-assessment process? How is it informed by our program planning process? Who is engaged in the process? <li data-bbox="753 615 1485 678">3. How are the results of our self-assessment shared with staff and program leadership? <li data-bbox="753 730 1414 800">4. <i>Do our data collection and analysis activities inform the way our programs deliver services?</i>


MINUTES

Recently completed

Yearly adjustment of locations as needed. Stable in many locations, Shanksville and Confluence currently only served through FC.

Both areas are updated annually. In review now – hopeful to imbed suggestions/ideas from survey of those directly involved (board/staff/participants)


Panel reviewed these questions 2 week ago. Today’s session took place, notes will be shared with management team to make goal plan for SA. Take to Tableland Board and PC for acceptance/approval. Submit process and results with all upcoming and future grants.

Management Systems	Questions to Consider
 <p data-bbox="480 499 683 611">Facilities & Learning Environments</p>	<ol style="list-style-type: none"> <li data-bbox="776 289 1507 394">1. How does our system for managing and monitoring facilities and learning environments ensure that we meet health and safety requirements? <li data-bbox="776 415 1507 520">2. How do our indoor and outdoor learning environments support the needs of children, families, and staff? <li data-bbox="776 541 1507 646">3. How is facilities management addressed from the perspectives of program planning and fiscal management? <li data-bbox="776 709 1528 814">4. <i>Do our facilities and learning environments provide safe and challenging places that support our children and families?</i>

MINUTES

Follow regulations to compliance. EHS playgroup has rules/ regulations to follow to be safe with families and clients coming in for playgroup. Compliance within school districts, clearances for all regular volunteers, mulch needed for playgrounds. Follow creative curriculum for activities and ECERS for environment.

Process to return begins in February to contact districts to gain permission to return. Complete lease, availability of funds for expansion, maintenance of supplies, materials, playground and facilities.


Management Systems	Questions to Consider
 <p data-bbox="386 573 597 604">Transportation</p>	<ol style="list-style-type: none"> <li data-bbox="753 296 1487 363">1. How is our transportation system aligned with the needs of our families? <li data-bbox="753 384 1349 489">2. How do we monitor compliance of our transportation system with state and federal regulations? <li data-bbox="753 510 1446 577">3. What backup systems are in place to ensure all children are accounted for after each trip? <li data-bbox="753 598 1360 665">4. What are the budget implications of our maintenance and repair efforts? <li data-bbox="753 728 1435 795">5. <i>Does our transportation system move children safely and efficiently from one point to another?</i>

MINUTES

Major need – yet difficult to manage and implement. We currently run 2 buses for 3 classrooms, locations –

	Location	Information	
Our buses	Tech Center	3-year-old's	
	Kantner	Largest geographical area	
	Township	Only non-school location	
District Buses	Rockwood	Partner with learning lamp	Only 4-year-old can ride
	Meyersdale	2 classrooms	Only 4-year-old can ride
	Somerset	2 classrooms	Only 4-year-old can ride
No bus	Berlin		
	Salisbury		
	Shade		
	Windber		


Regulations and policy – we also follow PENN DOT rules and licensing requirements. Buses are inspected yearly by SP and have 6-month inspection. Drivers also complete a daily checklist. We do reviews, walk throughs, rid- on, and have MOU's with districts. Buses are equipped with child CHECK MATE system that forces driver to walk to the back of the bus after a run to turn off the alarm, getting them to look in the seats to make sure there are no students still on the bus.

Management Systems	Questions to Consider
 <p data-bbox="423 394 722 472">Technology & Information Systems</p>	<ol style="list-style-type: none"> <li data-bbox="776 289 1511 394">1. How does our technology (hardware or software) align with our program operations and planning activities? <li data-bbox="776 415 1485 485">2. How are technological issues addressed in fiscal management? <li data-bbox="776 541 1425 611">3. <i>Do we have the right technology in place to support our Head Start program?</i>

MINUTES

Up to date in classrooms and supplies – smartboards, computers with access to curriculum, lesson planning and child accountability. Child Plus – Teaching Strategies Gold Plus, Heidi uses Pelican, PEARS and PERMS for reporting and as Tech and software programs.

Fiscally we get quotes for bids as needed following regulations. Rotation of supplies and updating of computers, Child Plus maintenance as well as subscription review to verify and negotiate rates. Community action agency allows partners and support through data collection and reporting to share and cross reference families.


Management Systems	Questions to Consider
 <p data-bbox="456 533 651 646">Training & Professional Development</p>	<ol style="list-style-type: none"> <li data-bbox="743 352 1442 457">1. How do our training and professional development plans address the knowledge and skills needed to meet our program's goals and objectives? <li data-bbox="743 478 1466 657">2. 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? <li data-bbox="743 720 1450 825">3. <i>Do our training and professional development activities enable our staff and volunteers to move our Head Start programs from compliance to excellence?</i>

MINUTES

T and TA focus on ways to meet goals. Professional development plan for all staff. Payment for classes- those that require additional certifications get priority. Contract completed to pursue so planning and budgeting can take place. Follow through. 3-year trade back for support of credentials financially.

State SW key will soon become ELRC...induction planning and support for PK, coach on staff to assist. HS and PK too. Imbedded in-service days covering goal topics and timely needs.

Student readiness aide training – SRA's – transitioning focus for overall support. FS and HV training – new social service agencies that come and could benefit us.

Management Systems	Questions to Consider
 <p data-bbox="386 611 613 640">Communication</p>	<ol style="list-style-type: none"> <li data-bbox="769 306 1490 449">1. How does our communication system address both internal and external communication among and between program leadership, staff, families, and the community? <li data-bbox="769 470 1451 575">2. How do our communications policies and procedures address key issues such as social media management and confidentiality? <li data-bbox="769 596 1484 701">3. What communication approaches are used to meet the needs of culturally and linguistically specific populations? <li data-bbox="769 764 1484 827">4. <i>Does our program communicate effectively with internal and external stakeholders?</i>

MINUTES


Email, text, phone, social media, flyers, posters, radio, attendance and exposure at events, health, staffings, recruitment, messenger, Policy Council, new training, one call, monthly director meetings.

Family packs from FS, teachers send newsletters, Teaching Strategies Gold, Child Plus, parent conferences, communicator notebook from special services,

New staff orientation, review refresh at preservice from all components perspectives. Small community, no names used, volunteers.

Exposure to multi languages in classroom, sign language and Spanish – through labeling and use.

Use of translators as needed for any bilingual family. Small population of dual language yet growing. Picture cards used and descriptors in the classroom. ELS training tactics. Translate application to Spanish.

Management Systems	Questions to Consider
 <p>Recordkeeping & Reporting</p>	<ol style="list-style-type: none"> 1. How does our recordkeeping and reporting system use technology to manage information? 2. How do our recordkeeping and reporting policies and procedures address key issues such as confidentiality? 3. 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? 4. How does our recordkeeping and reporting system generate real-time reports that improve program services? 5. <i>Does our recordkeeping and reporting system help our program build and maintain its institutional memory?</i>

MINUTES


Child Plus – up to date and current – mandated items for HS and PK, grant invoicing, added items for data plan and COPUS. Records show credentials and have all uploaded. This helps with electronic versus paper copies. CP allows access on as needed access. Interoffice mail, penda-flex and red folders, volunteers do not have access to client personal information.

Payroll and fiscal all locked.

Monthly reports – report to T and PC – annual report and program report.

Child Plus can be instantaneous based on data input, forms completed for data input, forms completed for data input updated in timely manner.

Job descriptions reviewed, updated and uploaded.

Management Systems	Questions to Consider
 <p data-bbox="418 405 708 520">Ongoing Monitoring & Continuous Improvement</p>	<ol style="list-style-type: none"> <li data-bbox="776 212 1503 317">1. How does ongoing monitoring inform our program operations, planning process, and continuous quality improvement? <li data-bbox="776 338 1435 405">2. What is the timeline for ongoing monitoring activities? <li data-bbox="776 426 1458 493">3. How are staff trained and engaged in ongoing monitoring efforts? <li data-bbox="776 514 1468 581">4. How are the results of our ongoing monitoring shared with staff and program leadership? <li data-bbox="776 644 1497 711">5. <i>Does our ongoing monitoring system support our planning efforts?</i>

MINUTES

Data based monitoring includes results and accountability. Internal monitoring as well as external. Proactive versus reactive approach to know our program and respond to issues before they become findings/problems. Data plan, in house – out of house is program monitoring reviews.

Through involvement year-round, preservice and in-service, follow rules regulations for HS/PK planning. Model feedback and review. PD planning and T and TA – COACH – focused on intervention as needed.

Acceptance, approval from PC and Tableland, staff meeting and individual review. Preservice.

Management Systems	Questions to Consider
<div data-bbox="412 415 532 537" style="text-align: center;"> </div> <p data-bbox="337 632 607 667" style="text-align: center;">Human Resources</p>	<ol style="list-style-type: none"> <li data-bbox="748 212 1487 310">1. How does our organizational structure support our staff to provide high quality services to children and families? <li data-bbox="748 331 1430 401">2. What is our process for hiring and onboarding staff? <li data-bbox="748 422 1406 491">3. Does our process for hiring and on-boarding include culturally responsive practices? <li data-bbox="748 512 1471 611">4. How do we ensure that staff members have the appropriate credentials and have acquired the needed competencies to fulfill their job responsibilities? <li data-bbox="748 632 1398 667">5. How does our program promote retention? <li data-bbox="748 688 1474 751">6. How do our human resource activities inform our budgeting efforts? <p data-bbox="748 810 1398 873"><i>Does our program effectively meet the professional development needs of our staff?</i></p>

MINUTES

Competitive with staff as compared

Leads are all certified - #2 all have at least associates, SRA are all either with or enrolled in CDA program.

Managers meet and/or exceed program minimum requirements.

Volunteer clearances are in place and PSA – parent as substitute aide gets our parents involved in and sometimes employed in our programs.

We utilize the resources our individuals bring.

PC involvement in interviews and hiring. We place ads, have people apply, review, set up interviews, have a PC member at interview process.

Credential review – new staff orientation. New employee needs to prove they have certain certifications/degrees by providing documentation.

Competitive salary – benefit package, schooling and certification reimbursement on priority bases. Person in place with budgeting history, replacement discretion and equalization of funds.

Program offers support – personal attention and support and the ability for our staff to train, display skills and move up.

Concluding Thoughts to Share...

Leadership & Governance	PARENTS SOMETIMES SEEM INTIMIDATED BY VOLUNTEERING THEMSELVES FOR pc BECAUSE OF THE UNKNOWN. FIND A BETTER WAY TO RECRUIT PARENTS FOR THIS ROLE MAYBE HAVING A MEET/GREET WITH THOSE INTERESTED AS WELL AS PAST PARENTS ON pc. LUNCHEON OR RELASED ENVIRONMENT, WELL DONE, VERY INFORMATIVE, VERY KNOWLEDGABLE,
Planning & Service System Design	GREAT PLANNING
Data & Evaluation	WHY DO WE NEED THE REPORTS WE DO?, WE HAVE A STRONG DATA MANAGEMENT SYSTEM THAT ALLOWS US TO BETTER SERVE THE NEEDS OF EVERYONE INVOLVED.
Fiscal management	IPADS NEED PUT ON CYCLICAL SYSTEM OF REPLACEMENT DUE TO THEM BEING BOUGHT WITH IY MONIES. SEEMS WELL MANAGED,
Community & Self-Assessment	THIS WAS GOOD – LOTS OF INPUT, SHARE MORE COMMUNITY RESOURCES WITH FAMILIES, WILL YOU SHARE RESULTS OF INDEPENDENT CAN, CP AND TSG
Facilities & Learning Environments	
Transportation	CONTINUE IIIII WOULD YOU CONSIDER DOOR PICKUP?, HOW TO GAIN MORE WITHOUT MORE EXPENSE
Technology & Information Systems	CP ATTENDANCE ISSUES – TEACHER PUTS IN ATTENDANCE ON COMPUTER RATHER THAN TABLET – DOESN'T SHOW UP
Training and Professional Development	LANGUAGE/DIERSITY, WE ARE PROVIDED WITH A VARIETY OF TRAINING OPPORTUNITES AND TOPICS – VERY HELPFUL. NEWER TEACHERS NEED MORE HANDS ON TRANING/COACHING SHOW HOW TO DO A CELEBRATION HOW TO TRACK DATA, ETC.
Communication	INCLUDE EVERYONE ON DECISIONS THAT ARE MADE, IT WILL ALWAYS BE KEY, FOCUS AREA, MEETING NEEDS OF THOSE NON-ENGLISH-SPEAKING FAMILIES. STAFF – PLEASE DISCUSS IDEAS/CHANGES WTH ALL COMPONENTS INVOLVED BEFORE MAKING AFINAL DECISION, WELL OILED, VOLUNTEER CONFIDENTIALITY, BOARD APPRECIATES EXENTSIIVE DETALS PROVIDED, STRONG,
Recordkeeping & Reporting	ALL DEPARTMENTS DO GOOD,
Ongoing Monitoring and Continuous Improvement	WE DO IT FOR A REASON,
Human Resources	LET PEOPLE WHO ARE LAID OFF IN SUMMER KNOW OF OPENINGS IN THE PROGRAM.

CONCLUSION – Self-Assessment Spring 2018

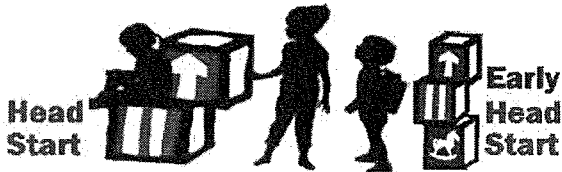
Action Steps	Timeline	Person/People Responsible	Fiscal Connection	Completion Date
<p>1. Utilize Integrated Services plan as the framework for our program, allowing updates as needed, with hopes of supporting HS, EHS, PK and HSSAP in one.</p>	<p>Ongoing</p>	<p>~ Management Staff ~ Policy Council ~ Tableland Board</p>	<p>None noted</p>	<p>Ongoing began July 2017</p>
<p>2. Strategic Planning and Strategic Planning Work Groups.</p> <p>2 members of Early Childhood Education Department were on the initial Strategic Planning Team. All Early Childhood Management Staff currently hold a position on a SP Work Group.</p>	<p>Ongoing from Summer 2017 through Summer 2020</p>	<p>~ Management Staff</p>	<p>None noted</p>	<p>Ongoing began July 2017</p>
<p>3. Transportation – (long term goal) Based on our Needs Assessment as well as information in the Self-Assessment, we have many families asking for transportation. We hope to instill more transportation in the coming years to our areas in need.</p>	<p>3-5 year timeline Between now and 2021</p>	<p>~ ECE Director ~ Finance Officer ~ Family Services Manager</p>	<p>~ Budget analyzation continues to determine ways to work in transportation costs.</p>	<p>CARRY OVER FROM 15-16 Self - Assessment. 17-18 SY added Somerset and Meyersdale transportation through school districts.</p> <p>Next location for focus is Windber.</p> <p>Continuation from 17-18 self-assessment. Still areas of focus - Windber</p>

<p>4. Substance Abuse training and assistance (long term goal) Assist our staff and parents in identification of substance abuse habits, resources to assist, and ongoing needs.</p>	<p>1-3 year timeline Between now and 2019</p>	<p>~ Family Services ~ Management Staff</p>	<p>~ Possible funding to hire speaker or consultant for continued support.</p>	<p>CARRY OVER FROM 15-16 Self-Assessment October 2017 – training through Single County Authority for all staff. Continuation from 16-17 into 17-18 self assessment.</p>
<p>5. Focus on culturally responsive practices through human resources and classroom education.</p>	<p>1-3 year timeline Begin 18-19 session</p>	<p>~ all staff ~ Human Resources ~ Education</p>	<p>~ possible funding to place advertisements and invest in culturally responsive tools for classroom instruction and inclusion.</p>	<p>Begin 18-19</p>
<p>6. Fiscal responsibility for projections and cyclical replacement of technology</p>	<p>1-3 year timeline</p>	<p>~ Fiscal ~ Director ~ Executive Directory</p>	<p>~ software as needed</p>	<p>Begin 18-19 Strengthen to build focus and conversation</p>

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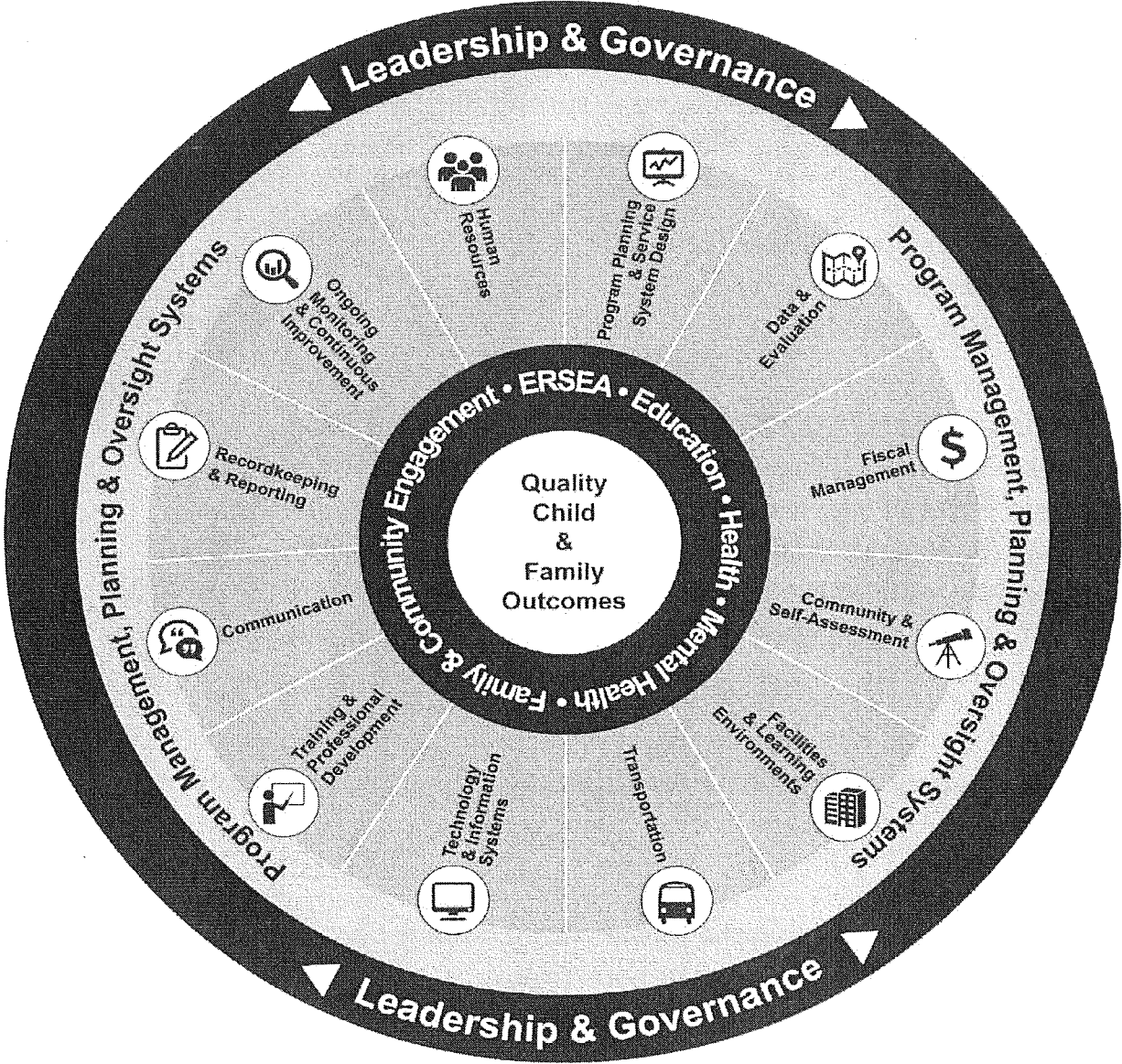
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Head Start Management Systems Wheel



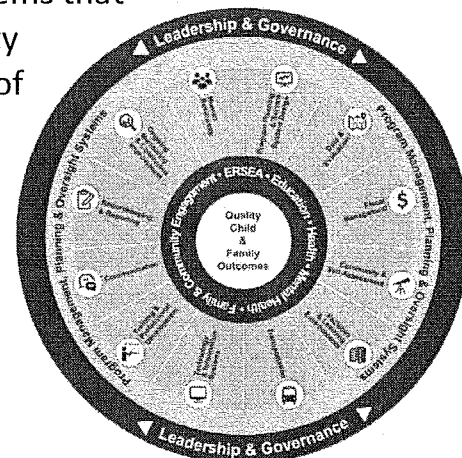
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- Policy Council
- Management Staff



The governing body/Tribal Council assumes all legal and fiscal responsibility for the program. 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 critical to the effective operation of the services in the inner blue circle which in turn result in quality child and family outcomes.

This self-assessment models the Management Wheel and all aspects of its application.

The following pages contain the format, notes/minutes on each subject and final thoughts to consider for goals here after.

Core Ingredient	Questions to Consider
Leadership & Governance	<ol style="list-style-type: none"> 1. 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? 2. 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? 3. What is the makeup of the Policy Council? How are program options represented on the Policy Council? 4. How does communication between governing body/ Tribal Council, Policy Council, and key management staff take place in support of program decision making? 5. If applicable, how are governing body/Tribal Council members involved in strategic planning activities? 6. <i>Do our leadership and communication practices enable us to make the strategic decisions that will move our programs forward?</i>

MINUTES


Board meetings, schedules of training, including report outs, bylaw review, code of ethics, compliance, regulation, involvement, discussions, fall parent meetings.

Financial – Knepper, Legal-Barbara, Walker, Early Childhood-Clapper, Vatauvuk, McDonough consult, Bylaws follow and no exception. Tableland Board rep to PC = Bishop Pile

PC=51% current parents and 49% community members. 1 member from each Head Start classroom. Monthly reports due from management to director to report out. Occasionally management will attend meeting to present something of significance to the board/PC.

We hold monthly in person board meetings, elected and voting positions between PC and Tableland board, committee participation, interviewing.

Strategic planning events in your 1 of 3 currently. Members of both board and PC invited to attend and participate.

Management Systems	Questions to Consider
 <p data-bbox="420 594 740 667">Program Planning & Service System Design</p>	<ol style="list-style-type: none"> <li data-bbox="776 331 1442 646">1. What is the timeline for our annual program planning process? This should include: <ul style="list-style-type: none"> <li data-bbox="829 422 1409 453">– Community assessment review and update <li data-bbox="829 459 1373 491">– Goal and objective development/review <li data-bbox="829 497 1175 529">– Coordinated approaches <li data-bbox="829 535 1057 567">– Action planning <li data-bbox="829 573 1117 604">– Ongoing monitoring <li data-bbox="829 611 1062 642">– Self-assessment <li data-bbox="776 688 1446 926">2. How are the following stakeholders engaged in our program planning process? <ul style="list-style-type: none"> <li data-bbox="829 779 1032 810">– Program staff <li data-bbox="829 816 1377 848">– Governing body/Tribal Council members <li data-bbox="829 854 1162 886">– Policy Council members <li data-bbox="829 892 1133 924">– Community members <li data-bbox="776 974 1438 1047">3. <i>Do our planning efforts strengthen the outcomes for children, families and communities?</i>


MINUTES

CAN=HS and PK 5-years based on Regs. Tableland = 3 years based on bylaws, completed March 2018 for review now. GOALS – HS=5-year goals, PK=CQI goals, both have T and TA goals. All are with the 5-year grant cycle and updated annually.

Ongoing monitoring was just completed in PK with a above standards result. EHS and HS completed in 2017 for CLASS. Next review for both will be no earlier than February of 2019...possibly later.

Self-Assessment is completed annually.

We hold frequent staff meetings, involvement of center based education staff in processes. Committee sharing of documents/plans. Also involvement in program planning process.

Management Systems	Questions to Consider
 <p data-bbox="386 632 641 663">Data & Evaluation</p>	<ol style="list-style-type: none"> <li data-bbox="751 317 1430 390">1. How do we collect and use data to inform ongoing monitoring and continuous improvement? <li data-bbox="751 407 1442 480">2. How are staff utilized in our data management process? <li data-bbox="751 497 1442 604">3. What well-chosen and well-implemented methods for data collection and analysis are used to determine impact? <li data-bbox="751 621 1485 728">4. How does our approach to data management support the availability, usability, integrity, and security of data? <li data-bbox="751 789 1479 896">5. <i>Does our data help us tell the story about how we are making a difference for children, families and community?</i>


MINUTES

PIR, Data Plan, Education – Child Plus and Teaching Strategies Gold, Special Services – Child Plus and specific reports for all reasons to track and follow kids’ needs, Health – Child Plus and reports from families, doctors, dentists, etc. Daily safety checklist at center locations. EHS – health reports as well as family outcome information, Family Services – family outcome information,

COPUS report for Tableland Services, Inc. Child plus updates and formulation of data streams based on the desires we have. Imbedded data collection now.

Child Plus – availability, usability, IT is good, tracking of services, secure,

Regulation compliance, record, confidential, data numbers and trends ~ not names

Management Systems	Questions to Consider
 <p data-bbox="412 800 691 831">Fiscal Management</p>	<ol style="list-style-type: none"> <li data-bbox="781 327 1479 604">1. What is the timeline for our fiscal management activities? This should include, but not be limited to: <ul style="list-style-type: none"> <li data-bbox="834 422 1279 453">– Budget development and review <li data-bbox="834 457 1463 527">– Monitoring actual expenditures against budget projections <li data-bbox="834 531 1214 562">– Making major expenditures <li data-bbox="834 567 1052 598">– Audit activities <li data-bbox="781 625 1495 737">2. How are our staff, governing body/Tribal Council and Policy Council members engaged in fiscal management activities? <li data-bbox="781 751 1479 821">3. How do our policies and procedures inform our fiscal management efforts? <li data-bbox="781 835 1463 905">4. How does our budgeting process relate to our program planning activities? <li data-bbox="781 919 1507 989">5. How does our budgeting process inform resource development efforts? <li data-bbox="781 1003 1479 1073">6. If applicable, how are we using advisory committees to support fiscal management activities? <li data-bbox="781 1136 1507 1205">7. <i>Do we have clean audits and have resources been maximized?</i>

MINUTES

HS/EHS – Feb 1 – Jan 30 grand due 11/1 PK/HSSAP – July 1 – June 30 grant due PK 5.11 HSSAP 6.1

80% of budget goes to personnel. Continuous monitoring, projections, review old to make plans for new.

Audit completed by December 1.


HHS oversight for HS/EHS – meetings, committees, reports, share to understand and not confuse management. Fiscal meetings taking place monthly/as needed.

Daily procedures and processes, policy in place, travel, PO use, donations, use of funds.

Budget is specific – COLA increase usually, guide decisions.

Track items – rotate technology through to keep current.

Committee groups – finance and other as needed.

Management Systems	Questions to Consider
 <p data-bbox="402 604 672 680">Community & Self-Assessment</p>	<ol style="list-style-type: none"> <li data-bbox="753 289 1487 474">1. 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? <li data-bbox="753 491 1468 600">2. What is the timeline of our self-assessment process? How is it informed by our program planning process? Who is engaged in the process? <li data-bbox="753 617 1487 684">3. How are the results of our self-assessment shared with staff and program leadership? <li data-bbox="753 730 1412 806">4. <i>Do our data collection and analysis activities inform the way our programs deliver services?</i>


MINUTES

Recently completed

Yearly adjustment of locations as needed. Stable in many locations, Shanksville and Confluence currently only served through FC.

Both areas are updated annually. In review now – hopeful to imbed suggestions/ideas from survey of those directly involved (board/staff/participants)


Panel reviewed these questions 2 week ago. Today’s session took place, notes will be shared with management team to make goal plan for SA. Take to Tableland Board and PC for acceptance/approval. Submit process and results with all upcoming and future grants.

Management Systems	Questions to Consider
 <p data-bbox="480 499 678 611">Facilities & Learning Environments</p>	<ol style="list-style-type: none"> <li data-bbox="776 289 1511 394">1. How does our system for managing and monitoring facilities and learning environments ensure that we meet health and safety requirements? <li data-bbox="776 415 1495 520">2. How do our indoor and outdoor learning environments support the needs of children, families, and staff? <li data-bbox="776 541 1511 646">3. How is facilities management addressed from the perspectives of program planning and fiscal management? <li data-bbox="776 709 1528 814">4. <i>Do our facilities and learning environments provide safe and challenging places that support our children and families?</i>

MINUTES

Follow regulations to compliance. EHS playgroup has rules/ regulations to follow to be safe with families and clients coming in for playgroup. Compliance within school districts, clearances for all regular volunteers, mulch needed for playgrounds. Follow creative curriculum for activities and ECERS for environment.

Process to return begins in February to contact districts to gain permission to return. Complete lease, availability of funds for expansion, maintenance of supplies, materials, playground and facilities.


Management Systems	Questions to Consider
 <p data-bbox="381 575 594 604">Transportation</p>	<ol style="list-style-type: none"> <li data-bbox="753 302 1487 369">1. How is our transportation system aligned with the needs of our families? <li data-bbox="753 390 1349 495">2. How do we monitor compliance of our transportation system with state and federal regulations? <li data-bbox="753 516 1446 583">3. What backup systems are in place to ensure all children are accounted for after each trip? <li data-bbox="753 604 1357 672">4. What are the budget implications of our maintenance and repair efforts? <li data-bbox="753 730 1435 798">5. <i>Does our transportation system move children safely and efficiently from one point to another?</i>

MINUTES

Major need – yet difficult to manage and implement. We currently run 2 buses for 3 classrooms, locations –

	Location	Information	
Our buses	Tech Center	3-year-old's	
	Kantner	Largest geographical area	
	Township	Only non-school location	
District Buses	Rockwood	Partner with learning lamp	Only 4-year-old can ride
	Meyersdale	2 classrooms	Only 4-year-old can ride
	Somerset	2 classrooms	Only 4-year-old can ride
No bus	Berlin		
	Salisbury		
	Shade		
	Windber		


Regulations and policy – we also follow PENN DOT rules and licensing requirements. Buses are inspected yearly by SP and have 6-month inspection. Drivers also complete a daily checklist. We do reviews, walk throughs, rid- on, and have MOU's with districts. Buses are equipped with child CHECK MATE system that forces driver to walk to the back of the bus after a run to turn off the alarm, getting them to look in the seats to make sure there are no students still on the bus.

Management Systems	Questions to Consider
 <p data-bbox="423 401 721 474">Technology & Information Systems</p>	<ol style="list-style-type: none"> <li data-bbox="776 296 1511 401">1. How does our technology (hardware or software) align with our program operations and planning activities? <li data-bbox="776 422 1484 485">2. How are technological issues addressed in fiscal management? <li data-bbox="776 548 1425 611">3. <i>Do we have the right technology in place to support our Head Start program?</i>

MINUTES

Up to date in classrooms and supplies – smartboards, computers with access to curriculum, lesson planning and child accountability. Child Plus – Teaching Strategies Gold Plus, Heidi uses Pelican, PEARS and PERMS for reporting and as Tech and software programs.

Fiscally we get quotes for bids as needed following regulations. Rotation of supplies and updating of computers, Child Plus maintenance as well as subscription review to verify and negotiate rates. Community action agency allows partners and support through data collection and reporting to share and cross reference families.


Management Systems	Questions to Consider
 <p data-bbox="456 531 651 646">Training & Professional Development</p>	<ol style="list-style-type: none"> <li data-bbox="748 352 1446 457">1. How do our training and professional development plans address the knowledge and skills needed to meet our program's goals and objectives? <li data-bbox="748 478 1471 657">2. 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? <li data-bbox="748 720 1455 825">3. <i>Do our training and professional development activities enable our staff and volunteers to move our Head Start programs from compliance to excellence?</i>

MINUTES

T and TA focus on ways to meet goals. Professional development plan for all staff. Payment for classes- those that require additional certifications get priority. Contract completed to pursue so planning and budgeting can take place. Follow through. 3-year trade back for support of credentials financially.

State SW key will soon become ELRC...induction planning and support for PK, coach on staff to assist. HS and PK too. Imbedded in-service days covering goal topics and timely needs.

Student readiness aide training – SRA's – transitioning focus for overall support. FS and HV training – new social service agencies that come and could benefit us.

Management Systems	Questions to Consider
 <p data-bbox="386 604 610 638">Communication</p>	<ol style="list-style-type: none"> <li data-bbox="768 302 1490 447">1. How does our communication system address both internal and external communication among and between program leadership, staff, families, and the community? <li data-bbox="768 468 1451 573">2. How do our communications policies and procedures address key issues such as social media management and confidentiality? <li data-bbox="768 594 1479 699">3. What communication approaches are used to meet the needs of culturally and linguistically specific populations? <li data-bbox="768 762 1479 825">4. <i>Does our program communicate effectively with internal and external stakeholders?</i>

MINUTES


Email, text, phone, social media, flyers, posters, radio, attendance and exposure at events, health, staffings, recruitment, messenger, Policy Council, new training, one call, monthly director meetings.

Family packs from FS, teachers send newsletters, Teaching Strategies Gold, Child Plus, parent conferences, communicator notebook from special services,

New staff orientation, review refresh at preservice from all components perspectives. Small community, no names used, volunteers.

Exposure to multi languages in classroom, sign language and Spanish – through labeling and use.

Use of translators as needed for any bilingual family. Small population of dual language yet growing. Picture cards used and descriptors in the classroom. ELS training tactics. Translate application to Spanish.

Management Systems	Questions to Consider
 <p>Recordkeeping & Reporting</p>	<ol style="list-style-type: none"> 1. How does our recordkeeping and reporting system use technology to manage information? 2. How do our recordkeeping and reporting policies and procedures address key issues such as confidentiality? 3. 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? 4. How does our recordkeeping and reporting system generate real-time reports that improve program services? 5. <i>Does our recordkeeping and reporting system help our program build and maintain its institutional memory?</i>

MINUTES


Child Plus – up to date and current – mandated items for HS and PK, grant invoicing, added items for data plan and COPUS. Records show credentials and have all uploaded. This helps with electronic versus paper copies. CP allows access on as needed access. Interoffice mail, penda-flex and red folders, volunteers do not have access to client personal information.

Payroll and fiscal all locked.

Monthly reports – report to T and PC – annual report and program report.

Child Plus can be instantaneous based on data input, forms completed for data input, forms completed for data input updated in timely manner.

Job descriptions reviewed, updated and uploaded.

Management Systems	Questions to Consider
 <p data-bbox="418 405 708 516">Ongoing Monitoring & Continuous Improvement</p>	<ol style="list-style-type: none"> <li data-bbox="776 212 1503 317">1. How does ongoing monitoring inform our program operations, planning process, and continuous quality improvement? <li data-bbox="776 338 1435 401">2. What is the timeline for ongoing monitoring activities? <li data-bbox="776 422 1458 485">3. How are staff trained and engaged in ongoing monitoring efforts? <li data-bbox="776 506 1468 569">4. How are the results of our ongoing monitoring shared with staff and program leadership? <li data-bbox="776 642 1500 705">5. <i>Does our ongoing monitoring system support our planning efforts?</i>

MINUTES

Data based monitoring includes results and accountability. Internal monitoring as well as external. Proactive versus reactive approach to know our program and respond to issues before they become findings/problems. Data plan, in house – out of house is program monitoring reviews.

Through involvement year-round, preservice and in-service, follow rules regulations for HS/PK planning. Model feedback and review. PD planning and T and TA – COACH – focused on intervention as needed.

Acceptance, approval from PC and Tableland, staff meeting and individual review. Preservice.

Management Systems	Questions to Consider
<div data-bbox="412 415 529 537" style="text-align: center;"> </div> <p data-bbox="337 632 607 663" style="text-align: center;">Human Resources</p>	<ol style="list-style-type: none"> <li data-bbox="753 205 1490 310">1. How does our organizational structure support our staff to provide high quality services to children and families? <li data-bbox="753 331 1435 401">2. What is our process for hiring and onboarding staff? <li data-bbox="753 422 1409 491">3. Does our process for hiring and on-boarding include culturally responsive practices? <li data-bbox="753 512 1474 617">4. How do we ensure that staff members have the appropriate credentials and have acquired the needed competencies to fulfill their job responsibilities? <li data-bbox="753 638 1403 665">5. How does our program promote retention? <li data-bbox="753 686 1479 751">6. How do our human resource activities inform our budgeting efforts? <p data-bbox="748 810 1403 877"><i>Does our program effectively meet the professional development needs of our staff?</i></p>

MINUTES

Competitive with staff as compared

Leads are all certified - #2 all have at least associates, SRA are all either with or enrolled in CDA program.

Managers meet and/or exceed program minimum requirements.

Volunteer clearances are in place and PSA – parent as substitute aide gets our parents involved in and sometimes employed in our programs.

We utilize the resources our individuals bring.

PC involvement in interviews and hiring. We place ads, have people apply, review, set up interviews, have a PC member at interview process.

Credential review – new staff orientation. New employee needs to prove they have certain certifications/degrees by providing documentation.

Competitive salary – benefit package, schooling and certification reimbursement on priority bases. Person in place with budgeting history, replacement discretion and equalization of funds.

Program offers support – personal attention and support and the ability for our staff to train, display skills and move up.

Concluding Thoughts to Share...	
Leadership & Governance	PARENTS SOMETIMES SEEM INTIMIDATED BY VOLUNTEERING THEMSELVES FOR pc BECAUSE OF THE UNKNOWN. FIND A BETTER WAY TO RECRUIT PARENTS FOR THIS ROLE MAYBE HAVING A MEET/GREET WITH THOSE INTERESTED AS WELL AS PAST PARENTS ON pc. LUNCHEON OR RELASED ENVIRONMENT, WELL DONE, VERY INFORMATIVE, VERY KNOWLEDGABLE,
Planning & Service System Design	GREAT PLANNING
Data & Evaluation	WHY DO WE NEED THE REPORTS WE DO?, WE HAVE A STRONG DATA MANAGEMENT SYSTEM THAT ALLOWS US TO BETTER SERVE THE NEEDS OF EVERYONE INVOLVED.
Fiscal management	IPADS NEED PUT ON CYCLICAL SYSTEM OF REPLACEMENT DUE TO THEM BEING BOUGHT WITH IY MONIES. SEEMS WELL MANAGED,
Community & Self-Assessment	THIS WAS GOOD – LOTS OF INPUT, SHARE MORE COMMUNITY RESOURCES WITH FAMILIES, WILL YOU SHARE RESULTS OF INDEPENDENT CAN, CP AND TSG
Facilities & Learning Environments	
Transportation	CONTINUE IIIII WOULD YOU CONSIDER DOOR PICKUP?, HOW TO GAIN MORE WITHOUT MORE EXPENSE
Technology & Information Systems	CP ATTENDANCE ISSUES – TEACHER PUTS IN ATTENDANCE ON COMPUTER RATHER THAN TABLET – DOESN'T SHOW UP
Training and Professional Development	LANGUAGE/DIERSITY, WE ARE PROVIDED WITH A VARIETY OF TRAINING OPPORTUNITES AND TOPICS – VERY HELPFUL. NEWER TEACHERS NEED MORE HANDS ON TRANING/COACHING SHOW HOW TO DO A CELEBRATION HOW TO TRACK DATA, ETC.
Communication	INCLUDE EVERYONE ON DECISIONS THAT ARE MADE, IT WILL ALWAYS BE KEY, FOCUS AREA, MEETING NEEDS OF THOSE NON-ENGLISH-SPEAKING FAMILIES. STAFF – PLEASE DISCUSS IDEAS/CHANGES WTH ALL COMPONENTS INVOLVED BEFORE MAKING AFINAL DECISION, WELL OILED, VOLUNTEER CONFIDENTIALITY, BOARD APPRECIATES EXENTSIIVE DETALS PROVIDED, STRONG,
Recordkeeping & Reporting	ALL DEPARTMENTS DO GOOD,
Ongoing Monitoring and Continuous Improvement	WE DO IT FOR A REASON,
Human Resources	LET PEOPLE WHO ARE LAID OFF IN SUMMER KNOW OF OPENINGS IN THE PROGRAM.

CONCLUSION – Self-Assessment Spring 2018

Action Steps	Timeline	Person/People Responsible	Fiscal Connection	Completion Date
<p>1. Utilize Integrated Services plan as the framework for our program, allowing updates as needed, with hopes of supporting HS, EHS, PK and HSSAP in one.</p>	<p>Ongoing</p>	<p>~ Management Staff ~ Policy Council ~ Tableland Board</p>	<p>None noted</p>	<p>Ongoing began July 2017</p>
<p>2. Strategic Planning and Strategic Planning Work Groups.</p> <p>2 members of Early Childhood Education Department were on the initial Strategic Planning Team. All Early Childhood Management Staff currently hold a position on a SP Work Group.</p>	<p>Ongoing from Summer 2017 through Summer 2020</p>	<p>~ Management Staff</p>	<p>None noted</p>	<p>Ongoing began July 2017</p>
<p>3. Transportation – (long term goal) Based on our Needs Assessment as well as information in the Self-Assessment, we have many families asking for transportation. We hope to instill more transportation in the coming years to our areas in need.</p>	<p>3-5 year timeline Between now and 2021</p>	<p>~ ECE Director ~ Finance Officer ~ Family Services Manager</p>	<p>~ Budget analyzation continues to determine ways to work in transportation costs.</p>	<p>CARRY OVER FROM 15-16 Self - Assessment. 17-18 SY added Somerset and Meyersdale transportation through school districts.</p> <p>Next location for focus is Windber.</p> <p>Continuation from 17-18 self-assessment. Still areas of focus - Windber</p>

<p>4. Substance Abuse training and assistance (long term goal) Assist our staff and parents in identification of substance abuse habits, resources to assist, and ongoing needs.</p>	<p>1-3 year timeline Between now and 2019</p>	<p>~ Family Services ~ Management Staff</p>	<p>~ Possible funding to hire speaker or consultant for continued support.</p>	<p>CARRY OVER FROM 15-16 Self-Assessment October 2017 – training through Single County Authority for all staff. Continuation from 16-17 into 17-18 self assessment.</p>
<p>5. Focus on culturally responsive practices through human resources and classroom education.</p>	<p>1-3 year timeline Begin 18-19 session</p>	<p>~ all staff ~ Human Resources ~ Education</p>	<p>~ possible funding to place advertisements and invest in culturally responsive tools for classroom instruction and inclusion.</p>	<p>Begin 18-19</p>
<p>6. Fiscal responsibility for projections and cyclical replacement of technology</p>	<p>1-3 year timeline</p>	<p>~ Fiscal ~ Director ~ Executive Directory</p>	<p>~ software as needed</p>	<p>Begin 18-19 Strengthen to build focus and conversation</p>