

# Tableland Services, Inc. ~ Community Action Partnership For Somerset County



Self-Assessment  
Spring 2018  
**SUMMARY**

## Self-Assessment Process and Persons Involved

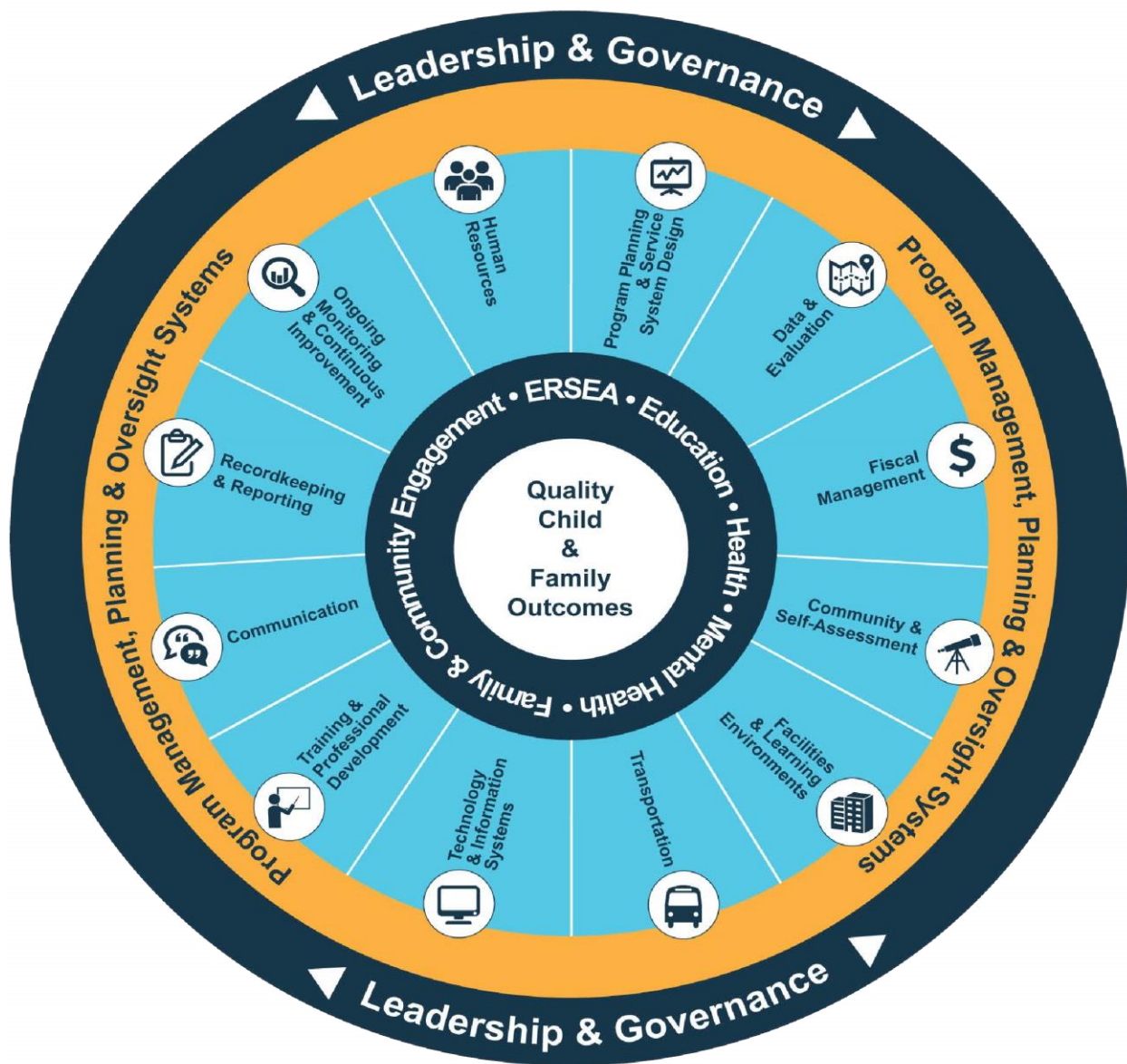
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This year's Self-Assessment mimicked the Systems Management Wheel through Head Start. We used the information provided about this wheel, along with the questions that supported guiding areas of improvement and highlighting of strengths.

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 Teacher – Kantner
Jill Stahl	Family Service Specialist
Jennifer Hemminger	Human Resources Director
Lori Schafer	Health Manager
Katie Klein	Special Services Manager
Sue Knarr	AIU#08 Supervisor
Janet Will	Tableland Services
Michelle Kimble	Policy Council Chair
Ruth Mulnix	Policy Council Secretary
Tracey Dill	EHS Home Visitor
Christine Bowser	EHS Home Visitor
Tessa Scherer	Lead Teacher – Maple Ridge
Dave Mrozowski	Tableland Executive Director
Carol Mishler	Family Services Specialist
Terri Duffy	Policy Council
Glen Hetz	Fiscal Accountant
Michelle Chipps	Policy Council
Dan Bulger	Tableland Board Chair
Sharon Clapper	Tableland Board
Becca Van Deusen	CYS

## Head Start Management Systems Wheel



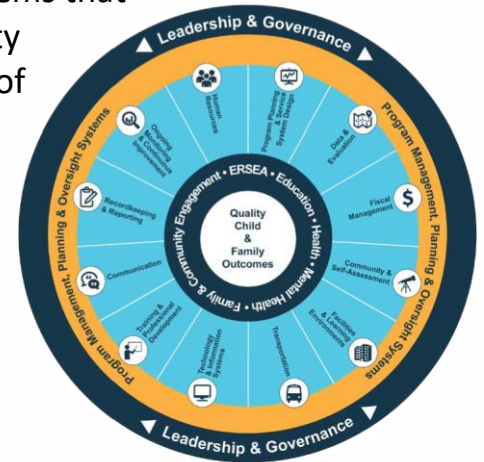
ADMINISTRATION FOR  
**CHILDREN & FAMILIES**



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

## **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
 <b>Program Planning &amp; Service System Design</b>	<ol style="list-style-type: none"> <li>1. What is the timeline for our annual program planning process? This should include: <ul style="list-style-type: none"> <li>– Community assessment review and update</li> <li>– Goal and objective development/review</li> <li>– Coordinated approaches</li> <li>– Action planning</li> <li>– Ongoing monitoring</li> <li>– Self-assessment</li> </ul> </li> <li>2. How are the following stakeholders engaged in our program planning process? <ul style="list-style-type: none"> <li>– Program staff</li> <li>– Governing body/Tribal Council members</li> <li>– Policy Council members</li> <li>– Community members</li> </ul> </li> <li>3. <i>Do our planning efforts strengthen the outcomes for children, families and communities?</i></li> </ol>


## 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
 <b>Data &amp; Evaluation</b>	<ol style="list-style-type: none"> <li>1. How do we collect and use data to inform ongoing monitoring and continuous improvement?</li> <li>2. How are staff utilized in our data management process?</li> <li>3. What well-chosen and well-implemented methods for data collection and analysis are used to determine impact?</li> <li>4. How does our approach to data management support the availability, usability, integrity, and security of data?</li> <li>5. <i>Does our data help us tell the story about how we are making a difference for children, families and community?</i></li> </ol>


## 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
 <b>Fiscal Management</b>	<ol style="list-style-type: none"> <li>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>– Budget development and review</li> <li>– Monitoring actual expenditures against budget projections</li> <li>– Making major expenditures</li> <li>– Audit activities</li> </ul> </li> <li>2. How are our staff, governing body/Tribal Council and Policy Council members engaged in fiscal management activities?</li> <li>3. How do our policies and procedures inform our fiscal management efforts?</li> <li>4. How does our budgeting process relate to our program planning activities?</li> <li>5. How does our budgeting process inform resource development efforts?</li> <li>6. If applicable, how are we using advisory committees to support fiscal management activities?</li> <li>7. <i>Do we have clean audits and have resources been maximized?</i></li> </ol>

## **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
 <b>Community &amp; Self-Assessment</b>	<ol style="list-style-type: none"> <li>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> <li>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> <li>3. How are the results of our self-assessment shared with staff and program leadership?</li> <li>4. <i>Do our data collection and analysis activities inform the way our programs deliver services?</i></li> </ol>


## 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
 <b>Facilities &amp; Learning Environments</b>	<ol style="list-style-type: none"> <li>1. How does our system for managing and monitoring facilities and learning environments ensure that we meet health and safety requirements?</li> <li>2. How do our indoor and outdoor learning environments support the needs of children, families, and staff?</li> <li>3. How is facilities management addressed from the perspectives of program planning and fiscal management?</li> <li>4. <i>Do our facilities and learning environments provide safe and challenging places that support our children and families?</i></li> </ol>

## 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
 <b>Transportation</b>	<ol style="list-style-type: none"> <li>1. How is our transportation system aligned with the needs of our families?</li> <li>2. How do we monitor compliance of our transportation system with state and federal regulations?</li> <li>3. What backup systems are in place to ensure all children are accounted for after each trip?</li> <li>4. What are the budget implications of our maintenance and repair efforts?</li> <li>5. <i>Does our transportation system move children safely and efficiently from one point to another?</i></li> </ol>

### MINUTES

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

	Location	Information	
<b>Our buses</b>	Tech Center	3-year-old's	
	Kantner	Largest geographical area	
	Township	Only non-school location	
<b>District Buses</b>	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
<b>No bus</b>	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, ride-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
 <b>Technology &amp; Information Systems</b>	<ol style="list-style-type: none"> <li>1. How does our technology (hardware or software) align with our program operations and planning activities?</li> <li>2. How are technological issues addressed in fiscal management?</li> <li>3. <i>Do we have the right technology in place to support our Head Start program?</i></li> </ol>

## 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
 <b>Training &amp; Professional Development</b>	<ol style="list-style-type: none"> <li>1. How do our training and professional development plans address the knowledge and skills needed to meet our program's goals and objectives?</li> <li>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> <li>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></li> </ol>

### **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
 <b>Communication</b>	<ol style="list-style-type: none"> <li>1. How does our communication system address both internal and external communication among and between program leadership, staff, families, and the community?</li> <li>2. How do our communications policies and procedures address key issues such as social media management and confidentiality?</li> <li>3. What communication approaches are used to meet the needs of culturally and linguistically specific populations?</li> <li>4. <i>Does our program communicate effectively with internal and external stakeholders?</i></li> </ol>

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

## 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
 <b>Ongoing Monitoring &amp; Continuous Improvement</b>	<ol style="list-style-type: none"> <li>1. How does ongoing monitoring inform our program operations, planning process, and continuous quality improvement?</li> <li>2. What is the timeline for ongoing monitoring activities?</li> <li>3. How are staff trained and engaged in ongoing monitoring efforts?</li> <li>4. How are the results of our ongoing monitoring shared with staff and program leadership?</li> <li>5. <i>Does our ongoing monitoring system support our planning efforts?</i></li> </ol>


### 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
 <p>Human Resources</p>	<ol style="list-style-type: none"> <li>1. How does our organizational structure support our staff to provide high quality services to children and families?</li> <li>2. What is our process for hiring and onboarding staff?</li> <li>3. Does our process for hiring and on-boarding include culturally responsive practices?</li> <li>4. How do we ensure that staff members have the appropriate credentials and have acquired the needed competencies to fulfill their job responsibilities?</li> <li>5. How does our program promote retention?</li> <li>6. How do our human resource activities inform our budgeting efforts?</li> </ol> <p><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 EXEXTSIVE 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
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.	Ongoing	~ Management Staff ~ Policy Council ~ Tableland Board	None noted	Ongoing began July 2017
2. Strategic Planning and Strategic Planning Work Groups.  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.	Ongoing from Summer 2017 through Summer 2020	~ Management Staff	None noted	Ongoing began July 2017
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.	3-5 year timeline  Between now and 2021	~ ECE Director ~ Finance Officer ~ Family Services Manager	~ Budget analyzation continues to determine ways to work in transportation costs.	CARRY OVER FROM 15-16 Self - Assessment. 17-18 SY added Somerset and Meyersdale transportation through school districts.  Next location for focus is Windber.  Continuation from 17-18 self-assessment. Still areas of focus - Windber

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