Head Start A to Z, 2.0
Community and Self-Assessment

Part 2: Self-Assessment: Building on Strengths and Improving Systems

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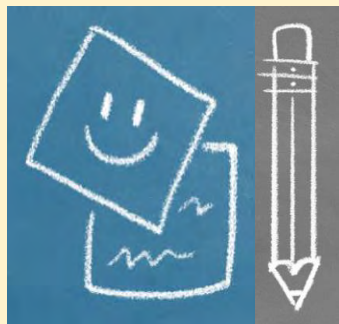National Centers

Learning Objectives

In this module, participants will:

- Understand the requirements for self-assessment

- Explore the recommended process for conducting a self-assessment

- Recognize the importance of these activities for planning, evaluation, and continuous improvement

- Identify strategies and resources to support these activities

Six Guiding Principles for A to Z Trainings

1 Successful programs are learning organizations.

2 The effective delivery of services grows out of strong systems.

3 Sound decision-making is driven by quality data.

4 Relationship-building is at the heart of transformational leadership.

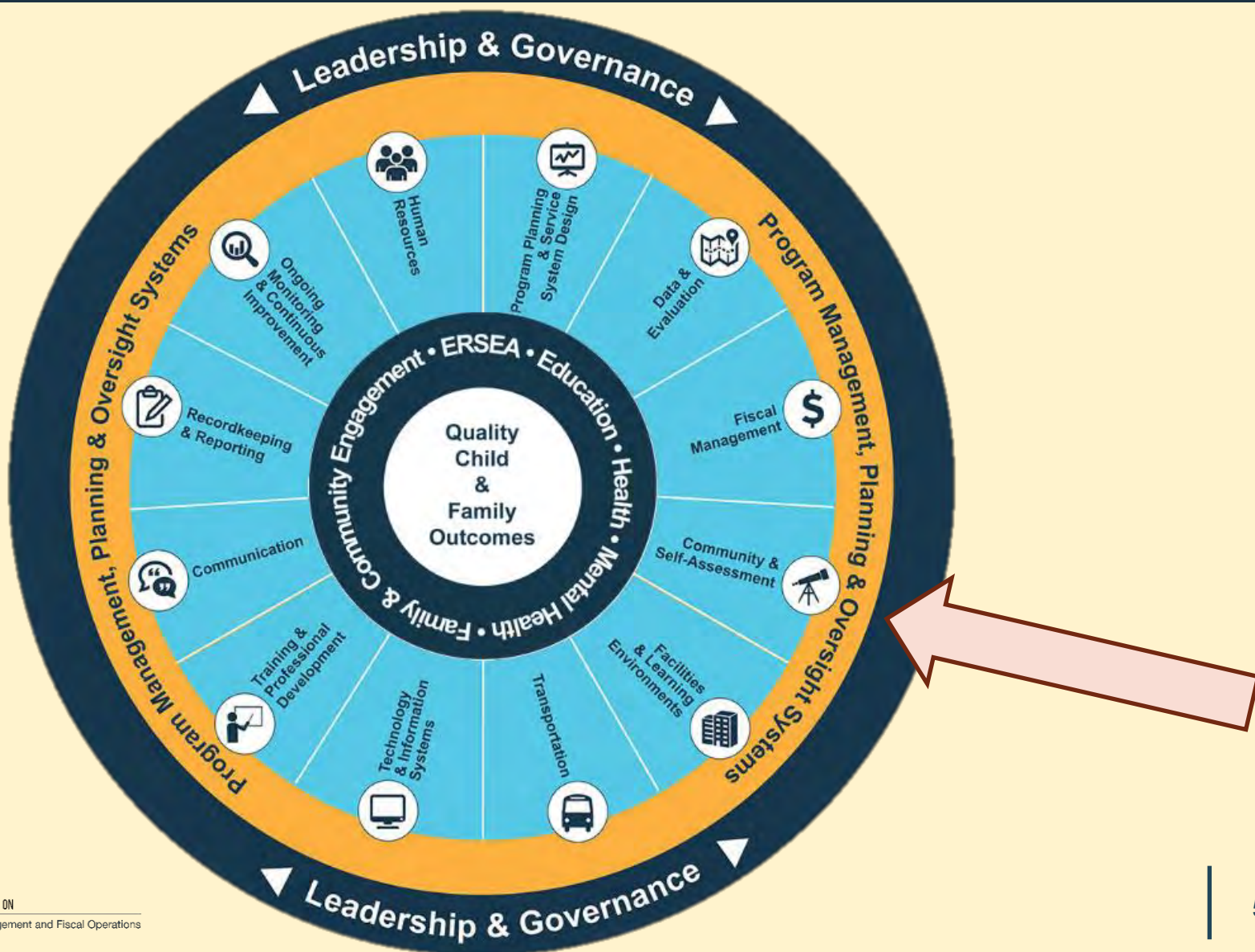**5** School readiness for all is our driving goal.

6 Culturally and linguistically diverse organizations rely on intentional, specific, and coordinated approaches.

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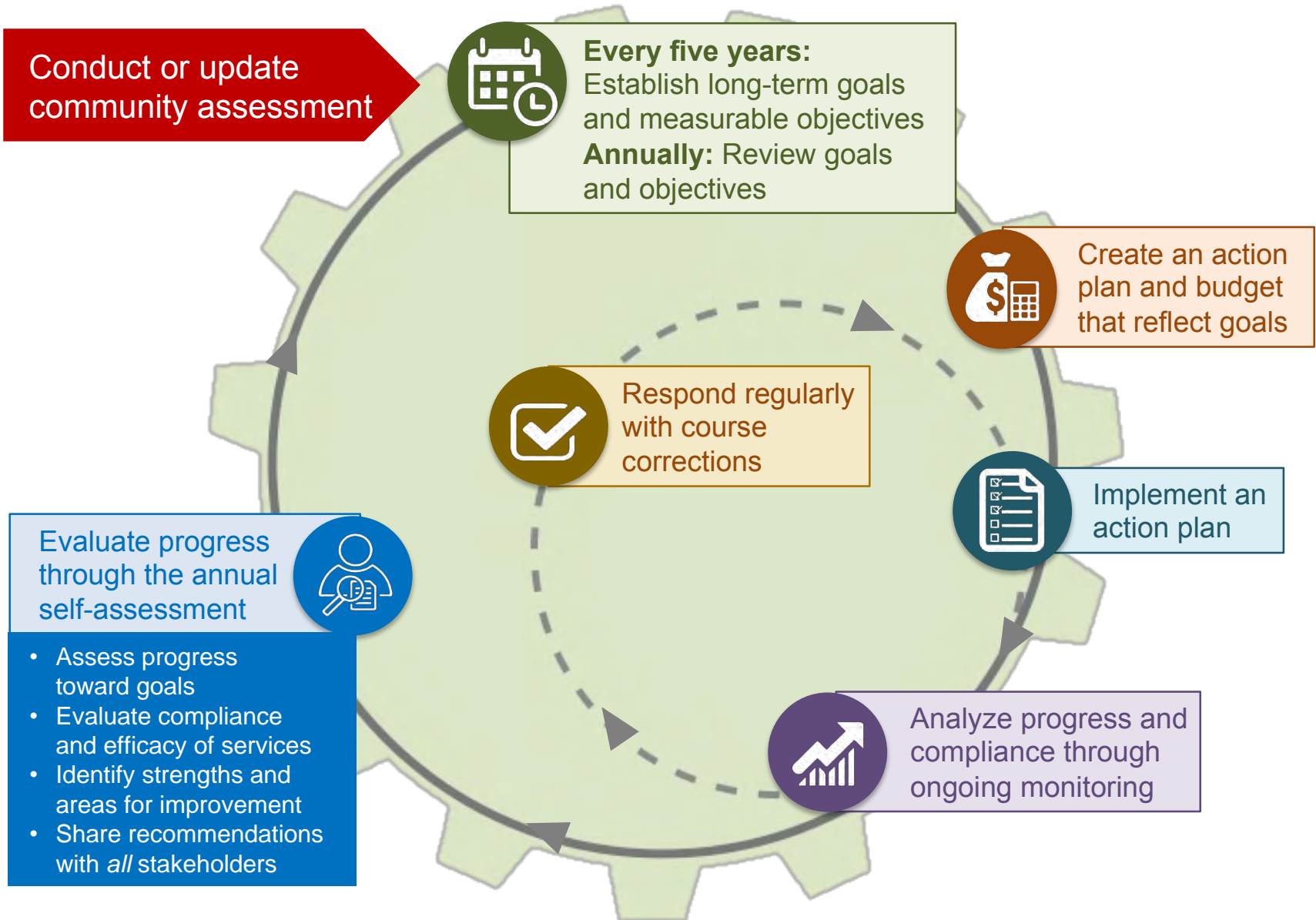# Head Start Management Systems Wheel

Community & Self-Assessment

Community & Self-Assessment

- Initiates the program planning process

- Provides the right services to the right population

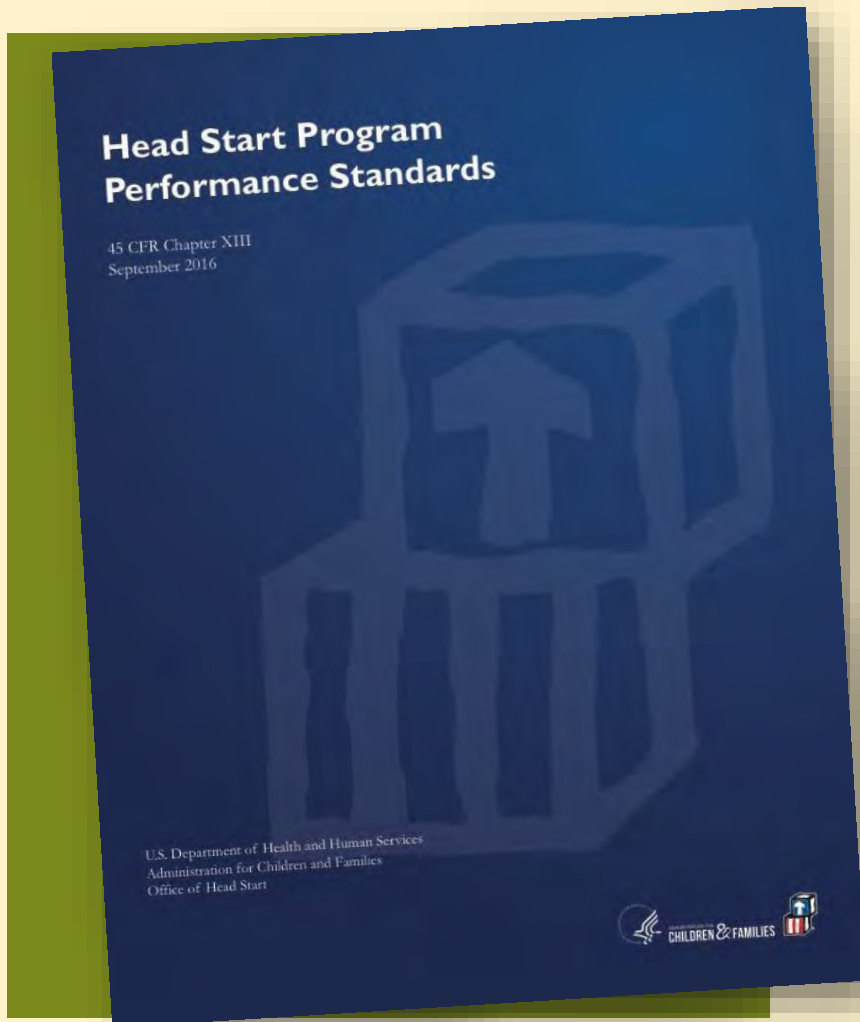- Supports continuous quality improvement

45 CFR §1302.11(b)
45 CFR §1302.102(b)(2)(i-iii)

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Program Planning Cycle

Conduct or update community assessment

Every five years: Establish long-term goals and measurable objectives
Annually: Review goals and objectives

Create an action plan and budget that reflect goals

Respond regularly with course corrections

Implement an action plan

Evaluate progress through the annual self-assessment

- Assess progress toward goals
- Evaluate compliance and efficacy of services
- Identify strengths and areas for improvement
- Share recommendations with *all* stakeholders

Analyze progress and compliance through ongoing monitoring

A program must provide management and a process of ongoing monitoring and continuous improvement for achieving program goals that ensures child safety and the delivery of effective, high-quality program services.

Achieving program goals, 45 CFR §1302.102

Establishing program goals

Monitoring program performance

Using data for continuous quality improvement

Reporting

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Self-Assessment

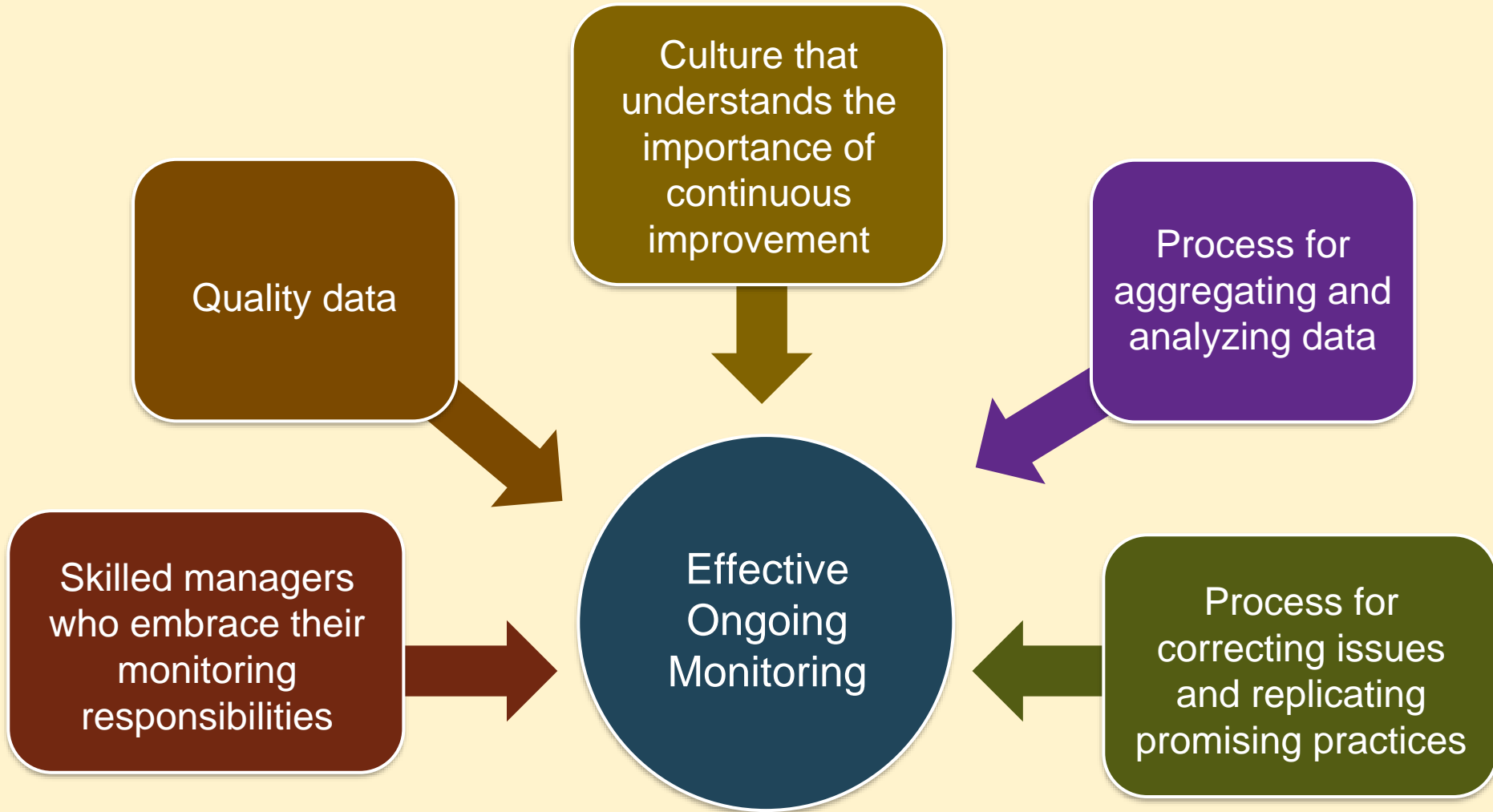Self-assessment uses program data to measure:

- Success in meeting program goals

- Compliance with Head Start Program Performance Standards (HSPPS)

- Effectiveness of the professional development and family engagement systems in promoting school readiness

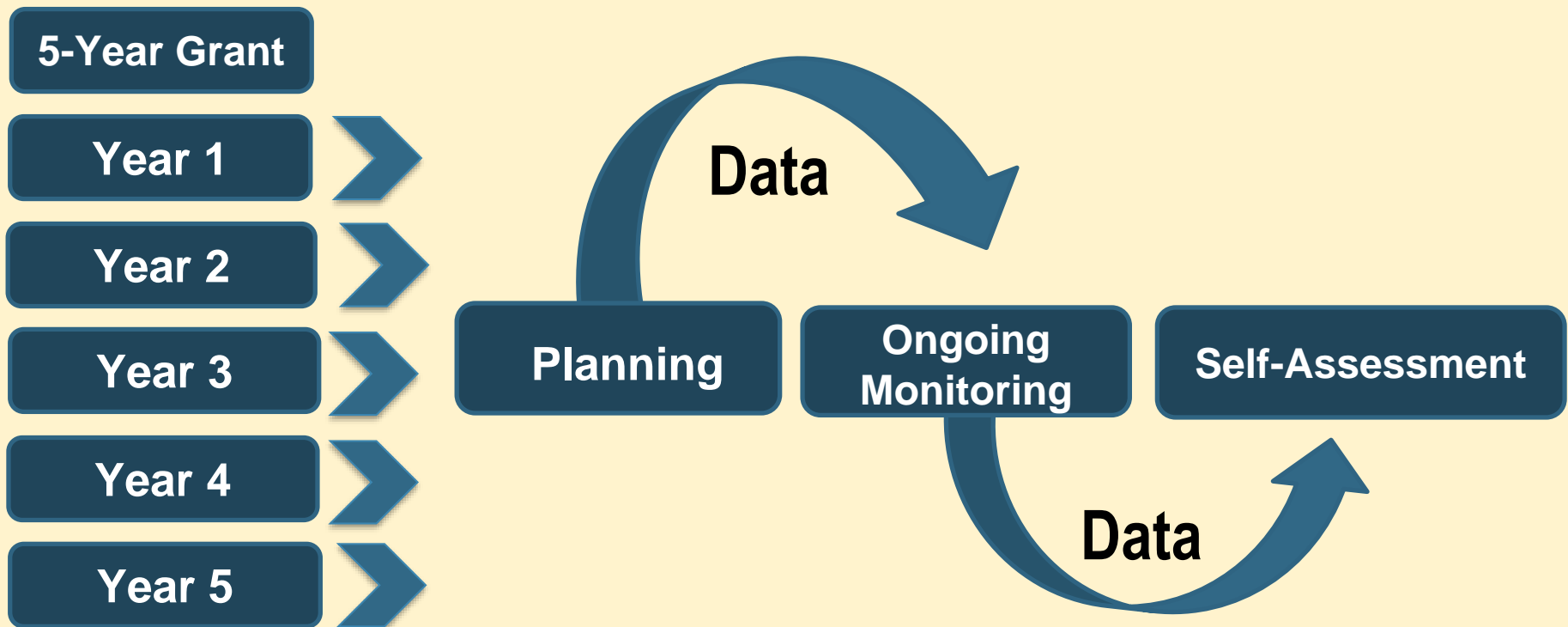Data is Oxygen for fueling Deep Learning Systems

BIG DATA

Using Data for Continuous Quality Improvement

Culture that understands the importance of continuous improvement

Quality data

Process for aggregating and analyzing data

Skilled managers who embrace their monitoring responsibilities

Effective Ongoing Monitoring

Process for correcting issues and replicating promising practices

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Linking Planning, Ongoing Monitoring, Self-Assessment, and Data within the Five-Year Grant Period

5-Year Grant

Year 1

Year 2

Year 3

Year 4

Year 5

Planning

Ongoing Monitoring

Self-Assessment

Data

Data

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Truth or Myth?

Self-Assessment

A process used to measure a Head Start or Early Head Start program's effectiveness in meeting program goals and objectives. Self-assessment helps identify program strengths and opportunities for improvement, particularly relating to the school readiness of children.

The results of the self-assessment are compiled into a report and used to support program planning, continuous quality improvement, and goal achievement.

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Key Elements of a Self-Assessment

Who's involved?	• A mix of stakeholders, including governing body/Tribal Council and Policy Council • Those with an outside perspective
Strategy	• Emphasis on analysis • Ask broader questions that focus on outcomes
How do we do it?	• Use data from ongoing monitoring process • Assess systems for supporting school readiness • Lead with strengths • Look at outcomes over five years
Why do we do it?	• For continuous improvement • To focus on what is achieved each year in the five-year cycle

Benefits of Self-Assessment

- Help see the big picture

- Bring fresh perspective

- Understand the possibilities and challenges the program faces

- Cultivate new ideas

- Build stronger community partnerships

- Maximize use of existing resources

Knowledge Check #1

A. Self-assessment measures school readiness efforts, compliance with the HSPPS, and progress on goals.

B. Self-assessment focuses only on health and safety and school readiness, as these are addressed during ongoing monitoring.

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Knowledge Check #2

A. Recommendations from your self-assessment should address the question, "What's wrong with our program?" The recommendations often result in extensive changes to the structure of the Head Start program.

B. Recommendations from your self-assessment should address the question, "How can we get even better at what we do?" The recommendations often result in changes that relate to progress on existing goals and objectives and improved program quality.

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Knowledge Check #3

A. Self-assessment team members will be asked to use inquiry skills, group processing skills, data analysis techniques, and, at times, facilitation skills.

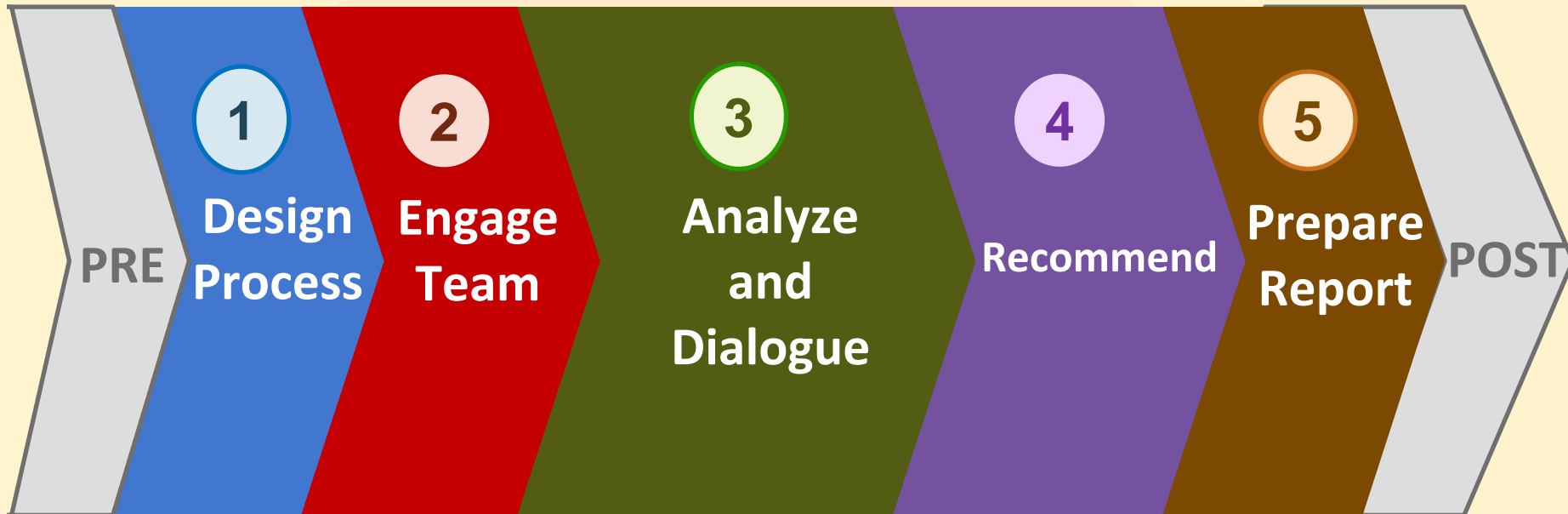B. Team members will be required to use data collection skills.

Knowledge Check #4

A. The self-assessment team analyzes ongoing monitoring results and reviews multi-year data.

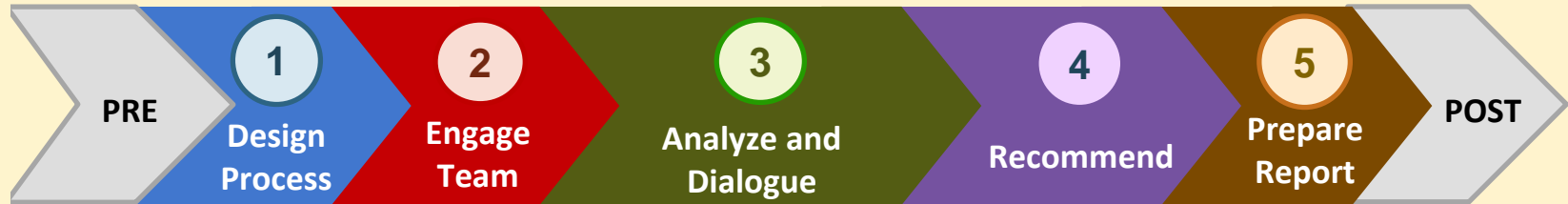B. The self-assessment team collects new data through observation, record review, and interviews.

Knowledge Check #5

A. Just like ongoing monitoring, self-assessment is ongoing. It is not a one-time annual event.

B. Self-assessment occurs once annually. It has a clear beginning and ends with a report that is used to guide program planning.

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Phases of Self-Assessment

PRE

1 **Design Process**

2 **Engage Team**

3 **Analyze and Dialogue**

4 **Recommend**

5 **Prepare Report**

POST

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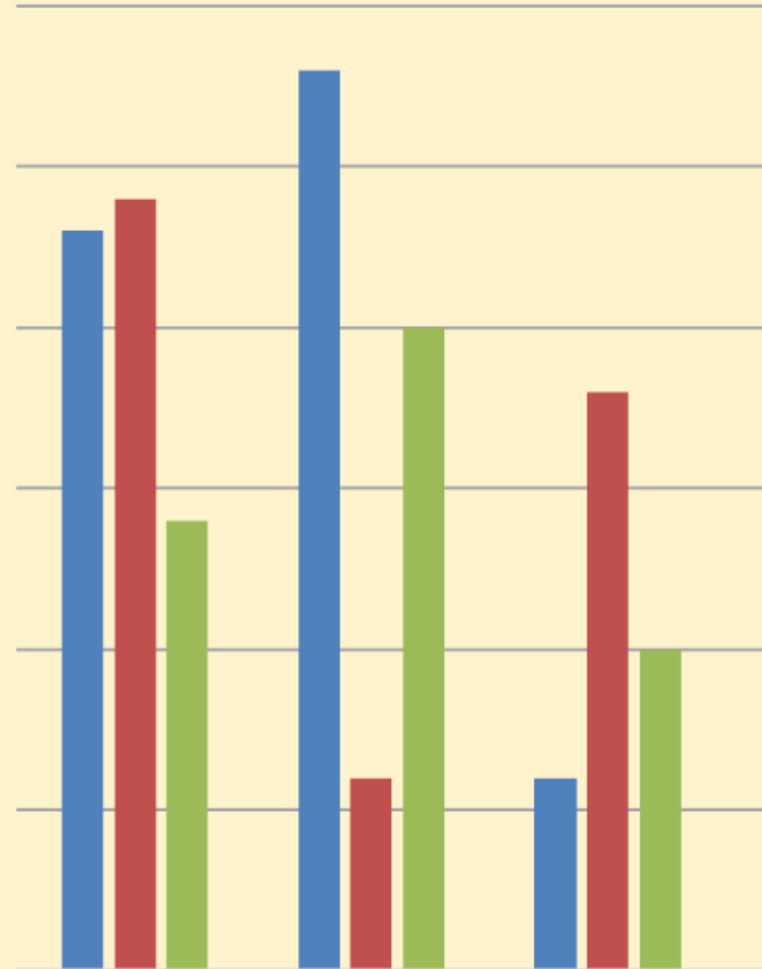
Phases of Self-Assessment

Pre Self-Assessment

PRE

***Director and
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

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Deeper Analysis and Reflection

PRE

What have we done really well?

How can we better serve children and families?

How can we be more responsive to community needs?

How can we improve working conditions and staff performance?

What innovations should we consider?

What Should Be Evaluated?

Systemic

Data to take into self-assessment:

Data: Time between issue reported and issue repaired	**Data:** Attendance rates for classrooms and chronic absenteeism data	**Data:** Emergency preparedness procedures and safety findings

Questions for the self-assessment team:

"Moving forward, how can our maintenance systems be more responsive?"	"How can we improve attendance?"	"How can we be best prepared for emergencies?"

Systemic ongoing monitoring issues:

"Seventy-five percent of the classrooms need to be painted."	"Average daily attendance is consistently below 85%."	"Off-site evacuation location is no longer available."

Not systemic:

"Leaky faucet in the green room."	"Attendance in one classroom is below 85%."	"No bandages in Center 3's first aid kits."

Prioritizing the Topics

PRE

- Does it relate to a bigger theme?
- Is it systemic?
- Is it an urgent issue that wasn't resolved through ongoing monitoring?
- Does it relate to our program goals?
- Would it benefit from a fresh perspective?
- Does it affect our ability to do everything we can to ensure the best outcomes for our families and children?
- Does it represent a strength that could be applied in other areas?
- Does it concern health, safety, or school readiness?

Determining Topics

1. Classroom Assessment Scoring System (CLASS®) scores are lower than they have been in the last two years.

2. A classroom did not get their developmental screenings done within the required 45 days.

3. A parent-child literacy series at one site had consistently high attendance and positive evaluations.

4. A classroom checklist indicated a shortage of outlet covers in one of the classrooms.

5. Teacher turnover has made it difficult to adequately staff classrooms.

6. A recent licensing visit identified several facility issues.

# Summary of Ongoing Monitoring Results

PRE

Ongoing Monitoring Summary Form

Date: _____   Monitoring Period: _____

What Was Monitored?	Who Monitored?	Data Sources	Areas of Strength	Areas of Concern *(including Fiscal Implications)*	Course Corrections	Check to Refer to Self-Assessment	*Check to Refer to Self-Assessment	**Check if Goal Indicator
Program Governance. 45 CFR §1301								
Eligibility, Recruitment, Selection, Enrollment, and Attendance. 45 CFR §1302 Subpart A								
Program Structure. 45 CFR §1302 Subpart B								
Education and Child Development Program Services. 45 CFR §1302 Subpart C								
Health Program Services. 45 CFR §1302 Subpart D								
Family and Community Engagement Program Services. 45 CFR §1302 Subpart E								

1

Recording Progress on Goals and Objectives

PRE

Head Start a to Z
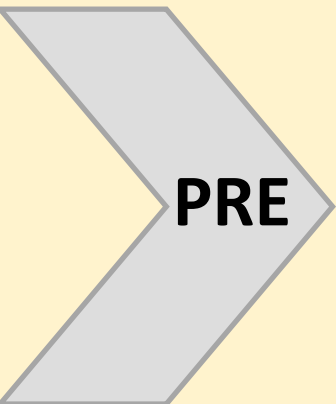
Progress on Goals and Objectives Form

Goal: (Write goal here. Use a separate form for each goal.)
Anticipated Outcome: (List anticipated outcomes here.)
Expected Challenges: (List anticipated challenges here.)

Quarter: 1   2   3   4

Objectives *(List One Objective per Row Below)*	Activities or Action Steps	Data Sources	Outcomes	Challenges	Course Corrections	Issues to Track	Actual Outcomes

1

Phase 1: Design

Design Process

Director and 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 self-assessment plan

Develop a Plan

Design Process

- 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"

Decide on a Process

SAMPLE

Design Process

XXXX Head Start/Early Head Start
Self-Assessment
January 1, 2019

Welcome

Introductions

Introduction to process
- ✓ Purpose
- ✓ Format
- ✓ Identify Group Leaders
- ✓ Identify Focus Areas

Checking for Understanding: Q&A about the Process

BREAK

Small Group: Breakout with group leaders for data analysis and review

Large Group: Reconvene to give reports

Discussion of Innovations

Make Recommendations

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Recruit Your Team

Create an Elevator Speech

Design Process

- Brief overview of process

- Make it personal
  Why do you need me?

- What are next steps?

SAMPLE: "Our Head Start program is beginning our annual self-assessment. You've been a Head Start parent for four years and know a lot about how things work. You'd be a valuable addition to our team. It will take a few meetings, fruitful discussions, and everyone's ideas to make our Head Start program the best it can be."

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Phase 2: Engage the Team

Engage Team

Director and Management Team

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

Self-Assessment Team

- Define how to be a good team member
- Form subgroups and begin process

Being a Good Team Member

Engage Team

Six Useful Tips:

- Keep a strengths-based approach

- Let go of control

- Include all team members

- Use multiple strategies to engage team

- Keep the dialogue flowing

- Focus on the "big picture" instead of details

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Orient the Team

Engage Team

- Present the self-assessment plan
- Identify subgroups and areas of focus
- Share ongoing monitoring results related to areas of focus
- Present and review last year's self-assessment report
- Ensure roles and responsibilities are clear

Useful Resource:

- Orientation to the Self-Assessment Process in Head Start

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Phase 3: Analyze and Dialogue

Analyze and Dialogue

Self-Assessment 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
- Describe what you've discovered

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Types of Head Start Data

Analyze and Dialogue

- Program Information Report (PIR)
- Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)
- Community assessment
- Ongoing monitoring
- Child outcomes
- Family engagement
- Professional development
- Health, mental health, and nutrition
- Transportation, fiscal, and facilities

Analyze the Data

Analyze and Dialogue

- What do we know? What is the data telling us?

- What additional data do we need?

- What questions does the data pose?

- What patterns and trends do we notice when we compare year-to-year data?

- What do we learn from looking at multiple sources of data regarding one topic or issue?

Dialogue with the Team

Analyze and Dialogue

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

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Asking the Right Questions

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 our impact?

How else can we look at this?

Identify 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?

Name 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?

Phase 4: Recommend

Recommend

Self-Assessment Team:

- Consolidates discoveries across teams

- Prepares final recommendations to inform program planning

- Provides feedback on the process for next year's self-assessment

Reminders for Formulating Recommendations

Recommend

Focus on:
- Suggestions versus solutions
- Systems versus the details
- Categorize based on:
  - Progress on goals and objectives
  - Systemic issues
  - Innovations and new resources

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Putting It All Together: A Case Study

Prepare Report

Leaders:

- Prepare self-assessment report

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

- Submit approved report to Regional Office

Elements of a Self-Assessment Report

Prepare Report

- Introduction
- Methodology
- Key Insights
- Recommendations

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How Is the Self-Assessment Report Used?

Prepare Report

- Director creates final report from recommendations

- Policy Council and governing body/ Tribal Council approve the report

- Director submits report to Regional Office with a Program Improvement Plan

- Planning team uses report in future planning and goal-setting

- Data shows progress towards five-year goals and objectives

Post Self-Assessment

POST

Program Leadership

- Review feedback from this year's self-assessment team to help plan for next year

- Use self-assessment report recommendations to confirm or revise program goals and objectives

- Add to or revise annual action plan as necessary

- Communicate self-assessment insights to staff and other stakeholders

Keep Self-Assessment in Mind

When you are:

- Conducting or updating your community assessment

- Writing or reviewing goals and objectives

- Developing an action plan and budget

- Implementing an action plan

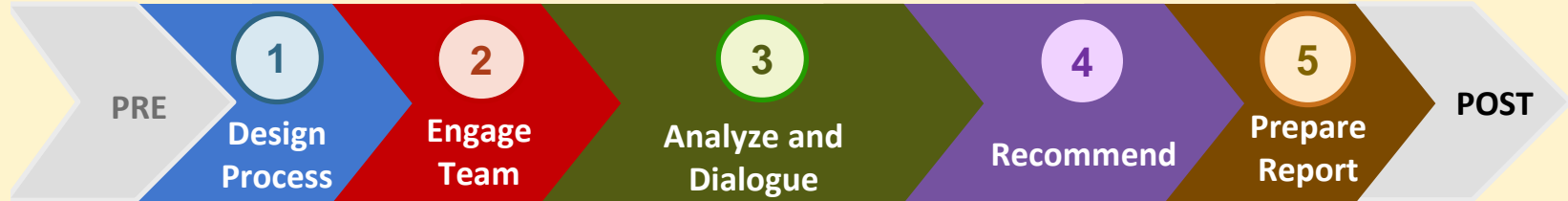- Evaluating progress through ongoing monitoring

Truth or Myth?

Phases of Self-Assessment

PRE → **1** **Design Process** → **2** **Engage Team** → **3** **Analyze and Dialogue** → **4** **Recommend** → **5** **Prepare Report** → **POST**

PRE
Director and Management Team
- Discuss data and areas for focus
- Prioritize topics
- Summarize and prepare data

1 Design Process
Director and 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 self-assessment plan

2 Engage Team
Director and Management Team
- Orient self-assessment team members
- Share the self-assessment plan
- Share ongoing monitoring, last year's self-assessment report, and other data

Self-Assessment Team
- Form team and subgroups and begin process
- Identify additional team members, as needed

3 Analyze and Dialogue
Self-Assessment 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

4 Recommend
Self-Assessment Team
- Consolidate discoveries across teams
- Prepare final recommendations to inform program planning
- Provide feedback on the self-assessment process for next year.

5 Prepare Report
Director
- Prepare self-assessment report
- Submit report to Policy Council and governing body/Tribal Council for approval
- Submit approved report to Regional Office

POST
Director and Management Team
- Review feedback to plan for next self-assessment
- Confirm and revise goals and action plans
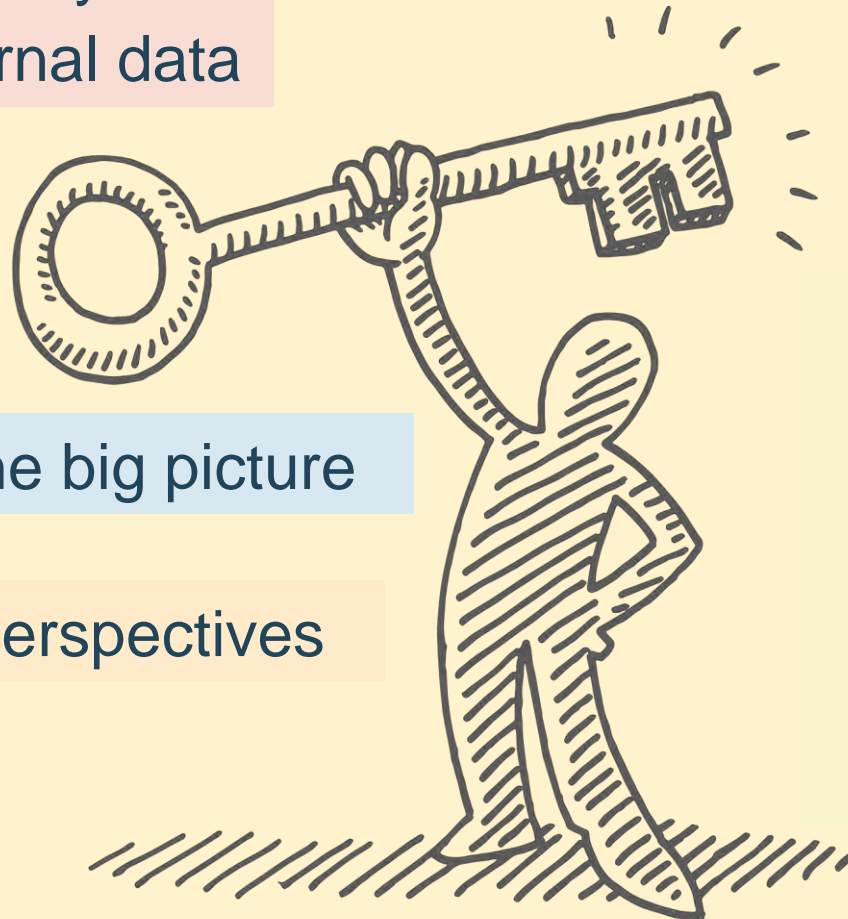- Share with stakeholders

Key Messages

Brings both program strengths and challenges into focus

Analyzes already collected internal data

Focuses on the big picture

Invites fresh perspectives

Surfaces ideas and innovations to help make the program even stronger

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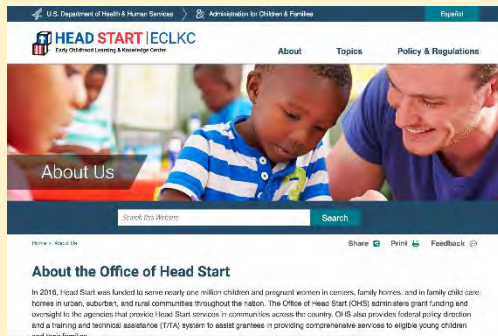
Closing Reflections

What have I learned?

*Adapted from: Professional Development Guides for Implementing PFCE

What will I do with what I've learned?

What excites or concerns me about what I learned?

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Head Start Act

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Contact PMFO

pmfo@ecetta.info

https://eclkc.ohs.acf.hhs.gov/ncpmfo

Call us: 888-874-5469

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