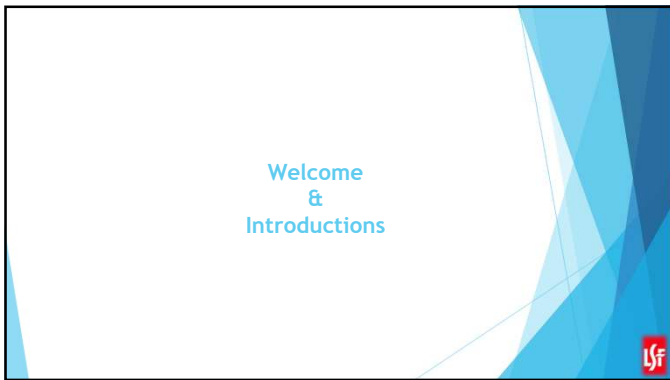
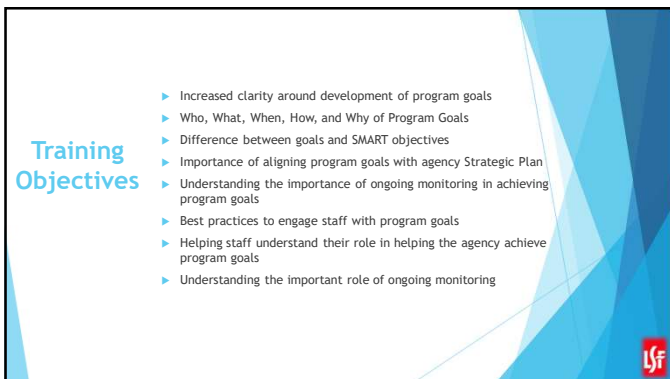




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2



3

1302 Subpart J - Program Management and Quality Improvement


- ▶ Management system
 - ▶ Effective organizational structure
 - ▶ Teams that allow regular supervision of staff to support professional development and continuous quality improvement
 - ▶ Implementation of your program design
- ▶ **Achieving program goals**
 - ▶ **Establishing program goals**
 - ▶ **Monitoring program performance**
 - ▶ **Using data for continuous improvement (CGI)**
 - ▶ **Reporting requirements**
- ▶ Implementation of program performance standards (1301 through 1304)



4

Who Needs to be Involved in the Development of Your Program Goals?


- ▶ Leadership Team
- ▶ Supervisors and Managers
- ▶ Front Line Staff
- ▶ Shared Governance



5

What Informs the Development of Program Goals?

- ▶ Community Needs Assessment
- ▶ Program Design
- ▶ Self-Assessment
- ▶ Ongoing Monitoring Data/Results and Observations
 - ▶ Service Gaps
- ▶ Staff Engagement Survey
 - ▶ Staff feedback
 - ▶ Creative Curriculum is not easy to follow
 - ▶ Computers are old, do not have the resources to do my job
 - ▶ Lack of planning time
- ▶ Parent Engagement/Needs Survey
- ▶ Alignment with your Strategic Plan



6

When to Develop Your Program Goals?

- ▶ Start Process 4-6 Months Before Baseline Grant Application is Due
- ▶ Allow Time To Engage Policy Council and Board
- ▶ Must Be Complete Before Grant Application is Presented For Approval



7

How Do You Engage Staff in the Development of Your Program Goals?

- ▶ Establish Program Goals Committee or Owner of Process
 - ▶ Formal and Informal Feedback
 - ▶ Focus Groups
 - ▶ Protected Time to Establish Program Goals
 - ▶ Protected Time to Establish Objectives
 - ▶ Present Final Program Goals and Objectives
- ▶ Interdisciplinary Approach to Develop Activities
 - ▶ Engage Staff
- ▶ Develop Communication Plan to Share Progress with Stakeholders
 - ▶ Include Staff




8

Why Go Through This Process?

We Must Answer...


At the conclusion of the five-year grant period, what difference did your program make for children, families, staff and the community?



9

Program Goals

- ▶ Goals
- ▶ Objectives
 - ▶ Describe the results/outcomes expected and how they will be achieved
 - ▶ Recommend no more than 2-3 objectives per goal
 - ▶ SMART (Specific, Measurable, Achievable, Relevant, Time-bound)
 - ▶ Can be process or outcome oriented
- ▶ Activities
 - ▶ Steps or events to achieve established objectives



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Program Goals and Objectives Example

▶ Program Goal #1:
 The Head Start Program will provide a positive high quality learning experience for children that would improve their school readiness for kindergarten.

Objective 1A: By June 2021, 100% of teaching teams with reported CLASS Scores in the Social Emotional Domain of 5.0 or less will be prioritized for weekly coaching support.


Objective 1B: By June 2024, 90% of teaching teams will fully implement evidence-based Frog Street curriculum with fidelity.

▶ Objective 1A activities:

- ▶ Develop tiered system coaching plan by July 2020.
- ▶ Provide CLASS training in the Social Emotional Domain to all teaching staff in August 2020.
- ▶ Conduct baseline CLASS observations by October 2020.
- ▶ Implement coaching cycles per plan.

▶ Objective 1B activities:

- ▶ Purchase Frog Street curriculum.
- ▶ Provide Frog Street curriculum training to Education Team.
- ▶ Center Directors to complete Frog Street curriculum Train the Trainer.
- ▶ Include curriculum implementation support in coaching plan.
- ▶ Conduct classroom observation using curriculum fidelity checklist.




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Program Goal # 1
 Enter Here _____

Objective 1A: Enter Here _____

Objective 1B: Enter Here _____


ACTIVITIES or ACTION ITEMS	RESPONSIBLE PERSON / JOB TITLE	EXPECTED OUTCOMES/ TARGET FY21	EXPECTED OUTCOMES/ TARGET FY22	EXPECTED OUTCOMES/ TARGET FY23	INDICATOR MEASUREMENTS	ESTIMATED COST OR RESOURCES
What activities/action items will be identified?	Who is responsible?	What outcomes or target from selected activities do you expect in the first/second year?	What outcomes or target from selected activities do you expect in the third year?	What outcomes or target from selected activities do you expect in the fourth year?	What tool is used to track progress and measure outcomes?	What resources would you need to complete this activity or action item?
Objective 1A: Enter Here...						
Year 1:						
▶ Enter here...						
Year 2:						
▶ Enter here...						
Shaping Program Monitoring:						
Quarter 1 --						
Quarter 2 --						
Quarter 3 --						



12

Help your staff understand their role in helping your agency live its values and achieve program goals...


Position/Strategy	What is my role?
Program Goal 1 Enter it here... Objectives: <ul style="list-style-type: none"> • Enter here... • Enter here... 	
Program Goal 2 Enter it here... Objectives: <ul style="list-style-type: none"> • Enter here... • Enter here... 	



13

Process to trickle down to staff...


Catherine shares her process with education staff



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Process for Sharing Data


- ▶ Monthly, review aggregated data to monitor progress and to look for overall trends.
- ▶ Utilize follow-up reports to assist with monitoring progress.
- ▶ Monthly education leadership team meetings to discuss data and updates on program goals.
- ▶ Center Directors share data and updates at center level staff meetings.
- ▶ Center Directors and teachers collaboratively discuss how to improve child outcomes.
- ▶ Teachers and Teacher Assistants review their classroom data to plan weekly lesson plans and individualization for the children.
- ▶ Mentor Coach utilizes the data to individualize coaching support.



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Monitoring/Assessment Tools


- ▶ Teaching Strategies Gold-on-going child assessment data (3 checkpoints)
- ▶ Voluntary Pre-kindergarten Assessment (3x/year)
- ▶ ITERS/ECERS 2x/year
- ▶ CLASS assessments 2x/year
- ▶ Teacher Success Rubric 2x/year
- ▶ Frog Street Curriculum Fidelity Checklist 2x/year



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Tips for Embracing Data

- ▶ As leaders, provide the vision and help staff understand the value and their role in data.
- ▶ Engage staff at the beginning.
- ▶ A systematic monitoring process will ensure quality data.
- ▶ Provide professional development and follow-up support.
- ▶ Celebrate the improvements that data shows.
- ▶ Evaluate the monitoring process.



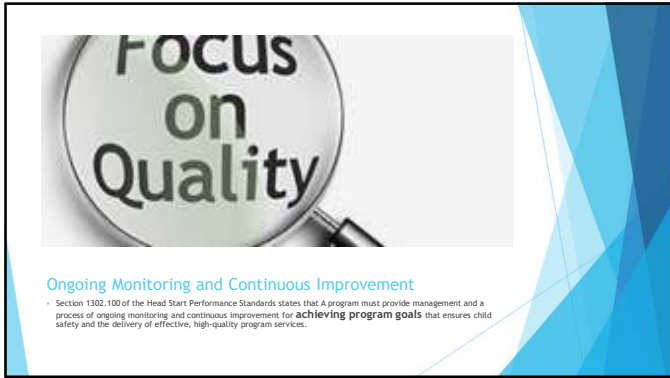
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Ongoing Monitoring

Continuous Quality Improvement



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FOCUS on Quality

Ongoing Monitoring and Continuous Improvement

- Section 1302.100 of the Head Start Performance Standards states that 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.

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Effective Ongoing Monitoring

- Ongoing Monitoring (OGM) and Oversight Includes:
 - Develop OGM Plan and strong monitoring systems
 - Effective implementation and compliance of the Head Start Act, HSPPS, licensing and other local regulations, as well as your agency's policies and procedures
 - Ensuring health and safety of children and staff

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Continuous Quality Improvement

- Programs can ensure continuous quality improvement by:
 - Using accurate data to inform the process and/or decision
 - Ensuring timely correction of compliance issues
 - Including Service Area Staff, Policy Council Members, and Governing Body Members in the oversight and correction process
 - Ensuring implementation of procedures that prevent recurrence of issues
 - Including program goals in evaluation process

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Someone MUST own the CQI system!

- ▶ Our agency Quality Assurance (QA) Team is comprised of the following:
 - Director of Continuous Quality Improvement (State level)
 - Quality Assurance Manager (Local)
 - Quality Assurance Specialists (Local)



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Ongoing Monitoring Plan


- ▶ The Quality Assurance Team monitors quality and compliance in all aspects of the program including:
 - Child Education/Licensing Files
 - DCF Licensing Requirements
 - Family and Child Referral Systems
 - Comprehensive Service Area Requirements
 - ERSEA Systems
 - Agency Implementation of Head Start Management Systems
 - Self-Assessment Process and Improvement Plan
 - Program Goals



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Monitoring/Tracking Tools


- ▶ The following tools help to ensure program and service area compliance:
 - Monthly Monitoring Schedule
 - Monthly Internal Monitoring Report
 - Statewide Monitoring Calendar
 - Local Monitoring Calendar
 - DataSay Tracking Database



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Monitoring/Tracking Tools (cont.)

- ▶ Child File Checklist
- ▶ Staff File Checklist
- ▶ Comprehensive File Checklist
- ▶ Health and Safety Screener
- ▶ Playground Checklist
- ▶ Environmental Health and Safety Checklist
- ▶ Meal Observation Checklist
- ▶ First Aid Kit Checklist



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COVID-19 Monitoring Workarounds

- ▶ Phone Call or Facetime
- ▶ Email
- ▶ Zoom Meetings
- ▶ Microsoft Team Meetings
- ▶ Desk Monitoring



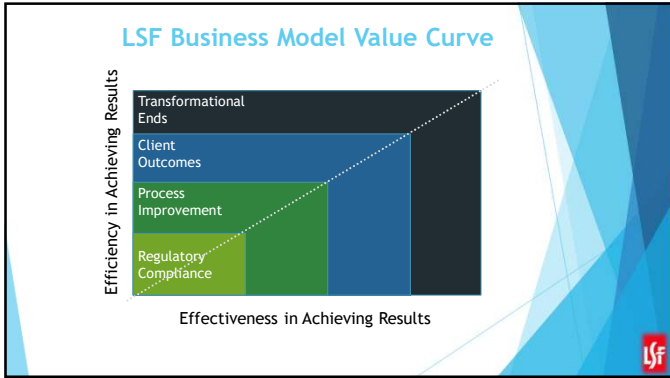
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Communication

- ▶ Monthly Service Area Meetings
- ▶ Monthly Meetings with Program Support
- ▶ Bi-Monthly Safety Committee Meetings
- ▶ Quarterly Program Evaluation & Performance Meeting, which include program goals
- ▶ Collaboration with all Service Areas



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Strategies To Keep Program Goals Alive In Your Program

- ▶ If you don't already, work on developing a culture of accountability and appreciation for continuous quality improvement
- ▶ Include program goals in performance evaluation and self-assessment process
- ▶ Align program goals with strategic plan
- ▶ Ensure T&TA Plan is responsive to established program goals
- ▶ Ensure your program's budget is responsive to established program goals
- ▶ Prioritize new grants/funding requests to help you achieve program goals and meet service area gaps
- ▶ Create internal and external communication plan
 - ▶ Create program goals poster and distribute to administrative building and all centers
 - ▶ Communicate progress updates with staff and other stakeholders

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Sample T&TA Plan...

Part 1: Identified Program Goals


Program Goal 1: LSF Direct Head Start Program will provide a high quality learning experience for children that would improve their school readiness for Kindergarten.

Short-Term and/or Long-Term Objectives	Expected Staff/Outcomes	Indicators/Documentation/Frequency of Measurement			
A. LSF Direct Head Start Program will provide a positive learning environment for all children of all abilities that promotes opportunities for health, growth, learning and development of preschoolers. B. Instructional practices used in LSF Direct Head Start classrooms will include an emphasis on social and emotional learning, play-based and individualized activities.	A. CLASS scores on the Emotional Support Domain will reflect an average of 4.0 or more. B. In year 2, 80% of teachers will implement LSF Direct Head Start social-emotional and literacy enrichment program.	A. Teacher Service Review and CLASS data. These staff assessments are completed twice annually. B. Review of lesson plans, teaching strategies, Teaching Strategies Gold data, and Teacher Service Review will reflect effective implementation of LSF Direct Head Start program.			
T/TA Strategy/Event/Activities	T/TA Resource	Target Audience	Responsible Manager	Timeline	Estimated Cost
1. Provide LSF Direct Head Start classroom training	LSF Direct Head Start, an-hour staff	Teaching Staff	EC3 Manager, EC3 Supervisor, Director	Pre-October 2021, ongoing as needed to support new staff	\$1,800
2. Side by side coaching to support ongoing training on evidence teaching best practices	EC3 partnership for coaching, an-hour staff (included due to COVID)	Teaching staff	EC3 Manager, EC3 Supervisor	Monthly starting Sept. 2021	\$0.00
3. Language and emergent literacy training. A coaching, on-going opportunity provided and resources to support instruction and training to promote vocabulary development and phonological awareness.	EC3A, EC3 of Direct, EC3, OEL staff, an-hour staff	Teaching staff	EC3 Manager, EC3 Supervisor	Monthly starting Sept. 2021	\$0.00
4. Direct Head Start training on CLASS Emotional Support domain.	EC3 consultant, an-hour staff	Teaching staff	EC3 Manager, EC3 Supervisor	Pre-October, October 2021	\$0.00

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Resources and Follow-up

- ▶ Early Childhood Learning Knowledge Center
<https://eclkc.ohs.acf.hhs.gov/>
- ▶ PDF copy of presentation
- ▶ If you have questions or would like more information about resources shared...
 - ▶ Maria McNair at maria.mcnair@sfnet.org
 - ▶ Tonica Whittaker at tonica.whittaker@sfnet.org
 - ▶ Catherine Penton-Gooch at catherine.penton-gooch@sfnet.org



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