**FY 2013-2014**

|  |
| --- |
|  |

|  |  |
| --- | --- |
| **Center Head Start** | **Self-Assessment** |

**Purpose**

Constant self-monitoring and quality improvement is vital to the success of the Center Head Start program. The goal of Center’s Head Start program is not only to meet the Office of Head Start’s Performance Standards, but to exceed them while striving toward program excellence in serving Center’s disadvantaged families and their children.

**Program Overview**

The Center Head Start Program serves 92 children, ages three to five years old. Enrollment includes both English and non-English speaking students and families. A high percentage of the families Center Head Start serves live below Saguache County’s poverty line and greatly need the services and support of this Head Start Program. The Center Head Start Program has 5 classrooms at 2 adjoining sites. All lead teachers in this program have at least an Associate’s degree in Early Childhood Education, with some having a bachelor’s degree in Early Childhood Education.

**Self-Assessment Team Leaders**

Rolando M. Rael, Director

Annette Martinez, Education Services Manager

Della Duran, Health and Disabilities Manger

Adeline Sanchez, Family Services Manager

Luella LeBlanc, Fiscal Manager

Dora Trujillo, Program Office Assistant

**Table of Content Page**

**Management Systems…………………………………………………. 3**

**Education……………………………………………………………… 4**

**Health and Disabilities………………………………………………… 7**

**Family Partnership……………………………………………………. 9**

**Fiscal Management……………………………………………………. 13**

**Data Management……………………………………………………... 14**

**Management Systems**

Areas that were assessed as part of the Management Systems included: Planning, Communication, Ongoing Monitoring, and Human Resources. The participating team made a list of strengths and areas of improvement for this content area. A corrective action plans was developed to address weaknesses (areas of concern) if any.

* **Strengths**

All segments of the program are well organized and plan well in advance. Class room lesson plans are prepared and reviewed one (1) week in advance prior to implementation. Lunch Menus are prepared one (1) week in advance as well. Governing Board and Policy Council yearly calendars are planned well in advance. Surveys are widely used to assist in planning for each up-coming academic year. Professional Development Plans are used effectively to prepare the staff and teachers for each academic year. Regular management and staff meetings are conducted on a timely basis which helps in effective planning with input from all employees.

Dual language (English and Spanish) communication by the majority of the staff is highly effective. The program provides all written materials in both English and Spanish. Bulletin boards are used effectively in all areas of the program including the class rooms to communicate more effectively with those that enter the facilities. Telecommunications (i.e. phone) is a vital means of conveying messages to parents and community members alike.

Ongoing monitoring continues to be a primary focus for the program; child safety, child health, and child progress are top priorities. The program uses staff observations, technology (video capture) and written documentation to assure appropriate monitoring. The program uses advanced software such Teaching Strategies GOLD and CAP60 as part of their effective monitoring practice. External entities are utilized to assist with ongoing monitoring as well. Such entities assess child health and wellbeing, food and environment safety and compliance, classroom and facility safety and maintenance.

The program establishes an environment that is positive and inviting to new and prospective employees. Employee turnover is minimal. The program provides staff with the opportunity for professional development and incentives for career advancement. Pay incentives are a plus. The program utilizes an effective employee evaluation tool and allows for the development of effective and meaningful action plans to improve employee performance.

* **Areas of Improvement**

The program needs to work closer with the kindergarten program in the public schools to promote better planning and communication to ensure school readiness. The program needs more effective planning to ensure that the program is meeting the needs of the most disadvantaged families. Take advantage of the program’s online capabilities for more effective and efficient planning (e.g. online staff outlook and public website calendars).

Better communication with family needs services in the surrounding area. Develop means of better communication with non-English poor Spanish speaking families (i.e. other Latin American dialects) in the area.

Need to have more training on the use of CAP60 for monitoring purposes. This will allow the program to create and use monthly monitoring reports using CAP60 data.

Need to work on improving recruitment of qualified staff for future job openings. Work on improving employee record attendance procedure (e.g. time clock), better employee filing system to reduce misfiling and redundancy in personnel documents.

* **Areas of Concern**

The program needs a better way of tracking parent information (e.g. parents change their phone numbers much too often) for better planning and communication, especially in times of emergencies. Staff members feel there is a lack of knowledge in locating resources for truly needy families. Thus, better communication on resource information via the community is vital to the management of the program in current and future planning to better assist those the program is serving.

Current employee job descriptions maybe outdated and lack the more current role of the position. The program needs to make sure that the job descriptions meet the current and future needs of the program. The management team needs to find ways to insure that the program holds on to good employees and to assist those that committed to help the program get the credentials needed to insure that the quality of the program is maintained and that the performance standards are met or exceeded.

* **Corrective Action Plan**

|  |  |
| --- | --- |
| Add “Auto Dialer” to CAP60 for better communication with parents and community | Implement at the start of 2014-15 program year |
| Launch program website for communication and dissemination of information to parents and community | Publish online prior to start of 2014-15 program year. |
| Review of all program job descriptions for accuracy to current job duties. | Review prior to renewing staff contracts |
| Improve on a professional development strategy to encourage staff to gain higher credential and higher job skills. | Ongoing |
|  |  |
|  |  |

**Education**

The areas that were assessed as part of Education included Individualization, Curriculum and Assessment, Child Outcomes, Facilities, Materials, Equipment and Transportation. The participating evaluation team made a list of strengths and areas of improvement for these areas in the program that lacked continuity. A corrective action plans was developed to address weaknesses if any; especially with areas of concern.

* **Strengths**

The program partners with BOCES and a Mental Health consultant to provide families and their children with the best social and emotional support possible, especially for children with the greatest need. Each child and their family are served individually with their specific needs in mind. The program uses nationally endorsed software to monitor individual child performance, development and achievement. Individual attendance, and family and health needs are tracked utilizing CAP60. The use of such software allows the program to treat each child as an individual and that their needs are met and the families are aware of individual child needs. In the classroom, Teaching Strategies Gold (TSG) is the assessment tool used to evaluate a child’s progression towards school readiness. This software utilizes the ten (10) domain child development framework to develop school readiness; the inclusion of children with disabilities and home language is strongly embedded in this framework. Extensive weekly planning is done by classroom teachers to insure that the curriculum is implemented and the child is engaged and assessed to assure mastery of the curriculum content by each and every child.

Strong school readiness goals are developed using TSG, iPods, cameras and computers to insure child success and teacher accountability. School readiness is also strengthened and solidified utilizing the CLASSTM teacher interactions observational assessment tool. The educational component also uses monthly focuses such as Nutrition/Food Friends, Behavior Support, Physical activities and social emotion/ Positive Behavior Instructional Support (PBIS) to influence child development to enhance learning. Teachers employed in the program are well qualified and there is minimal turnover in teaching staff. Teachers are often assigned to different room partners throughout their tenure so that all teachers are familiar with each other. This strategy helps to create a stronger classroom pair and a stronger overall teaching staff.

A strongly effective three (3) check point (beginning middle and end-of-year) assessment through TSG is performed during the academic year. These three check points allow the teachers to effectively assess each child’s developmental growth in each learning domain. This system also allows for intervention in areas of developmental delay. By pin-pointing delays, the program can then provide the needed assistance to elevate children to their appropriate skill level and meet the school readiness goals of the program.

Infrastructures such as the program’s new building (housing Head Start classroom number 5) is seen as vital to the success of the program. The classroom is completely handicap assessable; thus, making it easier to assist those families with physically disabled children. Including more children with disabilities in the program lends to the programs strengths.

Emergency procedures are well established and protocols are in place. Emergency preparedness is practiced frequently to insure that staff and children understand their roles and responsibilities in an emergency situation. Emergency response preparedness is also an important component in strengthening our programs school readiness.

* **Areas of Improvement**

Though the program has some children with disabilities, it is felt that more training is needed on managing children with severe disabilities. Aside from teachers in the classroom, the program also has paraprofessionals (paras) that work with disabled children. These paras are in need of more specific training on how to assist the teachers in meeting the needs of their assigned children. The program would like to see a certification program that would train and produce qualified paras to serve in the classroom. The program would like to see more parent involvement in their child’s educational development through the Head Start experience. Parent involvement is vital to the success of their child in all aspects of their daily participation in the program. The program needs to work on developing means of getting each child’s parent or guardian to take an interest in their child’s daily routine while at the program facility. Lack of follow through (i.e. commitment) in the classroom is often an issue from an educational perspective. Lack of good communication between program staff and the primary caregiver for children in the program is of some concern, in that the consequences are affecting the follow through in classroom progression.

The staff would like to have training on time management. Given that the program runs on a four (4) hour time block, it is imperative that the time be utilized effectively and efficiently so that the children are actively engaged in all aspects of school readiness during that time block.

The program would like to be able to work more closely with the parents. The lack of sharing time with parents leads to lack of parent involvement and deficiencies in the continuity of child learning from home to program. The program needs to improve on the language barriers between first generation program attendees whose primary language is Spanish or one of several Guatemalan dialects. Sharing child progression and lack of connection with parents is an area that needs improvement. It would help if the program could have a Spanish language and Guatemalan translator that could help explain class room observations using TSG outcomes assessments.

The program teachers need to have more training on data/outcomes interpretation gathered from the TSG system. A good understanding of the inputs and outputs generated by TSG based on the 38 observation fields needs to be put in place so that teachers can make a true analysis of the data and effectively create lesson plans that will ensure the highest level of school readiness for Head Start children.

Evacuation lockdown and lock-in procedures lack consistency and need to have more yearly drills. Need to involve local public safety entities more in relationship to emergency situations.

The programs transportation buses are not handicap accessible. We need to see how the program can work on this if the need arises for us to transport children with disabilities that the buses could not accommodate.

The teaching staff needs training in TSG so that they can develop strategies to create opportunities for the progression of ESL learners and their families (Spanish/English)

The program employs a bus driver and a bus monitor. It is felt that the bus staff could benefit from training in handling children with behavioral problems pre/post and during transportation.

* **Areas of Concern**

The program is lacking in training for staff to deal with children with severe disabilities.

The program is lacking in training for staff to deal with angry parents and conflict resolution.

Teachers are concerned that they lack adequate skills on how to classify classroom observation for children as required by TSG assessment tool.

Loss of productivity in the program warrants training on time management

The program feels that there are families in the program’s service area that are not being served. The program needs to identify older children (3 years to 5) that are not being served.

There is a big concern that the program lack volunteers to assist in the classroom.

Given the rural geographic location of the program, it is difficult to find certified teachers without going out of the service area.

As mentioned above, similar reasons cause a lack of available substitute teachers in the service area.

The program’s overall concern is that there is a very small pool of prospective applicants that can to fill gaps with classroom and non-classroom vacancies.

* **Corrective Action Plan**

|  |  |
| --- | --- |
| Research available resources in the event we serve a child with severe disabilities – send teachers for training | This is to be done during the start of the 2014-15 program year |
| Develop a policy on “How to Deal with Angry Parents” and train staff on conflict resolution. | Policy will be drafted prior to the start of the 2014-15 program year. Training will occur during staff orientation week |
| Develop a system of checks and balances on a regular basis to help teachers recognize where they are on observations and documentation for the children in the classroom | This is to be done during the start of the 2014-15 program year |
| Recruit and offer incentives to parents that are interested in being trained ad educated on Developmentally Appropriate Practices; wanting to enter the field of Early Childhood Education | This will be an ongoing effort throughout each and every program year |
|  |  |
|  |  |

**Health and Disabilities**

The areas that were assessed as part of this portion of the program were Prevention and Early Intervention, Disabilities, and Tracking and Follow-up. The participating team made a list of strengths and areas of improvement for these areas. A corrective action plans was developed to address weaknesses (i.e. concerns) if any.

* **Strengths**

Nutritional services within the program are well established. Such services include the collaboration between the program and outside agencies, involving parents, and a mental health consultant. Education on proper health and nutrition is accomplished by involving parents through ongoing evening activities (e.g. Health Fair, Safety Night). As a result of ongoing communications, parents, staff, and contracted mental health consultants have a productive and positive working relationship. Meeting children’s health needs via input and feedback from the Head Start Advisor Board helps guide the program in the right direction.

Referral processes are well defined and strongly implemented. The program works effectively with BOCES for stabling the needed disability services. The program insures that the children’s health and disability needs are met and there is reliable follow through on child and family amenities, in that the program does not allow for children to “fall through the cracks”.

Close working relationships with local agencies ensures effective services for children in the program. Individual files are kept on children with the documentation of referrals and the services that were provided. Meeting the mental and physical health needs of the children in the program is a daily priority.

* **Areas of Improvement**

Notifying parents in a timelier manner about situations such as transmissible out breaks (e.g. head lice). Work with the community to attract more medical services that are greatly needed locally. Work with the community to find transportation for Head Start families that need to leave the program’s service area if medical needs cannot be met locally. Find ways to improve parent/guardian awareness of the importance of health services so that the program reduces the lack of cooperation from skeptical parents. The program needs to improve mental health consultant feedback to teachers, staff, and parents. Staff, consultants and parents often have great solutions to some of the programs challenges, but are rarely shared; there needs to be dedicated “follow through” on ideas from individuals’ tied to the program.

As in other aspects of the program, more parent involvement is a necessity. The program needs to create incentives for parents to be involved in the health and wellbeing of their children. Aside from meetings and get-togethers with parents being informative, they need to be more fun. Hands-on activities are a proven success in teaching parents and there is a need to include children from the program in such activities (e.g. fire safety).

ADA accessibility to the main Head Start building needs to be studied.

Not enough local resources (e.g. support groups, respite care, activities for kids) available to parents and their children.

Translating to non-English speakers needs to improve, this needs to include bilingual professionals/service providers for non-English speaking families.

During times of sudden turnover, new staff members need to be trained and documentation needs to be maintained for medication dispensing at this Head Start facility. Staff members need to be well educated on Health Policies and Procedures to make appropriate decisions on whether a child should be sent home or remain in the classroom. The program needs to utilize CAP60 tracking system to tracks all content areas and have the ability to run daily, weekly and monthly reports. Prior to the tri-annual federal review, the program should self-audit by staff to insure that all pertinent information has been entered for each child.

* **Areas of Concern**

The program is concerned with the lack of parent involvement and lack of concern by some parents about their child’s wellbeing. The program is also concerned with the lack of communication between staff and parents when a child is out sick or an extended period of time or has a concerning health issue. There are some issues of health and safety concerns in the kitchen, such as the lack of using gloves and hair nets during the preparation and distribution of meals,. Parent and staff handbooks lack information regarding licensing requirements for health and safety in designated departments of the program.

Number of discontent parents threating litigation on the program. Thus, program needs better and effective training (e.g. problem solving techniques) for parents on how to approach issues and concerns relating to the classroom or program.

The program lacks ADA compliance in the main Head Start buildings for both children and parents with disabilities.

The program is concerned with the lack of constructive parent involvement. Parents tend to get involved only when issues of concern are brought to their attention or they buy communicating with other parents about negative issues.

* **Corrective Action Plan**

|  |  |
| --- | --- |
| Program staff will work on ways to improve parent involvement for Health Night, Safety Night, Health Fair, etc. | This is to be done during the start of the 2014-15 program year and throughout the year. |
| Develop and implement a means to improve feedback and “follow through” from mental health consultant and behavioral team meetings. | This will be completed prior to the start of the 2014-15 program year. |
|  |  |
|  |  |
|  |  |
|  |  |

**Family Partnership**

Areas assessed as part of family partnership included Family Partnership Building, Parent Involvement, Program Governance, and Community and Child Care Partnerships. The participating team made a list of strengths and areas of improvement for this content area. A corrective action plans was developed to address weaknesses (i.e. areas of concern) if any.

* **Strengths**

Close knit community, the program staff knows the majority of families well and have knowledge of the families’ needs as they relate to school readiness. The program has a small select group of good volunteers that are eager to assist with light duties throughout all areas of the program. Many of the parent’s in the program are continuing their education and finishing either GEDs, Associate’s, and some are working on baccalaureate degrees. The staff places a lot of time and effort on following up with families as much as possible as related to their child’s needs and progress in the program.

The program staff devotes time and activities towards family bonding. Through home visits and parent-teacher conferences, the staff encourages parents to spend sufficient time with their children and the staff encourages parents to follow their child’s educational progression. Because of the diverse of culture in the home and employment of the parents of the program families, the staff is persistent, patient, and caring for families that participate in the program. The staff makes every effort to have parents stay involved knowing they have minimal time to spend with their children. The program works diligently to have parents (including staff parents) seek degrees in higher education. The program feels that a stronger educated parent prompts better involvement with the program and in the community. Volunteers in the classroom and finding resources working with two parent groups also SCCC.

Getting parents involved in decision making is one of the primary commitments of the program and its staff. The program strives to assists parents with planning their own activities to engage their child. The program continues to be persistent, patience, devoted and caring for the families served by the program. The role of every staff member is to encourage parents to be involved in all aspects of their child’s health, safety, and education. The program prides itself in working closely with all groups (internal and external) and attending scheduling meetings that concern the children in the program. The program staff is diligent in contacting parents and reporting on the progress of their children.

The program has a good rapport with Haskin Elementary. The program has a good registration process (Head Start to Kinder). The program works to develop a list of children going to kinder. The program works to contact parents about the registration process and develops a smooth transitional process that reduces parent and child stress. Constant contact and working with parents and public school staff throughout the school years also aids for a smooth transitions from Head Start to Kinder. The program works hard in recruitment for head start and kindergarten. The program works hard in contacting families for Head Start and the public school.

* **Areas of Improvement**

As in other areas, there is a lack of parental involvement due to lack of cooperation. For many, it is the lack of reliable transportation. Also, because of the inconsistency in scheduled work hours for many of the parents, it is difficult for parents to be involved in program scheduled activities. Because of the circumstances surrounding the population the program serves, there is a lack of time to get to know some of the parents, and a lack of times to engage families with the program. The number of families that are served by the program far exceed the number of staff members employed by the program. There are a significant number of families to contact and workload for parents and head start staff is substantial. To improve this situation would require less paperwork, or a lighter work load, or an assistant to the program managers. Parent involvement tendencies vary. The program needs to help parents improve themselves. More parents with advanced education and directed personal growth tend to be more involved in their child’s life. The program can try to help parents find better jobs and earn better wages. The program needs to advocate for more employers to help employees with family needs especially in relation to school readiness and child social and emotional development. If the program can complete their website it will help the program solidify its partnerships.

The program has had difficulties getting parents to follow up with partnership agreements. Parents may not want to give up time to participate so the program needs to find ways to improve this situation. There are a consistent small number of volunteers, but the program need to improve their recruitment process to get parents to volunteer in the classroom and during extracurricular events. Trying to contact parents has been a struggle throughout the academic year. The program needs to establish procedures to better communicate with parents and parents to accept responsibilities upon admission of their child into the program. Parent involvement varies for year to year, the program needs to find a way to have consistent parent involvement. As indicated in other areas of this report. The program needs to advocate for batter wages and better jobs. The program needs to connect with the community to encourage employers to support their employees with children in the program to be involved in their child’s education and wellbeing. There has to be willingness by parents also to talk to their employers to allow them to participate in activities sponsored by the program. A website would also help improve these areas of the program. All staff needs to be willing to work with parents and be respectful of parents and vice versa, parents need to know we are not baby sitters but a professional program. The program needs to improve its image so that people respect it as a learning institution.

The program needs to improve its efforts to get more parents involved in the program governance. Moving the Policy Council meeting to evenings was an option considered by the program. Family manager works with policy council (director lives out of town) and oversee various after-program activities for parents (e.g. Parenting Classes, Nutrition Classes, etc.). The program needs to find ways to assist with after program activities so they are not burdensome to anyone person. The program needs to improve on its training for the Governing Board and its Policy Council. The program finds it difficult to continue rescheduling Policy Council meetings and parent committee meetings for lack of assembling a quorum. Not all board and council members are as committed as others (i.e. lack of commitment to attending monthly meetings), which the program wants to improve. All parents could benefit from various types of training so the program is committed to improving this part. The program needs to improve finding outside training venues to come into the community for parents or sending parents to trainings (e.g. parenting academies) elsewhere. The program would benefit by having staff go beyond its service area and beyond surrounding communities to meet other Head Start staff and spend some time learning about the issues and concerns they face in their Head Start programs. It is difficult to provide additional services when no monies or limited resources are available. The program needs to look at ways of obtaining grant monies to help with program growth. The program needs to get its website up and running to help with communication and dissemination of materials to parents and the community at large. Trainings for staff and parents learning about other preschool programs and exposure to other programs by parents including those that will help shape the future of their children.

The program needs to find a way to keep track of phone number changes which though we try, they are not updated or parents are not available to take calls because of work. The staff is always losing time trying to reach parents. Better parent communication and update information for parents on a regular basis needs to occur more frequently. The program would like to look at increasing its Early Head Start program to meet the needs of more families in the service area. It would be of great importance to align all childcare with preschool programs in the service area. Find more granting agencies such as Preschool Jewels (PSJ) to fund field trips and possibly training for staff.

* **Areas if Concern**

Overload requirements of work on staff in a big concern. Acceptance of Head Start by some community members and rejection by other creates a division in community which is also a big concern. The program is also concerned with possible changes in the federal regulations that bring about a threat of putting Head Start though a bidding process (re-competition) and perhaps other entities aside from Saguache County Community Council may request to take over the program. Reduction in funding or defunding (e.g. sequestration) could affect the bidding process. Changes in state licensing regulations are a concern. The program is always worried that federal cuts to Head Start could be detrimental to a small but essential Head Start program such as this one.

The program is concerned with parents lacking the understanding of the importance of education especially for children of preschool age. The program has concerns that parents and community members see Head Start as babysitting service rather than a genuine school readiness program. The program is concerned whether changes will be made in requirements of Head Start programs that could cause hardship to those the program serves. Should the program be concerned about past and or current criminal backgrounds of parents and volunteers? Will performing background checks on volunteers or have knowledge about a volunteer’s background be appropriate. Defunding by federal agencies could impact how we serve the families participating in the program.

The program wants to see itself as a family. The program wants to build relationships among coworkers and with new director. As a concern, some of the staff see that this is something that needs to happen so that everyone understands the mission of the program and everyone is clear about their role in serving families and their children. Some staff issues continue to surface and staff needs work on work of effective resolution practices. Recompletion and changes in head start policies. New people on staff need to be well oriented so that they are effective in their new roles. Lack of communication with parents affects all aspects of effective family partnerships. Information doesn’t always come down to all staff by SCCC or policy council.

Should the Head Start Program play a role in trying to bridge divisions in the community? Division of the community can affect the effectiveness of the program. Funding needs to be available (expansion) Better acceptance of Head start (still needs some PR work). Lack of funding and employment opportunities for families in the area inadvertently affect the program’s mission.

* **Corrective Action Plan**

|  |  |
| --- | --- |
| Provide training for parents on the importance of parent involvement with Head Start | October or November of 2014 program year |
| Find external entities to train parents in all Head Start Program areas to improve parent responsibility awareness | November or December of 2014 program year |
| Share communications/annual program activities with parents and staff at the same time and venue | During orientation week prior to the start of the 2014-15 program year |
| Improving the program’s use of CAP60 for documentation and “follow-up” | Ongoing |
| Device a protocol to contact parents more often to upgrade parent contact information (e.g. phone numbers, home address, sitter, emergency contact number/person, authorization release of students) | Prior to the start of the 2014-15 program year |
|  |  |

**Fiscal Management**

The area that was assessed by this team was Fiscal Management. The participating team made a list of strengths and areas of improvement for this area of the program. A corrective action plan was developed to address weaknesses (i.e. areas of concern) if any.

* **Strengths**

The program has an experienced fiscal officer having thirty seven (37) years with the program in the same position. The program’s fiscal agent uses QuickBooks as its financial software. The software helps with on-going monitoring and yearly audits and is also used by other local Head Start fiscal officers. Because the software is used by several Head Start entities, when there are question there is a strong support group. The fiscal manager has strong ties with external programs that can offer advice and assistance (e.g. auditors, other local head start programs, and regional office).

* **Areas of Improvement**

Better methods of organizing this department. Find ways of reducing distractions during the day that cause disconnect with duties and responsibilities. Have more time to spend with new director on training relating to the Office of Head Start’s performance standards as they relate to fiscal management. QuickBooks lacks the ability for fiscal officer to create a detailed administrative cost document spreadsheet.

* **Areas of Concern**

Fiscal department is only a one person unit. Fiscal officer can be overwhelmed at certain times when a lot of fiscal responsibilities arise during the year. Fiscal regulation at the state and federal level can change and can be difficult to stay well-informed with such changes. Head Start is dependent on federal government funding which can fluctuate and affect the program’s budget. Lack of Human Resource Office puts a strain on fiscal officer when staff brings HR issues to fiscal officer.

* **Corrective Action Plan**

|  |  |
| --- | --- |
| Work with the granting agency to adjust budget to hire a Human Resources Officer. | Hire for the 2015-16 academic year |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Data Management**

The areas that were assessed as part of Data Management included Record Keeping and Reporting, and Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA). The participating team made a list of strengths and areas of improvement for this content area. A corrective action plans was developed to address weaknesses (i.e. areas of concern) if any.

* **Strengths**

The entire staff is well informed and provided policies and procedural manuals to assist with data management. Ongoing monitoring reports are made timely which include weekly activity reports, computerized tracking reports (CAP60) and child outcomes reports. The appropriate staff makes sure that all correspondence reports are out on time. The appropriate staff keeps reports up-to-date and files are keep well organizes and are available when needed by staff and external officials.

Being a small community where everybody knows everyone is beneficial when collecting information and gathering data. The program is well organized during registration leading into a smooth transition into the new school year. Office staff works well together when it comes to sharing data among the separate units. Files in all divisions of the program are well organizes. Attendance and other important daily child records are well monitored and maintained. The appropriate staff members insure that every single document is in the child’s file before being accepted into the program. Determining selection criteria is done unbiasedly and with great care (i.e. family income and age of the child).

Education, disabilities, case management and other assessments are thoroughly documents through CAP60 and Teaching Strategies Gold databases. Child classroom outcomes are tracked, maintained and reported accurately through CAP60 and Teaching Strategies Gold databases.

Good data management allows the staff to quickly access the program’s waiting list and staff are able to quickly fill the vacancy when a slot is available.

* **Areas of Improvement**

Continue training on CAP60 tracking system for management staff especially those that work directly with the children and their families.

Create and use weekly, bi-weekly and monthly monitoring reports for program areas that can use CAP60 data to improve the program. Better and more spacious filing area (i.e. need more space to file all program reports). Better means of communicating with all individuals working or participating in the program (e.g. Outlook email). More training on the use of CAP60 components that are not currently being fully utilized or needed to make the program function more efficiently (e.g. Auto-Dialer)

Teachers need to be able to log into CAP60 for attendance tracking. Need to work on having parents be more consistent in sending their children to school regularly. Parents are not getting files in on time when enrolling their children. Better follow up on chronic absenteeism.

* **Areas of Concern**

Heavy traffic in the front office area brings about a lot of distraction and loss of time for front office staff. The staff is avoiding the end of the year PIR because of the low monthly attendance. Minimal use of electronic filing, staff could reduce paperwork by using software tracking data available through CAP60.

Families in need are not aware of the program. At times the program has had to recruit children to fill vacancy slots.

The local community lacks the availability of mass media that provides public service announcements to assist during times of registration and enrollment.

As with many rural communities throughout the country the program is concerned with the reduction in population in the service area. A big concern is excessive absenteeism and lack of daily attendance; tardiness has also become a prevalent issue. Enrolling children into the program late in the academic year is also a recurring concern.

As mentioned above, the participation of specific staff in producing the annual PIR is a intimidating task and most fear not completing the PIR in time.

As with other areas of the program there is a fear of continued reduction in federal funding that can stress the program.

* **Corrective Action Plan**

|  |  |
| --- | --- |
| Schedule more staff training with CAP60 for more efficient data management. | Early during 2014-15 academic year |
| Establish a means of better communication among staff and other individuals involved in the program | Early during 2014-15 academic year |
| Have staff meetings weekly | Consider for fall 2014 |
|  |  |
|  |  |
|  |  |