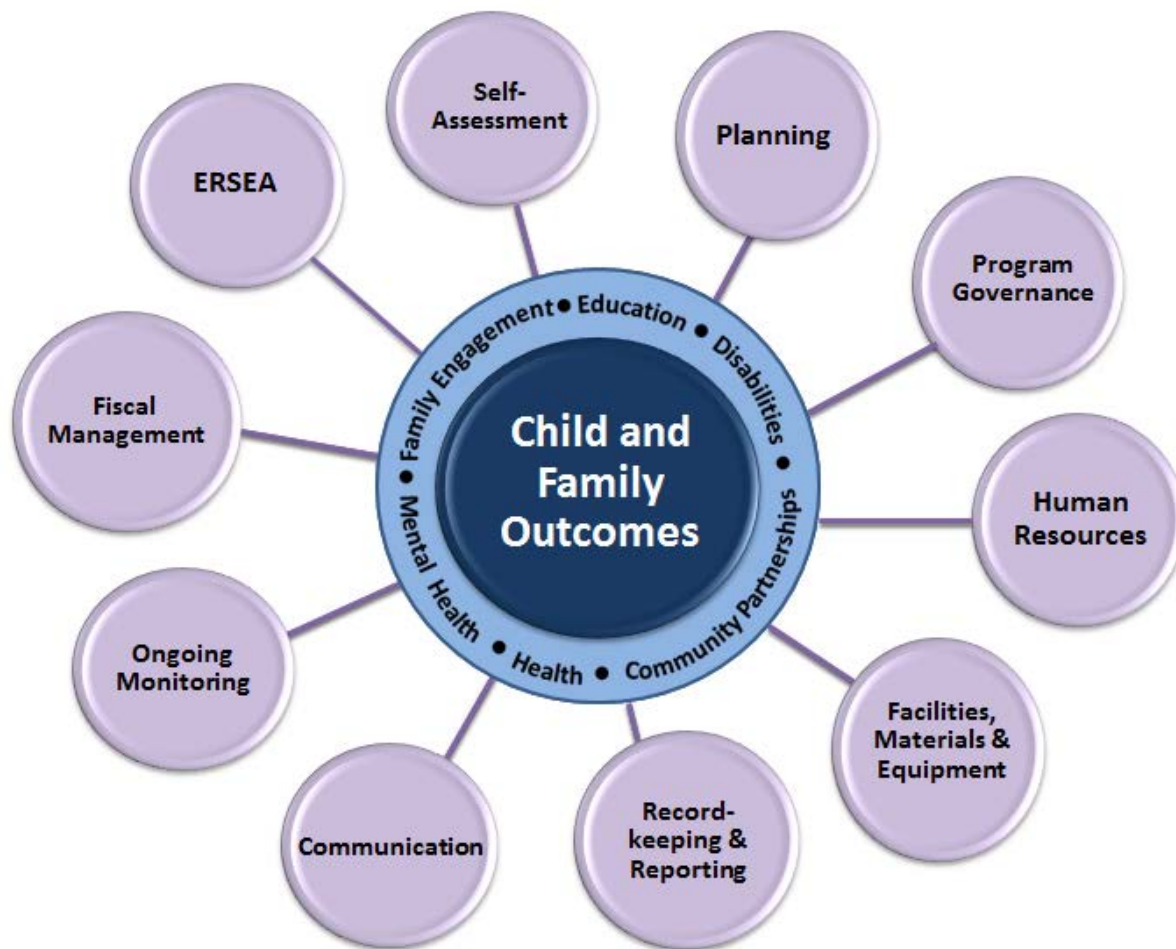




THE NATIONAL CENTER ON
**Program Management
and Fiscal Operations**

Keeping it Simple with Systems School Readiness Focus *Questions to Consider*



Keeping It Simple with Systems

Head Start/Early Head Start (HS/EHS) programs are complex. Systems-thinking provides a fresh perspective and a “big-picture lens” that taps into a higher level of analyzing, problem-solving, and strategizing. [This version of Keeping It Simple with Systems focuses on how each of the ten HS/EHS management systems supports school readiness.](#)

When using this tool, the questions to consider are written to draw out *yes* or *no* responses.

- If the response is **yes**, determine why and provide an example.
- If the response is **no**, determine why and consider next steps to improve that system’s effectiveness to support services and systems

In order to get an accurate overview of your program and how the Head Start management systems are supporting school readiness, you may want to have conversations with various stakeholders (staff, management team, governing body/Tribal Council members, Policy Council, community members), review data, or read existing reports (i.e. community assessment and Self-Assessment reports).

Before moving to the next Head Start management system, rate yourself and your program:

- Based on your observations and conversations, if you believe the management system is operating effectively, select **5**. Based on your review of data, existing reports and conversations, if you believe the management system needs **immediate** attention to improve its effectiveness, select **1**.
- Rate your knowledge of each as a Head Start management system: **5**- I am knowledgeable about how the management system operates in Head Start; and **1**- I need support to become more familiar with how the management system operates in Head Start.

Determine the average score. When finished with each management system, meet with your director to determine your next steps. As a tool, *Keeping it Simple with Systems* supports you, a new leader, to *begin your journey as a manager who is managing through a systems lens!*

Self-Assessment

SR Focus

- Do our program goals support our school readiness goals?
- Do we review aggregated child outcomes data related to our school readiness goals during Self-Assessment?
- Do we review data on quality of interactions and environments during Self-Assessment (eg. CLASS, ECERS, ITERS, ELLCO, etc.)
- Do we use the results of our school readiness data from our Self-Assessment to ensure that our SR goals are appropriate for our population and that children are making progress in achieving those goals?
- Do we use the identified program strengths to leverage our achievement of school readiness goals?
- Do we include the governing body member with early childhood education expertise or other early childhood experts from the community on our Self-Assessment team?

How does Self-Assessment support implementation of your school readiness goals?

Click here to enter text.

Effectiveness of Self-Assessment as a system:

1 2 3 4 5

My knowledge of Self-Assessment as a Head Start management system:

1 2 3 4 5

AVERAGE TOTAL:

1 2 3 4 5

Planning					
<p>SR Focus</p> <ul style="list-style-type: none"> • Do we ensure that school readiness goals and activities are incorporated into our Individual Professional Development Plans, our T/TA Plan, Services Area Plans, and Transition Plans? • Do we need to modify our plans to reflect our school readiness goals? • Do we have a plan to ensure school readiness data is aggregated in a timely manner to promote continuous program improvement? • Do we use our school readiness data to inform planning around curricula and daily activities to ensure children are making progress? 	<p>How does Planning support implementation of your school readiness goals?</p> <p>Click here to enter text.</p>				
Effectiveness of planning as a system:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
My knowledge of Planning as a Head Start management system:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
AVERAGE TOTAL:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Program Governance

SR Focus

- Have we engaged our Policy Council and governing body in the development of our school readiness goals?
- Do the governing body and Policy Council take an active role in reviewing our progress towards achieving school readiness goals through involvement in self-assessment and program planning?

How does Program Governance support implementation of your school readiness goals?

[Click here to enter text.](#)

Effectiveness of program governance as a system: 1 2 3 4 5

My knowledge of Program Governance as a Head Start management system: 1 2 3 4 5

AVERAGE TOTAL: 1 2 3 4 5

Facilities, Materials, and Equipment					
<p>SR Focus</p> <ul style="list-style-type: none"> • What materials/equipment do we have that could be used more intentionally to support our school readiness goals? • What materials/equipment do we need that could be used more intentionally to support school readiness? 	<p>How does Facilities, Materials, and Equipment support implementation of your school readiness goals?</p> <p>Click here to enter text.</p>				
Effectiveness of facilities, materials, and equipment as a system:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
My knowledge of Facilities, Materials and Equipment as a Head Start management system:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
AVERAGE TOTAL:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Recordkeeping and Reporting

SR Focus

- Is our assessment tool providing us with reports that are useable and meaningful?
- Do we have a recordkeeping and reporting system to track activities planned to support school readiness goals, as well as progress towards achieving school readiness goals?
- Does our recordkeeping and reporting system give us the information we need to answer the questions we have around our children, families and programs in relation to school readiness?
- Does our recordkeeping and reporting system enable us to track and report progress on children and families for whom there are no valid and reliable instruments?
- Do we need to create new tools to track school readiness activities or make modifications to existing ones?

How does Record-keeping and Reporting support implementation of your school readiness goals?

Click here to enter text.

Effectiveness of recordkeeping and reporting as a system:

1 2 3 4 5

My knowledge of Recordkeeping and Reporting as a Head Start management system:

1 2 3 4 5

AVERAGE TOTAL:

1 2 3 4 5

Communication					
<p>SR Focus</p> <ul style="list-style-type: none"> • How do we share our school readiness goals with our stakeholders? • How do we ensure that our stakeholders, including families, understand our school readiness goals? • How do we consistently and regularly communicate status and progress on our school readiness goals to all stakeholders? 	<p>How does Communication support implementation of your school readiness goals?</p> <p>Click here to enter text.</p>				
Effectiveness of communication as a system:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
My knowledge of Communication as a Head Start management system:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
AVERAGE TOTAL:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Fiscal Management

SR Focus

- Do we have the resources available to support school readiness activities?
- Are we using our school readiness data to inform our fiscal planning for school readiness related activities and materials?
- Does our budget include adequate funding for professional development, materials and equipment
If not, how can we use SR data to support request for allocation of funds or resources?
- Does our budget reflect our efforts to be inclusive of all cultures and languages by providing resources for consultants with cultural expertise, translation and interpretation consultants, authentic cultural artifacts/materials including music and books, and on-going mentoring/coaching for staff's professional development?

How does Fiscal Management support implementation of your school readiness goals?

[Click here to enter text.](#)

Effectiveness of fiscal management as a system:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
My knowledge of Fiscal Management as a Head Start management system:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
AVERAGE TOTAL:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)

SR Focus

- Do we discuss the importance of attendance with parents during our enrollment process?
- Are we effectively monitoring attendance rates and promoting attendance as a strategy for successful school readiness?

How does ERSEA support implementation of your school readiness goals?

Click here to enter text.

Effectiveness of ERSEA as a system:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
My knowledge of ERSEA as a Head Start management system:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
AVERAGE TOTAL:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>