

TECHNOLOGY PLANNING

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SOME TALKING POINTS FOR TECHNOLOGY DISCUSSIONS

❖ CAPACITY

1. Describe the hardware used in your program. Include location, brands, size, age, software in use, networking capability, who has what pieces as part of their work station
2. Does your program have internet access? Where and by whom is it used? How is it used? How secure is it?
3. Does your program have email? Where and by whom is it used? How is it used?
4. Do you have policies in place governing personal use of email, the web, etc.?

❖ INFORMATION TRACKING

1. Does your program use a software program to track and manage child and family information? Which one? Are you happy with it? Is there information you do not collect that you need or wish you had?
2. Does your program use a software program to track and manage other information, e.g. payroll or personnel information? What programs are in use? Are you happy with them? Is there information you do not collect that you need or wish you had?
3. Do you submit your PIR and your grant electronically?
4. Do you have community partners who you share reporting responsibilities with? Do you have community partners that your technology has to interface with?

❖ PLANNING

1. Do you have a technology plan in place? If yes, when was it completed and how often is it reviewed and updated?
2. How do you see your technology capabilities improving services to children and families in the future?
3. Are there areas of technology you would like to know more about?
4. Do you annually budget for technology support, maintenance, and updating?
5. How will you measure technology based gains in meeting the needs of the agency, children, and families?
6. Do you have a technology partner? I.e. LEA, CAA. How does this help and hinder your program?

❖ STAFF DEVELOPMENT

1. Is there a person (or persons) that provides technological support to your program? Is this a staff person or a consultant? What percentage of their time is devoted to technology support?
2. Are there identifiable leaders, both formal and informal, in technology use on staff? Who are they and what positions do they hold?
3. Are needed technology skills listed and required in job descriptions? Do you know how well the skills of individual staff currently match the technology requirements of their job?

HSFIS for MANAGEMENT TEAMS

1. Here are some thoughts to live by...

1.1 Computers will not do whatever you want them to do! Many of us have a Star Trek concept of computers, i.e. you just tell it what you want and it does it! Just because you had a class list that contained x-y-z in a non-automated system or some other automated system, does not mean you can get it exactly that way from HSFIS. Exercise your flexibility. Be clear about what you need and look for ways to find it.

1.2 Moving to an automated system from a paper system is a transformational change for a program that effects every organizational system. Be aware that even if you are moving to HSFIS from some other automated system, you will be faced with making changes in the way you work. This is not the same as changing your word processing software from MSWord to WordPerfect. Do not let the short range issues involved in start-up cloud your view of the long range issues you will eventually face.

1.3 This is a test of how well your organization learns. Many different people will be working on the software at many different levels, places, and times. How will these people be able to learn from each others' mistakes and successes? This is also an opportunity to further integrate services.

1.4 There is a way to get to what you want to do. It may not be the most direct path or the most logical to you, it may not be the path you used before, but there is a way to get there in HSFIS.

1.5 A selling point with staff in centers: Most of the information that is needed to monitor and manage the program is available in HSFIS. Managers/Coordinators will not have to spend their time "forcing" the center staff to forward the data, i.e. monthly reports, to them, it will already be there!

Recommendation: During your implementation period, start assembling a list of: work that staff will no longer have to do because of HSFIS, i.e. monthly report; specific tasks where HSFIS will save time, i.e. scheduling capabilities; new options that provide staff with a previously unavailable activity that will increase the quality of their work, i.e. tickler file, label and letter generation by class or caseload. This will make it easier for staff to see the value of automation.

1.6 Always remember your mission. Your program is moving to an automated System for a reason, to better serve children and families. Reinforce this to parents and staff. Directly tie all technology activities to your mission statement.

2. Here are some things that need to be done right away...

2.1 Get training on HSFIS. You don't need to know everything about the software, but you need to be knowledgeable about how information flows in and out, how it effects the work of the staff, and how it can benefit you. You should be able to write Ad Hoc Reports using the HSFIS software.

**Suggestion: Have a mock program created on one computer and have each member of the Management Team spend at least an hour or two exploring the software by adding families, etc. Be sure to have someone (the HSFIS Administrator) around who can answer your questions.*

2.2 Designate a HSFIS Administrator and clearly determine the scope of their responsibility and their specific duties. The Administrator should be the management team's "advisor" on the software, how it can be used, how it can best be integrated into the routines of the program. Some recommended duties include:

Assign access to staff; maintain passwords;
Certify users;
Coordinate training of staff;
Oversee upgrades of software and hardware;
Supervise technical assistance;
Maintain a log of technical assistance calls to Cleverex and/or QNet;
Act as the program's contact with Cleverex, the Regional Office, and QNet;
Act as the agency's contact with the Management Team, i.e. requests for new reports are funneled through the HSFIS Administrator rather than to data entry staff;
Set up new sessions and install start-up information on remotes;
Supervise download and upload procedures

THIS IS NOT AN ALL-INCLUSIVE LIST! MODIFY IT TO FIT YOUR PROGRAM.

2.3 Compare and contrast the model HSFIS forms with your program's forms. Make sure your forms are complete; i.e. have all the information you want to have entered into HSFIS. Be sure they are in the proper order for data entry, i.e. the same as the software screens. Remember that the forms provided are just examples and were not developed specifically for your program.

**Make this an opportunity to reflect on the questions you ask parents... if the information you ask for is not needed for HSFIS, what is it needed for? Do you use it to manage your program? Do you use it for a specific service purpose, i.e. alert someone to a family issue or need? Maybe you don't need to collect it. Just because you always have, is not a good reason to continue.*

2.4 Some tasks for you, rather than the Administrator, are to:

Develop procedures for orienting and training a new employee,
Set criteria for assigning access,
Translate your program's prioritization criteria so that it conforms to HSFIS; Customize the
PIR module to fit your program,
Develop definitions and timelines for the HSFIS enrollment status options

This is not an all-inclusive list...

*Recommendation: Begin putting HSFIS on the agenda of each and every
Management Team meeting for the first year. Be sure the Administrator is present for that
time. Discuss issues, successes, things learned, solve problems, keep a list of on-going issues
to be addressed in the future.*

3. Here are some things that need to be done soon...

3.1 Develop an implementation plan. Think about a 2 year process to fully implement the software. Create timelines for module implementation, hardware upgrades, software upgrades, staff training (both for the initial implementation and ongoing training requirements as more modules are implemented and new staff are hired), and the development of procedures. Manage this plan closely by monitoring activities and involving all of the Management Team and the HSFIS Administrator in discussing the plan.

3.2 Develop and use an evaluation system. Regularly look at the system to make sure it is providing you with the information you need, that you are using the information effectively, and that it is not making everyone's work day miserable! Does the system flow and work smoothly? Did you make the right decision to use HSFIS?

3.3 Examine the HRD issues involved. Some staff who will now have to do data entry may not be computer literate enough to do so easily and comfortably. Data entry and computer use may not be currently reflected in your program's job descriptions or hiring criteria. Does your program have policies about personal email use, surfing the web at work, etc?

3.4 Review the available HSFIS reports and determine which ones you want to use regularly to manage your program. Decide on a reporting procedure. When is a report run and who does it? Do the reports provide you with the information you need and want? How does the reporting fit into your program's planning process and self-assessment? None of the data entry does any good if you don't get useful information out.

3.5 Orient the Policy Council to HSFIS. This is important to do annually, as well as if the PC was not involved in the original decision to use HSFIS. The Head Start standards for confidentiality must be maintained in an automated system and parents have the right to understand how this will be carried out.

3.6 Celebrate your successes! This is hard work that can be very troubling for staff. Be sure to reinforce success and achievement. Have fun.

4. Here's something to not do right away...

4.1 Do not request (or demand) a report format that is not already present in HSFIS or that can not be created through the ad-hoc report writer during the first 6 months of implementation. If the current reports are insufficient for your needs, identify that as an issue to resolved in the future, either by having new report formats created using Crystal Reports software, by re-examining your needs, or both. There are enough issues to be resolved at the start of implementation without adding to the list.



Technology Survey

MDS CAA Early Childhood Program

Survey Key

skill or

- 1 – Never be as
- 2 – Novice we are
- 3 – User

Please complete the survey below by indicating the best estimate of your knowledge level about each of the technology related indicators. Please accurate as possible as this survey is intended to give us a view of how using the technology we have.

- 1 = I have never successfully completed this task.
- 2 = I am exploring and developing foundational skills but have not developed sufficient expertise to use the skills on a daily basis.
- 3 = I have developed the skills to use the technology when prompted.

	Yes	No	
			1. Do you understand basic technology vocabulary and the terminology for your computer's operating system and applications?
	1	2	3
			2. Start up and shut down the computer and its peripherals.
	1	2	3
			3. Use mouse to open program files, move cursor on screen and highlight text.
	1	2	3
			4. Use the mouse for menu shortcuts(right clicking).
	1	2	3
			5. Locate and open file from floppy disk or hard drive.
	1	2	3
			6. Open and close an application or program.
	1	2	3
			7. Insert and eject a removable disk (floppy or CD- ROM).
	1	2	3
			8. Create, copy, move, rename, delete and print files and folders from disk/hard drive.
	1	2	3
			9. Shutdown a locked up computer and restart.
	1	2	3
			10. Solve common printing problems (load paper, change cartridge, clear paper jam).
	1	2	3
			11. Use the help function for assistance.
	Total_____		

1 2 3
change 12. Use basic features of a word processor (Microsoft Word) such as enter text,
font, set margins and tabs, insert headers and footers.

1 2 3 13. Use basic features of a spreadsheet (Microsoft Excel) such as enter text, locate a
cell,
row, column, or range; and create formulas.

1 2 3 14. Copy, cut, and paste within applications and between applications.

1 2 3 15. Input graphics into a document.

1 2 3 16. Use spell check, grammarcheck and thesaurus tools from a word processor.

1 2 3 17. Modify page format, paper selection and print orientation.

1 2 3 18. Create a graph from spreadsheet data.

1 2 3 19. Print envelopes and labels.
Total_____

1 2 3 20. Send e-mail messages.

1 2 3 21. Send or receive e-mail attachments.

1 2 3 22. Reply to and forward e-mail messages.

1 2 3 23. Store and delete e-mail messages, empty Deleted Items folder.

1 2 3 24. Enter and manage contacts in an e-mail address book.
Total_____

1 2 3 25. Can research specific topic using various search engines on the Web.

1 2 3 26. Can access a specific Web page address.

1 2 3 27. Add, use, and organize Favorite Web Pages in my Web browser.

1 2 3 28. Create a web page.
Total_____

1 2 3 29. Use a scanner to scan pictures or documents into applications.

1 2 3 30. Reduce, enlarge, or crop a graphic or picture.

1 2 3 31. Produce scrapbook picture pages.
Total_____

Low Medium High My level of interest in learning more about technology in general.

Technology areas in which I have interest in learning are as follows:

_____ Word Processing _____ Spreadsheets _____ Databases
_____ Desktop Publishing _____ Scanning pictures _____ Basic Operation,
Terminology
_____ Internet and Email Other

Employee _____ Total Points
Calculated _____

1/2001, S. Bowers, Technology Program Manager

REGION V TECHNOLOGY APPROACH

I. TECHNOLOGY GOALS AND OBJECTIVES

- A. Short and long range goals tied to agency's mission and strategic plan
- B. Target specific service delivery or management areas
- C. Go beyond the obvious (automated PIR vs. improved service delivery)
- D. Policies and procedures
- E. Fiscal, Child and family tracking, Human Resources, Transportation, Child Development services, Health, Disabilities
- F. Community Partnerships and Collaborations (compatible systems)
- G. Communications
- H. Distance learning

II. TECHNOLOGY ASSESSMENT

- A. Equipment
- B. Communications infrastructure
- C. Software
- D. Service delivery and reporting requirements
- E. Decision making and communication
- F. Ongoing assessment and monitoring
- G. Local technical support

III. TRAINING REQUIREMENTS

- A. Computer skill levels of staff
- B. Document Production
- C. Professional Development of staff and management
- D. Training resources (time, location, outsourcing)

IV. PERSONNEL REQUIREMENTS

- A. Number of personnel
- B. Skills requirements and job descriptions
- C. Type of personnel
- D. Use policy and confidentiality

V. FUNDING AND RESOURCE ACQUISITION

- A. Regional office
- B. Agency resources
- C. Community Partnerships
- D. Grants (corporations, foundations, state and local government)



VI. **PARENTS**

- A. Personal skill development
- B. Family literacy
- C. Employability skills
- D. Shared governance

From Government Executive magazine:

OPM DRAWS BOUNDARIES FOR USE OF OFFICE TECHNOLOGY

By Frank A. Micciche

Agencies can now look to the Office of Personnel Management (OPM) Web site for guidance in drawing boundaries for one of the more common dilemmas of the information age workplace.

With personal computers adorning nearly every desk in the federal realm, the question of how and when employees may use the machines for private purposes, and to what degree this use may be monitored, looms large.

Modeled on guidelines approved by the governmentwide Chief Information Officers (CIO) Council in May of 1999, OPM's Policy on Personal Use of Government Office Equipment clearly stakes out the rights and responsibilities of federal workers availing themselves of everything from copying machines to e-mail.

Two major principles make up the policies put forth by both the CIO Council and OPM. The first is that personal use can only cause a minimal additional expense to the government. That means employees can use a limited amount of supplies, such as electricity, ink, toner or paper, already provided by an agency in the course of normal operations.

Full story: <http://www.govexec.com/dailyfed/0800/081800f1.htm>

"Good is not enough when you dream of being great."

FAMILY & CHILD LEARNING CENTERS OF N.E.W., INC.
P.O. Box 459 1864 N. Stevens Street
Rhineland, WI 54501

COMPUTERS ACCEPTABLE USE AGREEMENT

The use of agency technology, including the Internet connection, is considered a privilege, not a right. All use of agency technology must be in support of the mission and goals of the agency. Any use which does not fall into the definition may be considered as potential misuse of agency technology. Misuse of the agency technology includes, but is not limited to the following rules:

No user shall:

- ◆ Access any unauthorized drives or directories
- ◆ Access, install or play unauthorized games – approved games will only be available through the regular menu selections
- ◆ Install or delete any software on the agency computers and/or network without Computer System Manager's permission. **The agency must have a license for all software installed on agency computers.**
- ◆ Place or use unlawful, inappropriate or objectionable information or language into the technology system or any component part. Hate mail, harassment, discriminatory remarks or other antisocial behaviors are prohibited. Illegal activities are strictly forbidden.
- ◆ Share his/her password or use other users' accounts to vandalize computer network equipment or information. Maintain privacy. Never reveal your personal address or phone number nor those of any families or staff.
- ◆ Vandalize or steal. Vandalism includes any malicious attempt to harm or destroy hardware, software or wiring as well as the data of any other user. This includes, but is not limited to, uploading, downloading, or creating computer viruses.
- ◆ Utilize the computers in such a way that disrupts the processing or **by using the system to illegally transfer software, otherwise known as pirating.**
- ◆ Download or print excessively large files – limit subscriptions to on-line groups
- ◆ Use the network or Internet for commercial or for profit purposes
- ◆ Deliberately connect to a lewd or lascivious website

The agency retains ownership and control of its computers, hardware and software at all times. To maintain system integrity, monitor network etiquette and ensure that users are using the system responsibly, management may review user files and communications. Users should not expect that files and other information communicated or stored in agency computers will be private.

All computer privileges will be revoked for a minimum of one (1) week if any of the computer rules are violated. Usage missed due to restricted use of the computers is the responsibility of the user-not the agency.

All users are required to abide by the terms of this agreement. Any violation of this agreement will result in disciplinary action including, but not limited to, restriction/revocation of usage and/or referral for prosecution. Appropriate action will be taken in accordance with agency disciplinary policies and practices.

Please review and sign this User Agreement:

I understand and will abide by the Computer Acceptable Use Agreement. I further understand that any violation of these rules may result in my computer privileges being restricted or revoked and also may result in disciplinary action. If the violation constitutes a criminal offense, appropriate legal action may be taken.

User Name (PLEASE PRINT)

User Signature

Date

THAT VISION THING...

Where do you see your program in 5 years?

Where do you see yourself in a couple of years?

The following technology, self-teach resources are available through the QNet Resource Library.

Books

- Q HR 3403 **Buying a Computer for Dummies**, Dan Gookin, IDG Books, 1998, 277 pages.
Summary: Buy your computer with confidence-and make a decision you won't regret! Whether you want to use a PC to do your banking, create your own newsletters, or just surf the Web, bestselling author Dan Gookin gives you sound advice and easy-to-follow steps for making the right computer choice.
- Q HR 3429 **Getting Started on the Internet**, Gary Grobman and Gary Grant, Amherst Wilder Foundation, 1999, 53 pages.
Summary: This book shows you how to use the Internet to uncover valuable information and help your nonprofit be more productive. Through instruction, diagrams, and examples the guide also shows you: how to use search engines to track down information, how to use mailing lists, and bulletin boards for everything from finding job candidates to finding solutions to management problems, what chat lines are and how to use them, how to use a web browser (and what they look like), and useful nonprofit Internet sites, such as Charity Village, and Internet Nonprofit Center, Nonprofit Genie, and many more.
- Q HR 3461 **Planning Educational Facilities for Information Technology**, Tweed Ross, The Master Teacher, Inc., 1997, 30 pages.
Summary: This book is composed of several sections, each of which can basically stand alone. Each section contains a description of the issues involved, recommended solutions, and a checklist that can be used to ensure that each item is addressed and completed during construction or remodeling. The eight sections are: room design, electrical wiring, technology infrastructure spaces, security, lighting, furniture, and project management.
- Q HR 3388 **Web-Based Training**, Margaret Driscoll, Jossey-Bass, 1998, 278 pages.
Summary: This guide offers scores of implementation examples from both large and small organizations. You'll refer to Web-Based Training time and time again to pour over this guide's practical charts, tables, and checklists. The CD-ROM included with this book gives you worksheets, document and presentation templates, job aids, and links to the WWW. A website devoted to the book will feature updates. Technical guides come and go. This book has stepped back from the technical whirlwind. This extensively-researched handbook shows you how to create Web-based training that adheres to the tried-and true principles of great instructional design.

Videotapes

- Q HR 3474 **Access 97: Introduction**, ViaGrafix.
Summary: In this video, you will learn all of the basics for using Access 97 including: opening a database, discussing the Access window, viewing database components, using a database wizard, creating our own database, adding a table with the wizard, defining data type, and much, much more.
- Q HR 3475 **Computer Basics for Non-Techies: Understanding the Basics**, CareerTrack Publications, 1996, 40 min.
Summary: Course 1 covers all about hardware. What is a computer, the processor, bits and bytes, printers, keyboard basics, portable computers, RAM, storage devices, modems, and multimedia.
- Q HR 3476 **Computer Basics for Non-Techies: Practical Uses**, CareerTrack Publications, 1996, 35 min.
Summary: Course 2 covers: different kinds of software and what they're used for, operating systems, common home office uses, Internet-web browsers and e-mail, multimedia and managing it all.
- Q HR 3478 **Discovering the Internet**, CareerTrack Publications, 1995, 60 min.
Summary: Topics covered in this video include: the Internet and the World Wide Web, commercial On-line services, finding an Internet service provider, using a web browser, web pages, setting up a web browser, sending an e-mail, accessing newsgroups, and searching for information on the web.
- Q HR 3487 **Excel 97: Intermediate & Advanced Skills Course Volume Two**, Gartner Group Learning, 1997, 48 min.

Summary: You will learn: working with workbooks, creating charts, graphics, & web pages, managing data and using functions & macros. Be able to manage database records and automate tasks using functions and macros...easily and quickly.

- Q HR 3486 **Excel 97: Introductory Skills Course Volume One**, Gartner Group Learning, 1997, 45 min.
Summary: You will learn how to create a worksheet, work with formulas, and improving worksheet appearance. This popular program streamlines and simplifies core tools to bring spreadsheet functionality to the surface, making it more accessible to all levels of users.
- Q HR 3477 **Learn How to Use Netscape Navigator**, CareerTrack Publications, 1996, 60 min.
Summary: This video will start you cruising the information superhighway at full speed. You'll learn: program overview, getting on-line, learning about the netscape web browser, and using support applications to get the most out of the World-Wide Web.
- Q HR 3482 **Microsoft Office Volume One**, CareerTrack Publications, 1999.
Summary: You'll learn: powerful shortcut menus (or context menus) that few users know about, hidden options and setting in your pull-down menus, activating, disabling and customizing spelling and grammar checkers, aligning text and indenting the easy way, creating bulleted and numbered lists, adding lines and borders, how to copy formats, 7 steps to success, how to type 500 wpm, ways to slash data entry time drastically, auto text vs. Auto-Correct, and Excel's awesome auto-fill feature and how to use it.
- Q HR 3483 **Microsoft Office Volume Two**, CareerTrack Publications.
Summary: You'll learn in the video: importing, exporting and converting, sharing, copying, and pasting data between applications, linking documents so they update automatically, putting excel worksheets into word documents, using word tables to align text, the power of the paste special feature, how to do a mail merge, bringing excel charts and word tables into PowerPoint, attaching documents to outlook contacts, tasks, appointments and e-mail, turning a word document into a PowerPoint presentation instantly, templates: how to create them, use built-in ones, modify defaults, and Applets and one-shot wonders nifty tools and commands to simplify your tasks.
- Q HR 3364 **Microsoft PowerPoint 97-CD ROM**, Gartner Group Learning, 1997.
Summary: This CD-ROM is a step-by-step learning resource. The system requirements are computer with 486, 33Mhz (IBM PC or compatible), 4MB Ram minimum, Windows 3.1 operating environment or higher, super VGA computer monitor, and sound blaster sound card or compatible.
- Q HR 3485 **Word 97: Step-by-Step Learning**, CareerTrack Publications, 1997, 45 min.
Summary: You will learn: how to create documents, edit text, and format text. Master Word 97's most powerful tools and begin creating professional-looking documents..quickly and easily...Step-by-Step.
- Q HR 3490 **Working with Windows 95: Managing Your Documents**, CareerTrack Publications, 1996, 29 min.
Summary: You'll gain: discover what's taken the place of the file manager and how the new command makes locating files easier than ever, where to find an easy-to-follow content list of your disks and folders, a quick way to copy and move documents, sorting and saving files by name, size or date, 2 fast ways to find any file on your hard drive, how to call up a document without having to first find the program in which it was created, and using the recycle bin to delete files...and to restore documents you accidentally deleted!
- Q HR 3489 **Working with Windows 95: Running Multiple Programs**, CareerTrack Publications, 1996, 32 min.
Summary: You'll gain: the best way to open multiple windows at once, using the taskbar to hop between two programs, how to tile various windows for easy access...and activate the one you want with a single mouse click, the taskbar shortcut menu: what's on it, and how to activate each timesaving command, how to link spreadsheet data into a word-processing document...and import graphics, too, tips on cutting and pasting data, and paint tools that let you draw logos, maps- anything you want to add to your documents.

Q HR 3488

Working with Windows 95: The New Windows Environment, CareerTrack Publications, 1996, 39 min.

Summary: You=ll gain: what icons are where on the Windows 95 screen-and what each one does, using the taskbar to locate windows you can=t see, a simple way to get shortcut menus for each icon, 4 buttons that help you control your windows, using the **Alt+My Computer** icon to get helpful facts about your hard drive, the quickest way to access documents and programs, efficiency booster: how to make the best use of both mouse buttons in Windows 95, and stuck? How to get help with troublesome topics quickly, by using the index feature.

Q HR 3491

Working with Windows 95: Timesaving Tips, Tricks, and Techniques, CareerTrack Publications, 1996, 38 min.

Summary: You=ll gain: fast ways to get familiar with the new taskbar, time-eating commands that can slow you down..and how to avoid them, a 10-second setup move that helps you easily open the programs you use most often, some new features of the old File manager, finding how much free disk space you have left, a new naming feature that lets you do away with cryptic DOS filenames, and a surefire recovery move you=ll be glad you know if your system freezes with several windows open.

