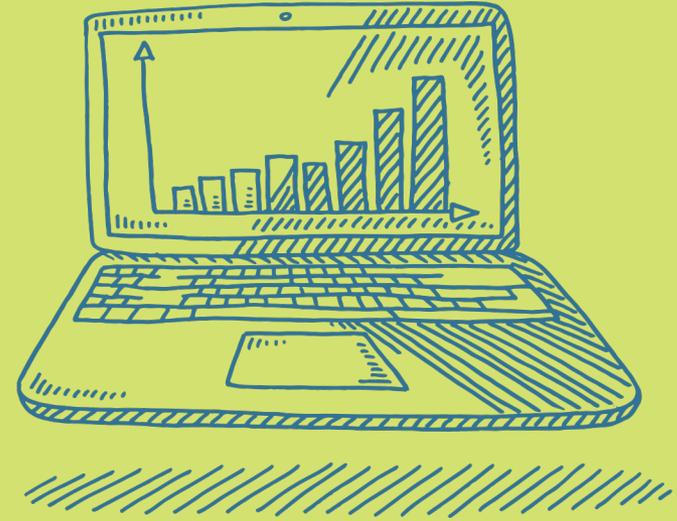


Head Start
a **to** **Z**



Head Start A to Z, 2.0



Technology and Information Systems



NATIONAL CENTER ON

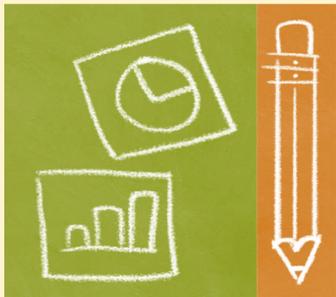
Program Management and Fiscal Operations

Learning Objectives

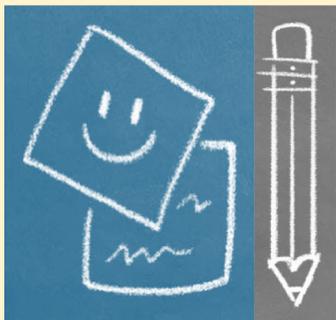
As a result of this session, participants will:



- Learn why technology and information systems are critical to Head Start programs



- Understand how technology and information systems are linked to the other Head Start management systems



- Explore the many ways Head Start leaders use technology
- Identify strategies for integrating technology throughout your program

Six Guiding Principles for A to Z Trainings

1

Successful programs are learning organizations.

2

The effective delivery of services grows out of strong systems.

3

Sound decision-making is informed by quality data.

4

Relationship-building is at the heart of transformational leadership.

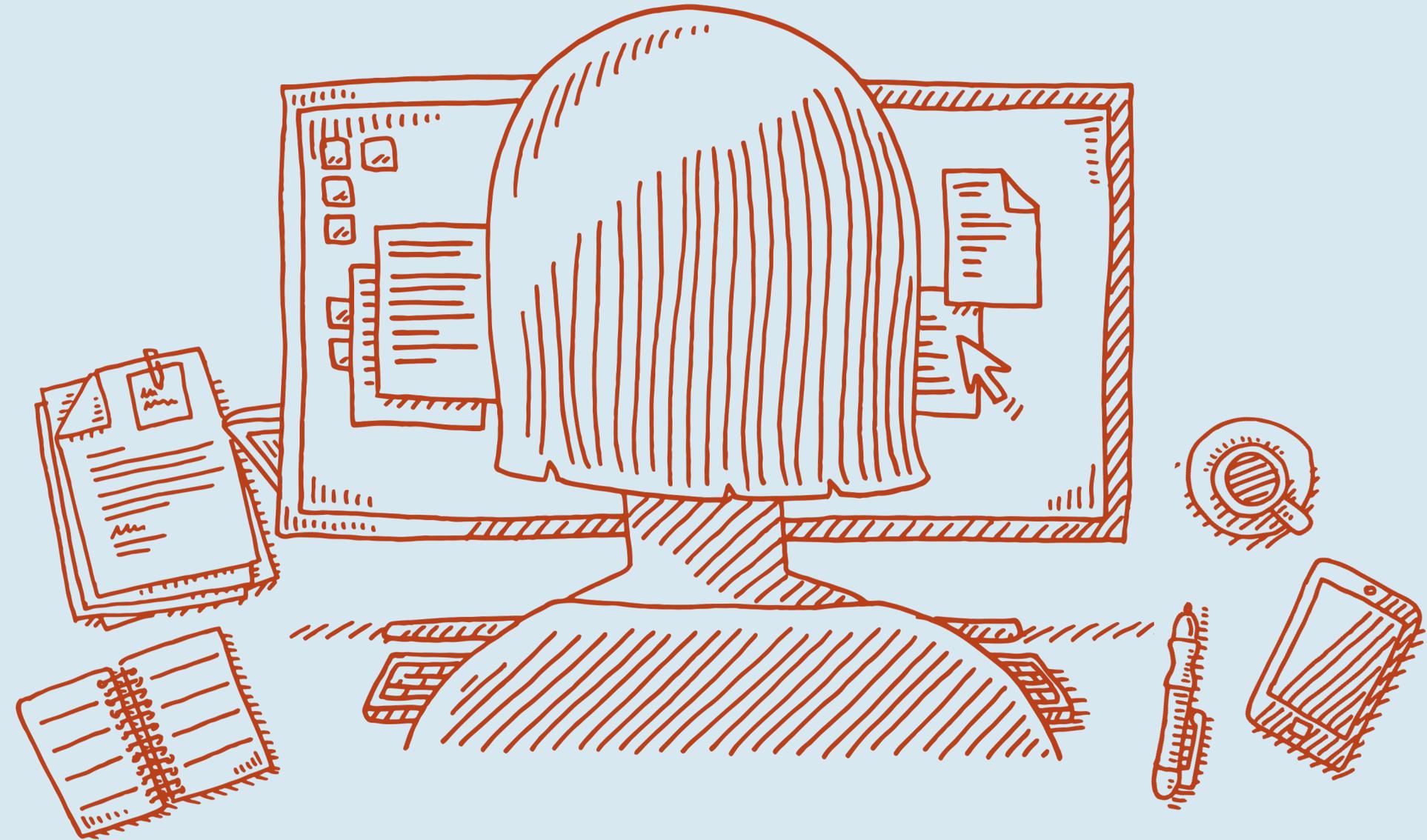
5

School readiness for all is our driving goal.

6

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

A Day in the Life – Scenario 1



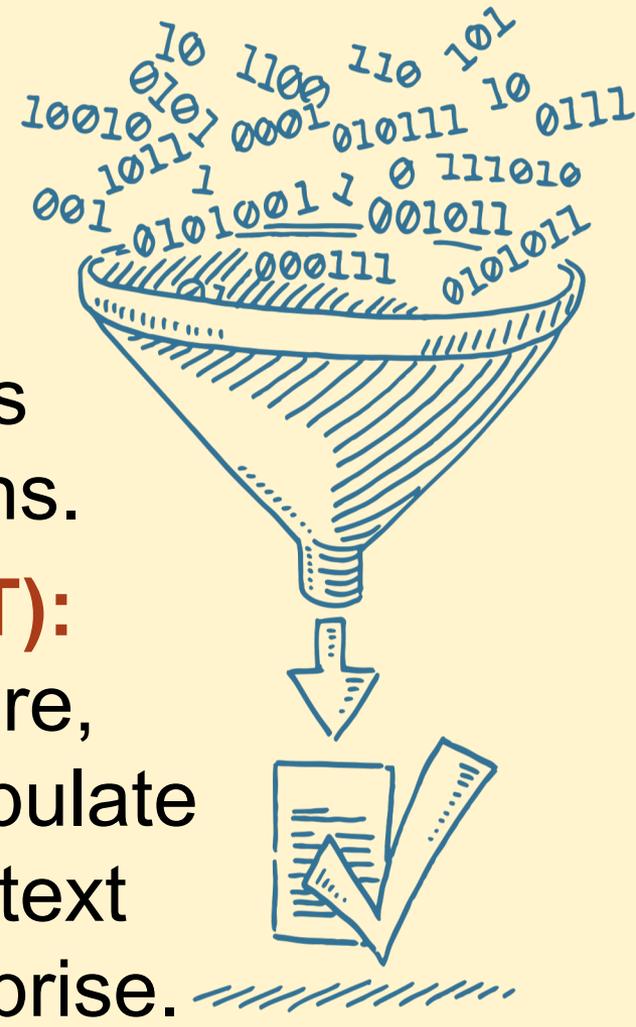
Defining Terms



- **Technology** uses science to develop useful tools to solve problems.
- **Information systems** are software that help you organize and analyze data. This makes it possible to answer questions and solve problems relevant to the mission of an organization.

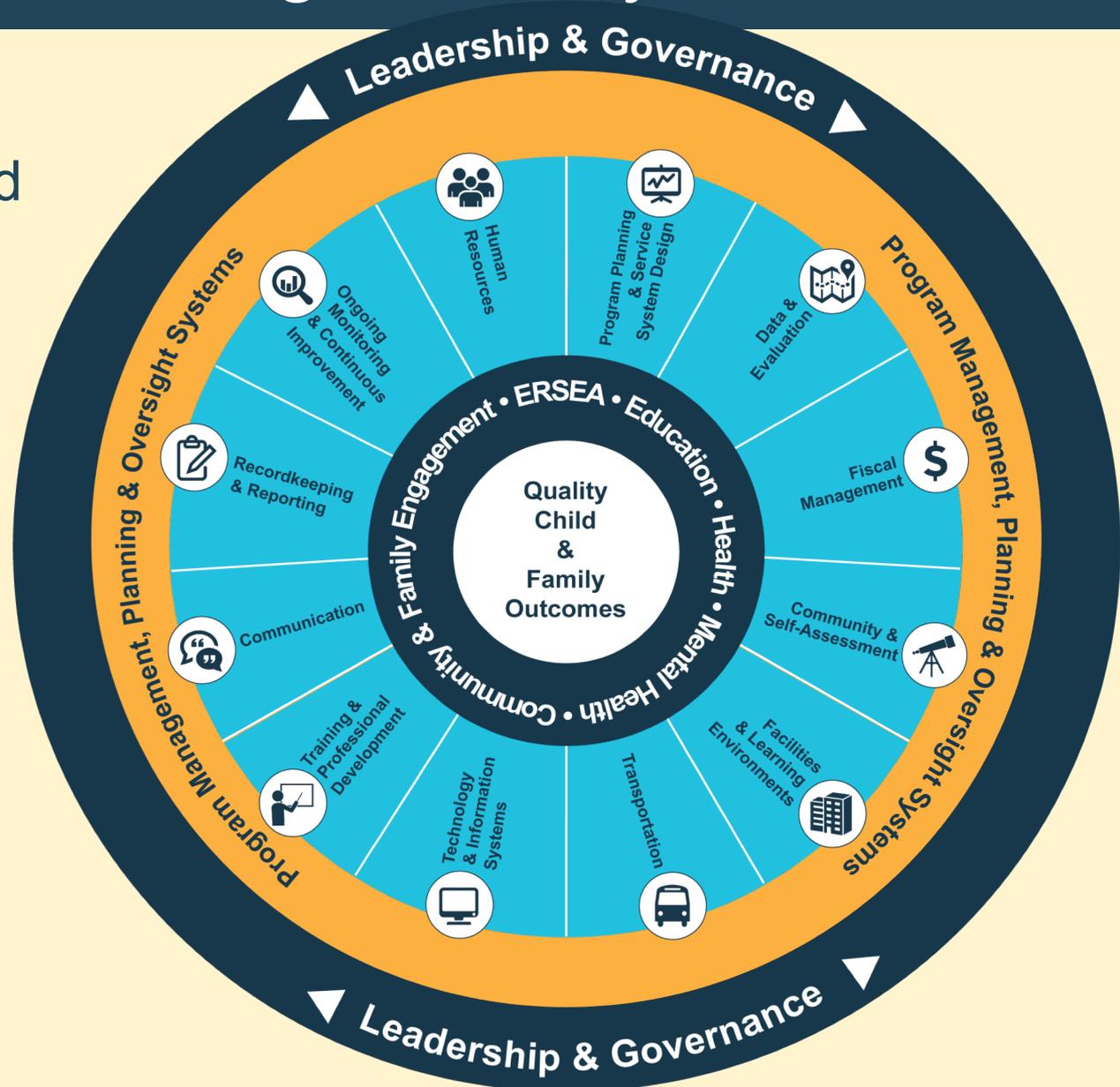
Defining Terms

- **Hardware:** Technology you can physically touch.
- **Software:** A set of instructions a computer uses to perform specific operations.
- **Information technology (IT):** The use of computers to store, retrieve, transmit, and manipulate information, often in the context of a business or other enterprise.



Head Start Management Systems Wheel

Five-Year
Project Period



Technology and Information Systems



Technology & Information Systems

- Maintain the infrastructure needed to address increased reliance on data collection and analysis.
- Select and manage the appropriate hardware and software needed to monitor progress.

Achieving program goals, 45 CFR §1302.102(c)

Establishing procedures, 45 CFR §1303.20

Maintaining records, 45 CFR §1303.24(b)

Program procedures - applicable confidentiality provisions, 45 CFR §1303.21

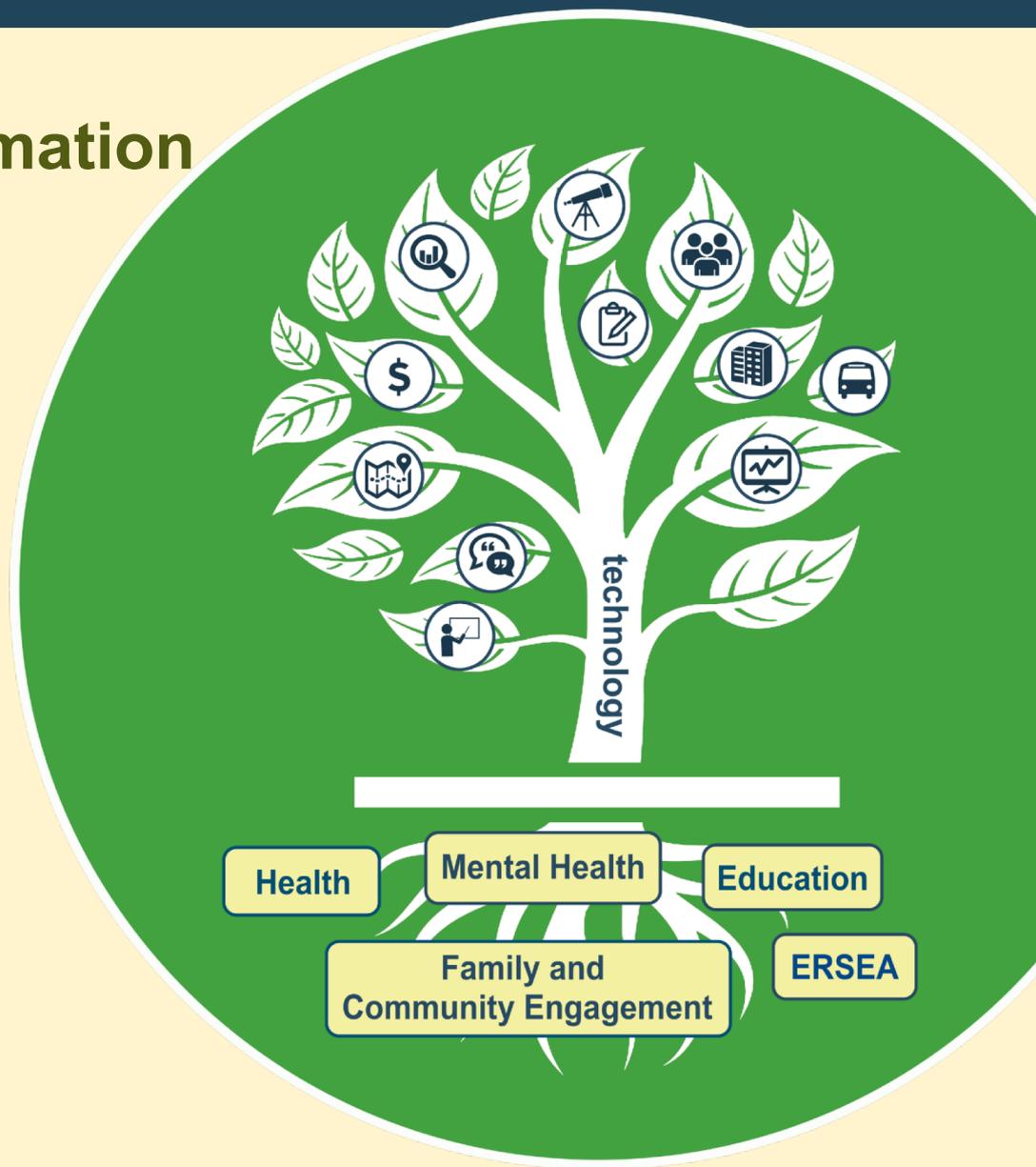
Technology and Information Systems in the HSPPS

- **45 CFR §1302.101** – Automated accounting and recordkeeping system; coordinated approaches for data management
- **45 CFR §1302.102(c)** – Data for continuous improvement
- **45 CFR §1303.20** – Establishing procedures for personally identifiable information (PII)
- **45 CFR §1303.24(b)** – Maintaining records for PII
- **45 CFR §1303.21** – Applicable confidentiality provisions around PII

Impact on Quality Child and Family Outcomes

Technology and information systems is like a tree:

- Rooted in services
- Connects and strengthens systems through effective data management
- Central pillar of the ecosystem that supports quality child and family outcomes



Four Management Systems

**Facilities and
learning environments**

**Training and
professional development**

**Fiscal
management**

**Human
resources**



Attending to Our Digital Infrastructure



"When you consider the degree to which our organizations are now dependent on digital data and infrastructure, it becomes incumbent upon nonprofits ... to attend to these resources with the same integrity to mission that they manage financial and human resources."

Source: Bernholz, L. "Digital Literacy: A Core Capacity for 21st Century Nonprofits." *Digital Impact* (June 26, 2017). Retrieved from <https://digitalimpact.io/digital-literacy-a-core-capacity-for-21st-century-nonprofits/>

Raising Comfort Levels and Building Buy-In

Digital readiness:

- Concrete skills
- Trust in reliability of online information and your ability to protect your personal information
- Actual use of technology

Assessing Digital Readiness

- How confident are you in using computers to perform job-related tasks?
- How often do you actually use computers or other electronic devices to complete work tasks?
- Can you determine if online information is trustworthy?
- Can you protect your own personal information online?

Adapted from Horrigan, J. "Digital Readiness Gaps." *Pew Research Center* (Sept. 20, 2016). Retrieved from <https://www.pewinternet.org/2016/09/20/digital-readiness-gaps/>.

Homework (Optional)

Create your own simple
digital readiness assessment tool!

Email it to the presenter at
@email

Assessing Staff Software Skills



Staff Software Skills Assessment Example

Name: _____ Date: _____

Please check the terms that best describe you.

1. How comfortable are you using software tools to accomplish work tasks?
_____ I'm very comfortable.
_____ I'm somewhat comfortable.
_____ I'm not comfortable at all.

2. Please rate your skill level with the following software.

Microsoft Word: Superior Proficient Basic Little or No Knowledge

Microsoft Excel: Superior Proficient Basic Little or No Knowledge

Microsoft PowerPoint: Superior Proficient Basic Little or No Knowledge

Microsoft Office 365: Superior Proficient Basic Little or No Knowledge

Adobe Acrobat (PDFs): Superior Proficient Basic Little or No Knowledge

ChildPlus: Superior Proficient Basic Little or No Knowledge

PROMIS: Superior Proficient Basic Little or No Knowledge

COPA2: Superior Proficient Basic Little or No Knowledge

Teaching Strategies GOLD: Superior Proficient Basic Little or No Knowledge

Other (write in: _____): Superior Proficient Basic Little or No Knowledge

3. How comfortable are you learning new technology?
_____ I'm very comfortable.
_____ I'm open to the idea, but I need support.
_____ I'm not comfortable with technology, but I want to learn more.
_____ I'm not comfortable at all.

¹ Program Resources and Outcome Management Information System
² Child Outcome, Planning & Administration data management software

Key Responsibilities



Head Start
to
az

Technology and Information Systems: What You Need to Know, Do, and Oversee

Know:

- The tasks you need technology to do for you
- Your available resources
- Where you can find additional resources
- The best ways to use technology
- How to ensure your computer systems are secure
- How to use technology to communicate with program leadership, staff, families, and other partners and stakeholders

Do:

- Identify the software and hardware needs of your program
- Develop and implement a plan to acquire needed technology
- Monitor fiscal expenditures related to technology
- Create a plan to maintain, expand, and replace technology
- Ensure trained staff is available to support technology needs
- Ensure staff understand their roles and responsibilities regarding technology
- Provide staffing that ensures appropriate oversight
- Establish procedures and protocols for using technology to communicate with program leadership, staff, families, and other partners and stakeholders

Oversee:

- The development and implementation of operating procedures that ensure quality, availability, integrity, and security of data
- The implementation of training that meets the needs of staff
- What technology is being used and how
- Technology expenditures
- Additional technology acquisitions



ADMINISTRATION FOR
CHILDREN & FAMILIES

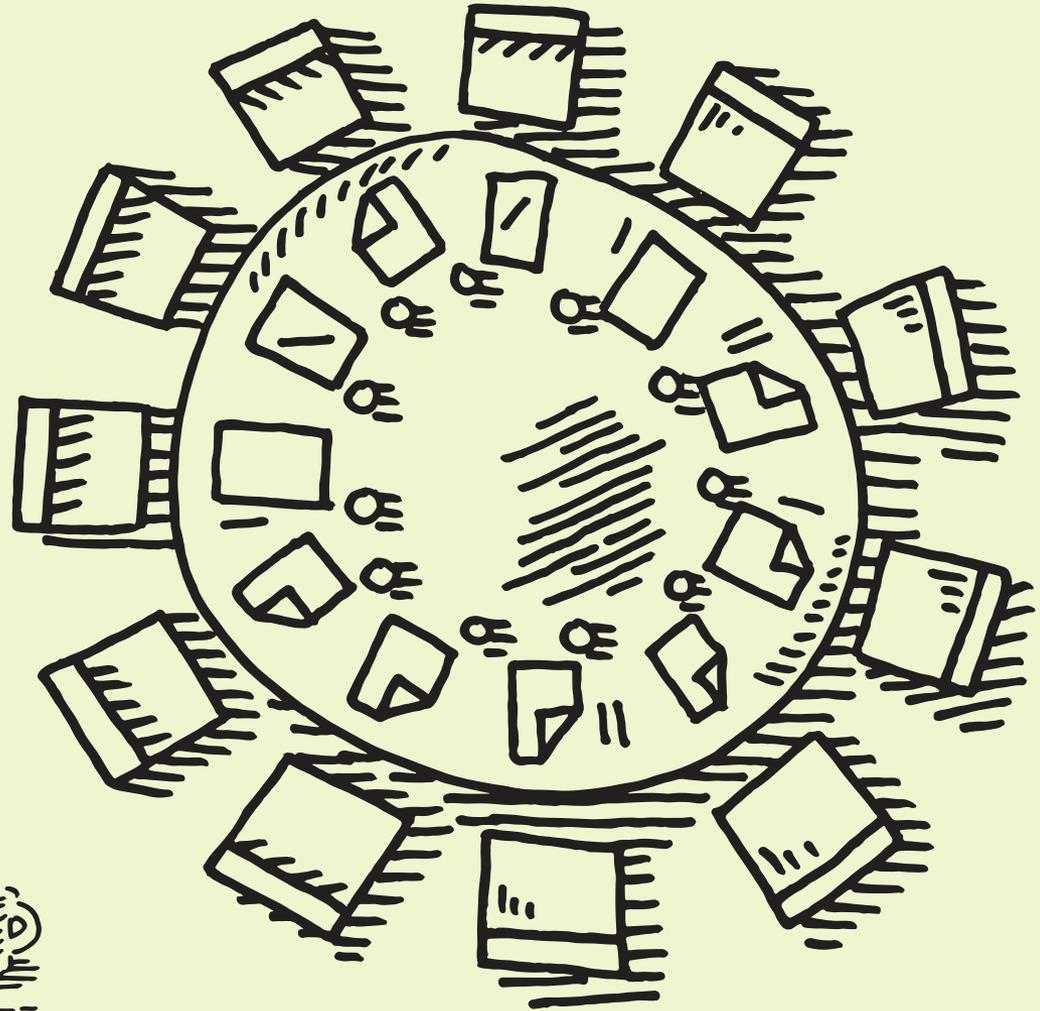


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Early Childhood
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A Day in the Life – Scenario 2

Getting ready for the meeting



Technology and Continuous Improvement

CONCEPTUAL ELEMENTS of Continuous Quality Improvement

Leadership in Data Management

- Be transformational
- Adopt and lead change strategy
- Communicate clearly
- Motivate for innovation and creativity
- Distribute responsibilities
- Be a role model



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Source: T. Derrick-Mills, H. Sandstrom, S. Pettijohn, S. Fyffe, and J. Koulish. (2014). Data Use for Continuous Quality Improvement: What the Head Start Field Can Learn From Other Disciplines, A Literature Review and Conceptual Framework. OPRE Report # 2014-77. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families. U.S. Department of Health and Human Services.



Building Analytic Capacity

Data capital • Technological capital • Human capital



Assessing Analytic Capacity

2. Technological Capacity: Technology is Available to Facilitate Data Use

Hardware	Never	Occasionally	Regularly
Computers, laptops, or tablets are used in classrooms to collect data.			
Hardware is replaced or updated to meet current technology standards.			
Software	Never	Occasionally	Regularly
Staff have access to spreadsheet software (e.g., Microsoft Excel) or customized reports (e.g., Microsoft Access) for organizing and analyzing data.			
Staff have access to specialized program management software to store data about children and families (e.g., ChildPlus, COPA, Promis, CAP 60).			
Staff have access to specialized software to log data from children's developmental assessments (e.g., Teaching Strategies Gold, Work Sampling System).			

Other technology	Never	Occasionally	Regularly
Staff have the training they need to use other technology in your program.			
Program has wireless Internet access at all of its sites.			

Technological Capacity Action Plan

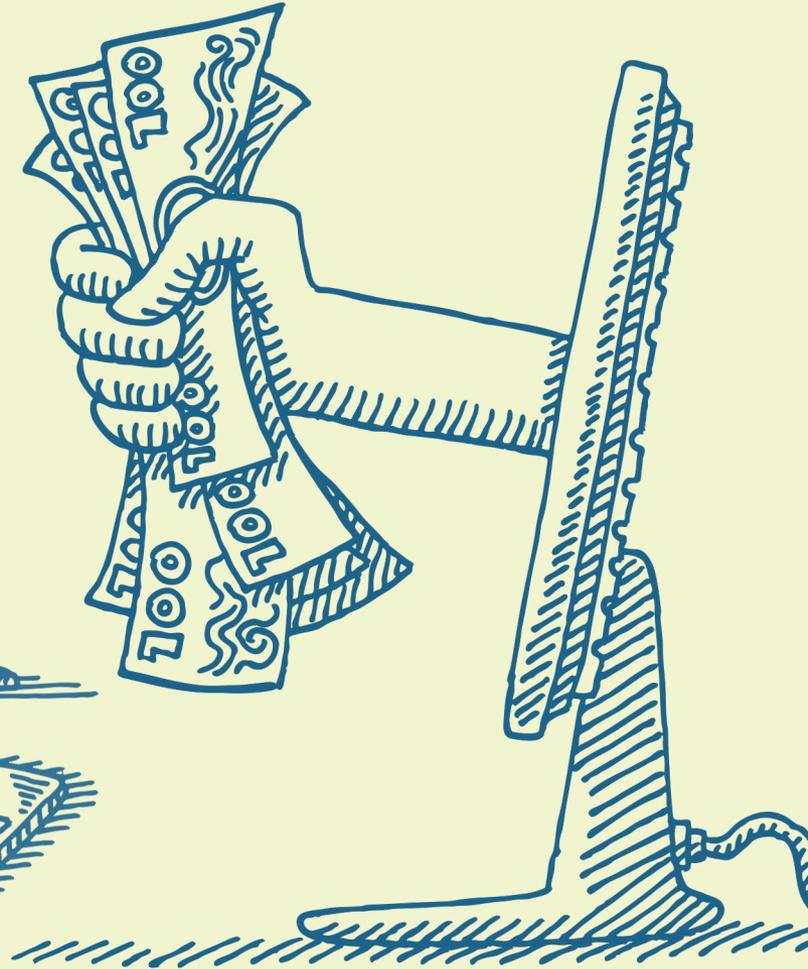
Next Steps	Timelines	Responsible Parties	Resources Needed

What is a Budget?

A budget is a

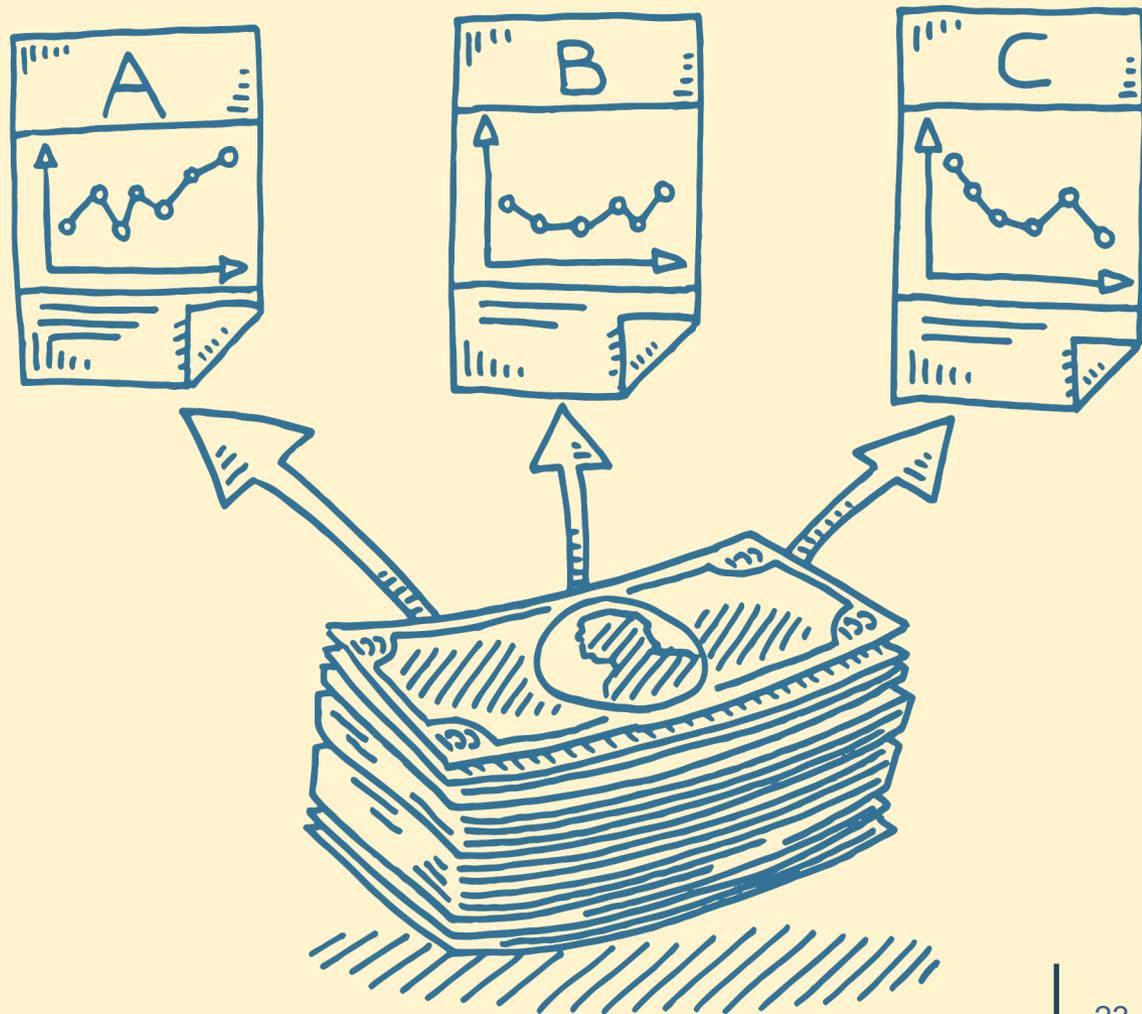
"numerical expression of an organization's dreams that serves as a guide or measure of acceptable financial performance."

– *Financial Management for Non-Profit Organizations*



Data-informed Budgeting

- Analyze historical expense data
- Project changes, increases, and additions
- Align with program goals



The Importance of Technology in Budget Planning



- How can you anticipate equipment and technology replacement and ensure costs are properly reflected in the budget?
- What do you do when a piece of technology needs immediate replacement?
- What is the plan for addressing any gaps or budget shortages?

Budget Planning

- Include program leadership and IT, fiscal, and administrative staff
- Determine timelines and deadlines
- Schedule budget meetings
- Define expectations and responsibilities



Budget Expenses by Category



Standard Form 424A

OMB Approval No. 0348-0044

BUDGET INFORMATION - Non-Construction Programs
SECTION A - BUDGET SUMMARY

New or Revised Budget

Grant Program Function of Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		Federal (e)
		Federal (c)	Non-Federal (d)	
1.		\$	\$	\$
2.				
3.				
4.		\$	\$	\$
5. Totals		\$	\$	\$

**Form 424A
Cost Categories**

SECTION B - BUDGET CATEGORIES

GRANT PROGRAM, FUNCTION OR ACTIVITY	(3)			(b)	
	(1)	(2)	(3)	(4)	(5)
6. Object Class Categories	\$	\$	\$	\$	\$
a. Personnel					
b. Fringe Benefits					
c. Travel					
d. Equipment					
e. Supplies					
f. Contractual					
g. Construction					
h. Other					
i. Total Direct Charges (sum of 6a-6h)			\$	\$	\$
j. Indirect Charges	\$	\$	\$	\$	\$
k. TOTALS (sum of 6i and 6j)	\$	\$	\$	\$	\$
7. Program Income	\$	\$	\$	\$	\$

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Previous Edition Usable



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Technology in the Wild Activity

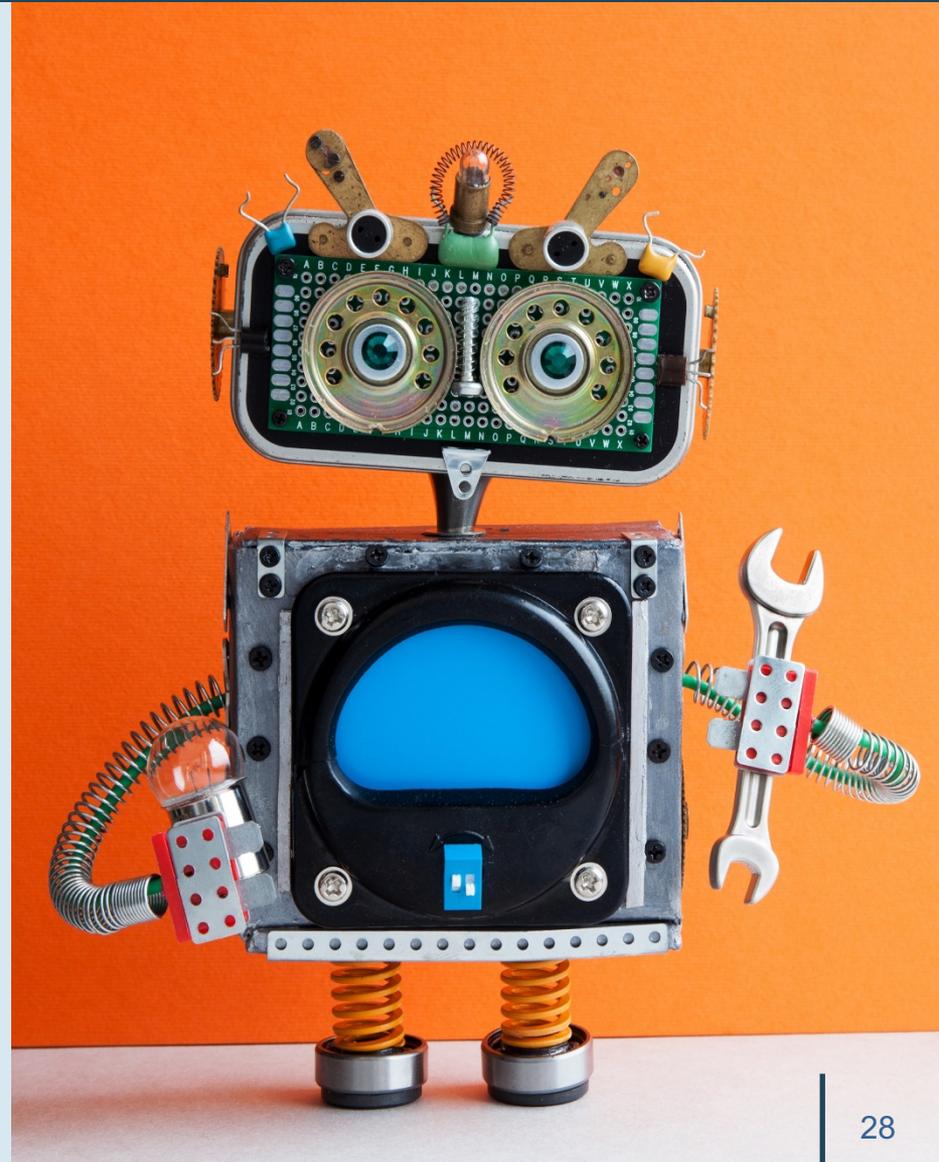
Take **five minutes** to discuss recommendations that could be valuable to your program.



Using Consultants for Technology

Key Considerations

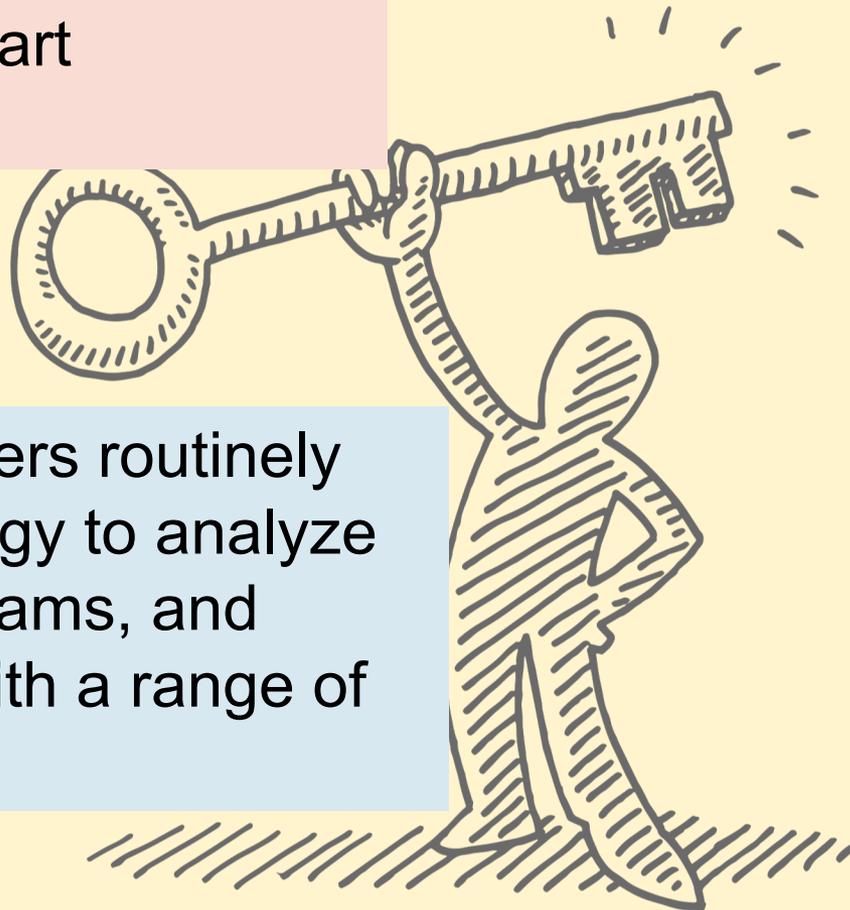
- Should your consultant be local?
- Should you work with an individual or a consulting firm?
- Do you need a generalist or a specialist?
- Does the consultant clarify what you need to do to strengthen your system?



Key Messages

Technology and information systems are integral to Head Start and Early Head Start programs.

This system supports all the other management systems.



Head Start leaders routinely rely on technology to analyze data, plan programs, and communicate with a range of stakeholders.

Integrate technology throughout your Head Start program by assessing staff readiness and identifying gaps in your technology.

Closing Reflections

What have I learned?

What will I do with what I've learned?

What excites or concerns me about what I learned?



Adapted from Professional Development Guides for Implementing PFCE

Related ECLKC Resources



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