

# Department of Family Support Services – Children’s Services Division

## 2018-2019 Program Self-Assessment

---

### I. INTRODUCTION

#### A. Briefly describe your program

Chicago Early Learning (CEL) programs provide quality early learning and care to children and families in center and school-based settings, licensed family childcare homes, and home-visiting programs. CEL programs implement research-based best practices that support children’s optimal development. The City of Chicago’s Department of Family and Support Services (DFSS) administers CEL programs through its Children Services Division, which is responsible for programmatic oversight.

CEL programs are available at over 300 community-based sites and provide quality early learning and care to over 17,000 young children and their families annually. CEL programs are funded through four major funding streams listed below:

- Federal – Head Start (including Early Head Start and Early Head Start Child Care Partnership)
- State – Early Childhood Block Grant (including Pre-School for All and Prevention Initiative)
- State – Child Care Assistance Program
- City – Ready-To-Learn

CEL programs are provided through a network of agencies that have one or more of the funding streams listed above. Head Start services are provided through a network of 34 federally designated Head Start agencies. Agencies are expected to meet Chicago Early Learning Standards (CELS) as well standards associated with their funding stream(s). Agencies must follow the most stringent standards for their funding streams.

All center-based classrooms and family child care homes use Creative Curriculum and Teaching Strategies Gold assessment system. Head Start and Early Head Start home-based use Parents as Teachers or Baby Talk. Prevention Initiative Home-Visiting may use Parents as Teachers, Healthy Families, or Baby Talk. For parent engagement, Head Start programs may use Parents as Teachers or Baby Talk.

#### 1. Mission & Vision

Working with community partners, we connect Chicago residents and families to resources that build stability, support their well-being, and empower them to thrive.

#### 2. Program Options

CEL Programs are provided through several program options to meet the needs of the diverse children and families of Chicago. These include full and part day, full and part year center-based programs in community and school-based settings, full-day, full-year in licensed family child care homes, and full year home-based/home visiting programs.

### **3. Funded Enrollment**

Head Start: 10,987 children

Early Head Start: 1,583 infants and toddlers

Early Head Start-Child Care Partnership: 1,100 infants and toddlers

Preschool for All: 6,332 children

Prevention Initiative: 4,814 infants and toddlers

### **4. Center Locations & Service Areas**

See Appendix A for a map of services and a list of delegates and sites.

## **B. Purpose of Self-Assessment**

The self-assessment is an integral part of benchmarking and assessing DFSS progress in providing high quality services to children and families. DFSS does not provide direct services to children and families, its self-assessment, albeit not exclusively, focuses on how well DFSS and its delegates meet the needs of their local communities, meet Head Start Program Performance Standards (HSPPS), best practice standards, and its program goals and objectives. Self-Assessment findings are used to set program priorities for the coming year, as reflected in the Action Plan.

## **II. METHODOLOGY**

### **A. Describe the design of your Self-Assessment process**

The DFSS Self-Assessment Committee consists of internal and external stakeholders, including parents, board members, delegate agency leadership, DFSS front line and management staff who provide recommendations regarding committee structure and self-assessment process. The committee conducts the grantee's annual self-assessment, evaluates strengths and challenges of DFSS' operationalization of the Head Start and early learning programs, and provides recommendations for annual program priorities and action plan goals. The self-assessment is a requirement of the Head Start grant, and as part of the Chicago Early Learning network, PFA and PI-only agencies are also required to submit a self-assessment. DFSS provides agencies a Self-Assessment Narrative template and a Summary Tool template that have been derived from committee recommendations. This year's Summary Tool template is accessible via Survey Monkey in order to better capture and aggregate data. As part of the DFSS' self-assessment, each of its delegates conduct agency level self-assessments and submit reports that demonstrate their findings. These findings are folded into the grantee's self-assessment.

#### **1. Self-Assessment Committee**

Committee-members serve for two years, with staggered terms to ensure continuity. New members are seated in December. The committee will continue to consist of internal and external stakeholders, ensuring that for Children Services Division, there is at least one representative from each content area, and that for agency representatives, there is at least one member representing each program model and option.

#### **Responsibilities**

- a) Meet quarterly during the year and weekly during DFSS' self-assessment process
- b) Provide recommendations for agency self-assessment process and templates
- c) Provide recommendations for grantee (DFSS) self-assessment process and tools

- d) Request data, interview, and document queries in preparation for self-assessment process
- e) Review grantee performance data
- f) Identify program trends and make recommendations for priority program areas
- g) Make recommendations for action plan
- h) Review action plan updates and self-assessment report

**Members & Titles**

<b>Representative</b>	<b>Name – Title</b>	<b>Specialty</b>
CSD Operations Unit-Manager	Kelly Pleasance, Supervisor	Generalist
CSD Operations Unit-Front Line staff	Angela Ross, SSC Ana Guzman, SSC Maria Gonzalez, SSC	Health PDM-ERSEA Edu/Dis
CSD Quality Unit-Manager	Tamela White, Supervisor	ED/FCE/PDM
CSD Quality Unit-Front Line Staff	Sophia Williams, PDC	FCE
CSD Administration Unit-Manager	Zoraya Miranda, Supervisor	Fiscal/Contracts
CSD Administration Unit-Front line staff	Jennifer Santana, SSC	Data
DFSS Finance/Contracts/Grants/IT/Audits	Glenn Lezon, Manager	Finance
DFSS Finance/Contracts/Grants/IT/Audits	Madeline Shea, Chief Planning Analyst	Grants
HS Delegate Agency	Leah Jowers, The Montessori School of Englewood	HS/PFA
HS Delegate Agency	Dawn Delgado Metropolitan Family Services	HS/EHS/PFA/PI
HS Delegate Agency	Lakisha Moore, Program Director, Centers for New Horizons	HS/EHS/EHS- CCP/PFA/PI
HS Delegate Agency	Azucena Gonzalez, Community Based Programs Partner Director, Carole Robertson Center	HS/EHS/EHS- CCP/PFA/PI
Partner	Heidi Skokal, Executive Director Meagan Schmit, Site Director, Teddy Bear 2	HS/EHS Partner/PFA/PI
PFA/PI Only Agency	Stacy Olszewski, State of Illinois Child Development Center	PFA/PI
CPPC Member	Aiesha Williams	Parent
CPPC Member	Jerrisina Turman-McElroy	Parent
CPPC Member	Tola Alao	Parent
CPPC Member	Kelly Cox	Community Rep
CCUO Member	Marsha Hawley, Ounce of Prevention Fund	Early Childhood Education Management
CSD Administration	Beth Stover, Assistant Director	Facilitator
CSD Administration	Tosha Smith, Supervisor	Facilitator
CSD Administration	Berenice Vargas, PDC	Facilitator
CSD Administration	Michael Termar, PDC	Facilitator

**2. Document Review Process**

Self-Assessment Committee members received a self-assessment binder that included general self-assessment documents, program related goals and objectives, data, and reports specific to each content area to be reviewed at pertinent meetings. For each content area, members were provided worksheets (see Appendix B), and were asked to review appropriate material prior to meetings.

During each session, the Self-Assessment Committee discussed one or more content areas and/or content area sub-parts. Sessions began by reviewing progress, data, and documents (program goals, strategic framework goals, 2018 Action Plan Goals) related to pertinent goals, objectives or content area.

**Self-Assessment Timeline**

Meeting	Date	Activities
Sept-Oct-Nov	January 9	Seat new committee members Self-Assessment overview training Review Quarter 1 Action Plan progress Make Self-Assessment tool recommendations
		Send committee aggregated data, including Winter Outcomes, PIR update, Monitoring Reports, CLASS scores
Dec-Jan-Feb	March 13	Review Quarter 2 Action Plan progress Review Self-Assessment tool recommendations Make requests for additional data, documents, interviews
Self-Assessment 1	April 24	Topic: Education / Disabilities
Self-Assessment 2	May 1	Topic: Health, Mental Health, Nutrition / Safety
Self-Assessment 3	May 8	Topic: Fiscal / Communications / Planning & Grants / Transportation
Self-Assessment 4	May 15	Topic: Family Community Engagement / Consolidation / Ongoing Monitoring
Self-Assessment 5	May 21	Topic: Online Application / PDM - ERSEA, Record Keeping & Reporting, Data, HR / Program Governance
Self-Assessment 6	June 5	Topic: Recommendations & Topic Wrap Up
March-April-May	June 12	Topic: Action Plan recommendations Review Quarter 3 Action Plan progress
June-July-Aug	Sept 18	Review Quarter 4 Action Plan progress Review New Action Plan

**B. List the data collection tools used**

In addition to content area worksheets, the committee used Program Information Report data, COPA data, community assessment data, Head Start Program Performance Standards, and Chicago Early Learning Standards. The data was used to complete the CSD Self-Assessment Narrative and Summary Tool. There were no changes to this year’s Self-Assessment Narrative template; however, the Self-Assessment Summary Tool (see Appendix C) was updated based on committee feedback. This year’s summary tool was modified to be more specific, flexible, effective, and inclusive of all program options/models as questions covered each content area. The tool was executed via Survey Monkey to better capture data and allow for the analysis of agency-wide trends – for tool results see Appendix D.

**C. Data used during the Self-Assessment**

Worksheets were created for the following content area topics and sub-topics: Education, Disabilities, Health, Mental Health, Nutrition Health, Safety, Planning, Communications, Fiscal, Transportation, Family Community Engagement, Ongoing Monitoring, Consolidation, ERSEA, Data and Record Keeping, HR, and Program Governance. Worksheets were designed to cover the following information:

- I) Head Start Program Performance Standards
- II) Self-Assessment Report 2017-2018 Key Points
- III) DFSS Strategic Framework Goals and Objectives
- IV) Data

### III. KEY INSIGHTS

#### 1) Collaborative Governance

The grantee is governed by the Chicago Committee on Urban Opportunity (CCUO) that acts as its board in lieu of Chicago City Council. The CCUO has 10 members, including one former Head Start parent. Its members include an accountant, an attorney, and an early childhood expert. In addition to the Head Start grant, the CCUO acts as the governing body for the city's Community Services Block Grant (CSBG), which is also managed by DFSS. It meets quarterly and receives monthly reports in accordance with HSPPS monthly. The Citywide Parent Policy Council (CPPC) consists of representatives from each of its Head Start delegate agencies as well as up to 4 community representatives. It currently has a functioning executive committee and finance committee, and its members sit on the grantee's Education and Health Services Advisory Committee and its education subcommittee and family engagement subcommittee. It meets quarterly and participates in a minimum of two annual trainings. It receives monthly reports in accordance with HSPPS.

After a year of particularly low Citywide Parent Policy Council (CPPC) attendance (PY 17-18), the grantee put additional effort into ensuring that it had an internal system in place to support CPPC attendance and participation. This includes using the CSD monitoring teams and the grantee's support service contractor to remind each agency's governance liaison about upcoming meetings. Attendance has improved, and members have engaged in several additional committees, including but not limited to the finance subcommittee, the education subcommittee, and the parent conference planning committee. Some members have attended in and out of state conferences through their delegate agencies.

The Citywide Parent Policy Council and the Committee on Urban Opportunity meet regularly, receive required reports, and engage in program planning and decision-making.

Challenges / Recommendations:

- a. Translation services are needed for Spanish-speaking parents
- b. Agencies must have an internal tracking system for program governance (e.g. sign-in sheets, training/workshops, etc.)
- c. COPA does not capture parent volunteer hours - break down of hours
- d. DFSS monitors check to see if hours are being initiated but not quantity
- e. Parent involvement in fiscal cost guidance is needed

#### 2) Communication

The committee reviewed progress on the 2018 communication action plan goal. Communication has improved at DFSS, both internally and externally. External communication developments include a revamped CSD Update, a blast email that provides important updates for staff and agencies, and monthly ED/PD meetings, which ensure that agency leadership are up-to-date with important developments at CSD. Internal a regular cadence of CSD All staff meetings, unit meetings, and web-based shared staff calendar. Despite this, communication challenges still exist. The Self-Assessment Committee recommends that the grantee continue to work on

implementing its full communication plan, which includes the revamping of the websites and shared drive, full implementation of shared calendars and meeting cadences, and revamping of content area cluster meetings.

Challenges / Recommendations:

- a. Cross unit communication remains intermittent
  - CSD cross-unit (Operations, Quality, Administration) policies, procedures, and trainings need to be reviewed, revised and executed
  - Transparent discussion of units to intentionally strategize best course of action
  - Better organization of All Staff meetings and agendas
  - Produce and implement system for onboarding new staff and ongoing training (policies and procedures)
- b. Online calendars were created but need to be utilized, communicated and tracked
- c. Workflow for CSD webpage is needed to ensure site is consistently updated

### **3) Program Management / Ongoing Monitoring / Consolidation**

Consolidation began in August 2017 and is ongoing. During PY 18-19, DFSS took the following steps to advance consolidation: 1) Convened a CELS Committee of internal and external CEL stakeholders to review the current CELS Manual and make recommendations for revision; and 2) Issued a Request for Proposals that included strategies to better align standards and funding; 3) Launched a tech assessment to evaluate the capacity of the current web-based data-system to adapt to the needs of a multi-funded program. Challenges include continue vacancies: 28 out of 128 at the time of the self-assessment, and an additional two more, for 30 vacancies at the time of its publishing. Critical vacancies remain on the data and quality teams, which prevent the full realization of the consolidation's re-organization structure, that hinges on shared responsibilities among the Operations, Quality, and Administrative Data teams.

During PY 18-19, Head Start and State Pre-K continued to be monitored separately. A data-driven, team-based monitoring tool with a consultative monitoring approach is being developed that will include PFA/PI requirements.

The Action Plan goal to implement policies and procedures that ensures agency background checks compliance has been completed, with new policies and procedures in place, and included in the revised CELS Manual, CELS 2.0.

The Self-Assessment Committee found a non-compliance in the failure to implement system-wide professional development plans. The Committee recommends an action plan item.

DFSS completed the five-year community assessment and is revamping the online databases that agencies can use to access community assessment data by service area and community area: *Early Childhood Supply and Demand, Young Children in Chicago*, and the *Community Needs Assessment Tool*.

Challenges / Recommendations:

- a. Trainings are needed on the monitoring process, content areas, eligibility, family community partnership for CSD staff and agency staff

- b. Cross-unit disconnect largely due to consolidation – staff (Operations) that monitor agencies are not present at trainings and thus do not know content that is presented
  - Quality team identifies Subject Matter Experts (SME) to provide trainings for agencies – but Operations staff should be present at these trainings to serve as point of contact when agencies follow up with questions regarding training material – Quality is only a facilitator
- c. Integrated system for support services contract management is needed, specifically for subject matter experts (SME) e.g. deploying contracts, evaluations, tracking outputs and outcomes to ensure best use of resources and goals are being met

#### 4) Data/Record Keeping & Reporting

There are multiple challenges in the CSD data unit, largely because it is severely understaffed. DFSS is conducting a tech assessment to gauge the capacity of the current system, Child Outcomes, Planning, and Assessment (COPA) to meet the demands of a complex early learning program with multiple funding streams. Findings and recommendations will be available late 2019/early 2020. The grantee’s summer planning will focus on revising Internal Policies and Procedures that will provide a framework of CSD’s data, record keeping and reporting systems.

Challenges / Recommendations:

- a. CSD collects masses of data, but needs to design/implement a more comprehensive system to outline accessibility, sharing, usability and archiving foundations
  - Tracking data and reporting needs to be strengthened, specifically with service support contracts
  - System needs to be strengthened for tracking internal (CSD) Professional Development Plans
- b. Strengthen system of tracking goals and objectives, action plan items, strategic framework goals, etc., including accountability and communication
- c. Agencies were provided funds to fill a data aide position, about half of these agencies attended COPA training
  - Clear guidance regarding entering data among delegates and partners

#### 5) ERSEA

The committee decided to remove the program and action plan goal targeting full enrollment as the grantee has maintained full enrollment for the last year. DFSS has revised its attendance policies and procedures and included them in the revised CELS Manual, CELS 2.0. The Committee members identified the following areas for improvement:

Challenges / Recommendations:

- a. Agency staff training is needed to determine eligibility, especially as minimum wage affects eligibility and enrollment
- b. Universal PreK communication messaging is not clear – e.g. over-income families
- c. Address COPA waitlist barriers
- d. Trying to move community-based organizations to use the Chicago Early Learning online application is an ongoing challenge
- e. Timely and relevant recruitment materials are needed
- f. CSD clarification of what entails an “excused” absence

## 6) Education

DFSS uses Creative Curriculum in all its center-based and family child care home options. It uses Parents as Teachers in its home-based program option. All options use Teaching Strategies Gold to conduct authentic assessment and track child progress across developmental domains and agency and grantee progress on school readiness goals.

The Self-Assessment committee had a general discussion of the system the grantee has in place to support the delivery of high quality, developmentally appropriate child development practices throughout its system of agencies and sites. Members discussed the multiple factors that impact reliability of securing good data through teacher observations – e.g., teacher turnover and its impact on inter-rater reliability, teacher buy-in of evaluation system, and correct usage of evaluation tool.

Challenges / Recommendations:

- a. Teacher pipeline is of urgent priority – more scholarships, better compensation, more mental health supports, and expansion of alternative licensing programs are all critical components of addressing teacher turnover.
- b. Head Start agencies enter professional development plans to eDOCS database – CSD has not specified which way to enter - ExcelRate (state system to annually enter) - for COPA/eDOCS to bridge
- c. Ongoing curriculum, observation, and assessment training for teachers is needed
- d. Realign the purpose/goal of child observations
- e. Having a native speaker when screening (ASQ/ECRs) is necessary (including sign language)
- f. Trainings needed for sensitive conversations – obesity, IEPs

## 7) Disabilities

DFSS's procedures for referral to Chicago Public Schools (CPS) for evaluation have changed over the years. Procedures have been streamlined, and evaluations have been centralized into two citywide assessment team locations in Chicago. The grantee provides technical assistance and training regarding a variety of disabilities topics, including developmental screening, referral process, role of the Disabilities Coordinator, transitions and individualization for children with disabilities.

Challenges / Recommendations:

- a. DFSS community-based referrals have steadily declined over time with approximately 400 children referred to CPS for evaluation. Some of this decline may be due to enrollment reductions and conversion. The Self-Assessment Committee recommends that the grantee reviews its training and outreach for delegates concerning the assessment, referral, evaluation, and service provision process.
- b. Based upon past years' analyses of disability data, approximately 10% of the children screened and recommended for an LEA referral historically do not access/receive their IEP services – most frequently due to parent refusals for the child to receive services
- c. Some feedback from community-based leadership is that CPS Colman Citywide Assessment location is not a very welcoming environment for parents to take their child to be evaluated.

- d. The Self-Assessment Committee further recommends that DFSS convene a Home-visiting committee as that there is little knowledge on home visiting and monitoring for family childcare homes has been done through a center-based lens. Home visiting is currently using the PAT curriculum but assessing children with the TS Gold which is center-based focused

## **8) Health**

The committee looked at Program Information Report (PIR) data as well as other health indicators pulled from the COPA database. The CSD Health lead stated that service provider Sonrisa Dental has developed a network of dentists where children can be treated if additional dental follow-up is needed. Members were informed that an increase of immunization waivers have been countered with information sessions to deter waivers. Water lead testing has been ongoing at agencies.

Challenges / Recommendations:

- a. Lead levels have increased from 2017 to 2018 and testing is currently ongoing
- b. Higher BMI is a trend CSD monitoring staff have seen in agency child records
- c. Look into partnering with public health agencies

## **9) Mental Health**

Committee members reviewed the Program Information Report (PIR) data as well as other health indicators pulled from the COPA database. For the upcoming year, members decided to recommend the retention of the action plan goal: Ensure Mental Health Services meet Community Needs.

Challenges / Recommendations:

- a. Individual agencies have challenges accessing mental health consultants due to funds/hours, specifically to address child behavior
  - Agencies work directly with mental health consultants – recommend for agency to be familiar with consultant scope of services
  - Tools/training needed on how to deescalate children’s behavior
- b. Potential partnership with City of Chicago Public Health Department – CPHD also serves children and families
- c. Social workers and mental health experts are needed to provide in-house services

## **10) Nutrition**

Monitors review agency child files and observe family style mealtime, transitions, tooth brushing, hand washing, etc.

Challenges / Recommendations:

- a. Trends that CSD monitoring staff have seen in agency child records – higher BMI
- b. Review nutrition service contract scope
- c. Review structural issues that prevent outdoor activities

## **11) Family & Community Engagement**

Family engagement is ongoing and touches all program aspects; however, family engagement data has been somewhat difficult to capture in COPA. The Committee reviewed Program

Information Report (PIR) data, strategic framework data, and program goals and objectives, and concluded that the data did not fully capture the impact or quality of family engagement across the system. Throughout the self-assessment process, the committee found consistent disconnects in communications and other areas that underscore the need to address this issue.

Challenges / Recommendations:

- a. Once family goals and objectives are created, they must be routinely updated and tracked for progress
- b. Agencies need to develop strategies to engage parents to sign-in to see their children's file to see progress via online portal
- c. Size of caseloads will lessen for family support workers due to recent release of CEL Request for Proposal – recommend tracking impact
- d. Committee recommends exploring a bachelor's degree path for social work

## 12) Transportation

The grantee is aware that its delegates need more options for transportation; however, due to liability issues and ensuring that buses meet HSPPS and city safety standards, bus rentals are centralized through DFSS-contracted bus companies. In order to expand services, DFSS opened a Transportation Request for Proposal, but only four responses were submitted, demonstrating the limited capacity in the city to provide bus services for young children and preventing the expansion of bus services available for agencies for field trips. Chicago Public Schools (CPS) currently contracts the majority of bussing companies with extensive and efficient transportation routes.

Challenges / Recommendations:

- a. Clarify DFSS Transportation Payment Policy
- b. Every trip must come through CSD – regardless if agency pays

## 13) Fiscal / Contracts / Grants

The Self-Assessment Committee found the DFSS Fiscal Handbook to be a great resource and widely used by agencies. Tools such as iSupplier have helped streamline the fiscal process because it has lessened the administrative burden. DFSS finance staff have a 30-45 day window to turnaround contracts, but generally do so in 15 days.

The Head Start / Early Head Start grant application for fiscal year 2019 was submitted August 31, 2018. Delegate agency applications (56) were part of the grantee application – narrative, budget narrative, training plan, staffing plans, and approval packages were some of the components of the grant. The upcoming grant cycle will be a tight due to Request for Proposal deadline.

Challenges / Recommendations:

- a. Grant / Planning: Cross-unit training for the Planning Cycle is needed to ensure shared vision of grant components
- b. Fiscal: Members found that there are agencies who wait to voucher – vouchering process is time consuming and can be overwhelming – grantee to develop strategies/trainings that can aid agencies in vouchering process
- c. Contracts: Current Support Service contracts should be evaluated and re-bid based on an analysis of the grantee and delegates' subject matter expertise needs.

#### **IV. UPDATE TO PROGRAM IMPROVEMENT ACTION PLAN GOALS**

##### **A. Updates for PY 2018 Action Plan Goals**

Goal 1: Continue to implement a unified communication system that keeps all stakeholders, internal and external, updated on program information—Continue/modify for PY 19-20

Goal 2: Continue to develop and revise policies and procedures that govern delegate-child care partner relations—Close. Policies and procedures included in CELS 2.0. DFSS should review impact of revised policies and procedures during PY 20-21.

Goal 3: Continue to develop policies, procedures and initiatives that ensure mental health services meet community needs—Continue/modify for PY 19-20. Chicago communities remain impacted by community violence and poverty that impact the well-being of families and children.

Goal 4: Continue to implement activities, policies, procedures, and systems innovations that result in full enrollment—Close. The grantee has been fully enrolled during the past program year.

Goal 5: Continue to implement division-wide revised monitoring system—Continue/modify for PY 19-20. Continue to implement division-wide revised monitoring system and develop system for work flow and communication between Operations and Quality Unit.

Goal 6: Improve the percentage of Head Start delegate agencies meeting ten percent enrollment of children with disabilities—Continue/modify for PY 19-20 to align with DFSS's Strategic Framework goal.

Goal 7: Implement systems to better track family and community engagement activities and outcomes/impact—Continue/modify for PY 19-20. Impact of key policy changes related to family engagement included as a program goal in the five-year base grant.

Goal 8: Build a robust data team with clear roles and responsibilities—Continue for PY 19-20.

Goal 9: Implement policies and procedures to ensure agency background checks are in compliance with all applicable rules and regulations—Close. Completed and will be part of ongoing monitoring.

Goal 10: Continue to implement consolidation and re-organization to support quality programming—Continue/modify for PY 19-20. Could focus on training associated with the roll-out of the RFP awards and revised standards associated with RFP/CELS 2.0

##### **B. Recommendations for PY 2019 Action Plan Goals**

Goal 1: Ensure all staff have professional development plans and there is a system for tracking progress

Goal 2: Continue to implement a unified communication system that keeps all stakeholders, internal and external, updated on program information.

- Website and share point
- Building shared calendar and usage

- Internal meeting cadences, agenda and minutes archive
- Review potential renewal of content area cluster meetings

Goal 3: Continue to implement consolidation through revised policies and procedures, training, and monitoring.

Goal 4: Build a robust data team with clear roles and responsibilities—Continue for PY 19-20.

- Include hiring time line for data team
- Include developing workflow process of how data team will work with other units/teams
- Include next steps for tech assessment

Goal 5: Improve the percentage of Head Start delegate agencies meeting ten percent enrollment of children with disabilities—Continue and modify for PY 19-20 to align with DFSS's Strategic Framework goal.