

**BC FIRST NATIONS HEAD START  
COMMUNITY BASED EVALUATION  
November, 2001**

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# ***BC FIRST NATIONS HEAD START*** **COMMUNITY BASED EVALUATION**

## **Introduction**

Have you ever asked yourself “why is this going so well?” or “what did I do that made me successful?” These questions are part of our daily lives; they are natural and they are evaluation questions. Evaluation means finding out why something is the way it is. It can be a useful and positive experience that promotes learning and action.

Evaluation is undertaken to:

-  understand how projects are progressing
-  validate and improve their practices
-  show funding agencies what you are doing
-  identify and describe other projects that worked for you, and
-  show the community, and other stakeholders what you are doing

All federal government projects must undergo evaluation. The First Nations Head Start Program is no exception. There is a national evaluation of the program currently underway. Each Head Start project in Canada received three questionnaires: an ECE Staff Questionnaire, an Administrator’s Questionnaire and a Community Members’ Questionnaire. A mandatory National Reporting Template was implemented across the country. In British Columbia there have also been site visit reports undertaken for each project. All of these activities can assist you in completing a community based evaluation.

As part of the annual reporting requirements to Health Canada, BC First Nations Head Start Projects are required to do community based evaluations. In your contribution agreement, Section 18 (2) it states that you need to conduct a community evaluation and submit the results of the evaluation to the regional First Nations Inuit Health office. What do we mean by “results”? We would like you to submit a summary report (approximately 20 pages) that is ‘useful, and relevant’ for you, your parent committee, your chief and council, and your community. What we don’t want is a huge 100 page report with copies of every document, interview and focus group transcription. We would like you to take the information from the interviews, surveys and/or focus groups and all the information you already have collected (in your narrative reports, national reporting template, national evaluation, and site review report) and compile and summarize it into a concise, informative report. The report should help you in your future planning and development. Likewise, the evaluation results should help your community outline the necessary steps needed to create an even more successful and effective Head Start program for children 0 - 6 years and their families.

We have developed this evaluation framework and template as a tool for you to use if you would like. It is not mandatory for you to follow this process. If you decide to use a different evaluation process for your program, please ensure that you still include the information outlined in this evaluation template.

The following pages present a Community Based Evaluation, A Framework, Section 3 and a Community Evaluation of the First Nation Head Start Program Template, Section 4. The framework provides an overall skeleton of participatory evaluation and the steps to do it. The template offers ways to conduct and organize the community evaluation information.

These sections are followed by the appendices. The first appendix, "*Sample Focus Group Questionnaires*", contains two sample focus group questionnaires that may be directly used in the community evaluation. Appendix B is a "*Sample Consent Form*" for evaluation participants to complete. Appendices C "*National Reporting Template, Semi-Annual, Annual and Community Evaluation Reporting Requirements Matrix*" and D, "*The Six Components Relative to: The National Evaluation Questionnaire, Regional Reporting Requirements*" provide potential resources for obtaining information that may or may not exist in your community. The final Appendix E, "*First Nations Head Start On Reserve Principles and Guidelines, Contribution Agreement and National Reporting Template Requirements Matrix*" is a table that examines the relationship between three Head Start Program documents: *First Nations Head Start On Reserve Principles And Guidelines, Contribution Agreement And National Reporting Template Requirements Matrix*.

***BC FIRST NATIONS HEAD START***

**COMMUNITY BASED EVALUATION  
A FRAMEWORK**

***BC FIRST NATIONS HEAD START***

**COMMUNITY EVALUATION TEMPLATE**

***BC FIRST NATIONS HEAD START***

**PART 3 - ADMINISTRATION**

**A. Program Mandate, Governance Structures**

1. Are there areas in which your goals and objectives go beyond the mandate and principles of the First Nations Head Start program?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, list the goals or areas. \_\_\_\_\_

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**Licensing**

1. Is your Head Start program licensed under the BC Child Care Act?

Yes \_\_\_\_\_ No \_\_\_\_\_

If no, identify the source and nature of the standards used in your program. \_\_\_\_\_

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How is liability addressed? specifically for childrens' health and safety?

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1. Does provincial licensing allow you to provide services consistent with the community's values, beliefs and traditions?

Yes \_\_\_\_\_ No \_\_\_\_\_

If no, please identify the challenges: \_\_\_\_\_

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1. Do you use the provincially required child/staff ratios regularly in your program?

Yes \_\_\_\_\_ No \_\_\_\_\_

1. Identify the number of educators per number of children and age group of the children.

# of Educators \_\_\_\_\_ # of Children \_\_\_\_\_ Age Group of children \_\_\_\_\_

# of Educators \_\_\_\_\_ # of Children \_\_\_\_\_ Age Group of children \_\_\_\_\_

# of Educators \_\_\_\_\_ # of Children \_\_\_\_\_ Age Group of children \_\_\_\_\_

1. Does each child have an opportunity for adequate individual and constant time with educators?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, approximately how long? \_\_\_\_\_

If no, identify barriers to individual time \_\_\_\_\_

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**Policies**

1. Does your program have a written health and safety policy?

Yes \_\_\_\_\_ No \_\_\_\_\_

1. Does your program have a written integration policy for special needs children?

Yes \_\_\_\_\_ No \_\_\_\_\_

1. Identify other written policies you have. \_\_\_\_\_

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**Target Group**

1. What age groups does your program target?

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Why are these particular age groups targeted?

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1. Are there children in the community who are not participating in the Head Start program?

Yes \_\_\_\_\_ No \_\_\_\_\_

If no, why? \_\_\_\_\_

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Does the structure of your program encourage participation of families with children 0-6 years old?

Yes \_\_\_\_\_ No \_\_\_\_\_

If no, why? \_\_\_\_\_

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What options have been considered in either of the previous questions to include children and their families? \_\_\_\_\_

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### Parents

1. Does your Head Start Program have a parent advisory committee:

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, is the parent's committee consulted/involved in the:

planning of the program? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, how?

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development of the program? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, how?

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operation of the program? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, how?

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evaluation of the program? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, how?

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1. How does the Head Start program communicate with parents?

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with community?

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**Areas of Success in Achieving the Program Mandate and Implementing Governance Structures.**

Be sure to review all previous questions.

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**B. File Management and Funding Processes**

1. Does your program have a filing system located at the project?

Yes \_\_\_\_\_ No \_\_\_\_\_

Are secure files maintained for the children and families in the project?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, do they include:

Ø registration forms? Yes \_\_\_\_\_  
No \_\_\_\_\_

Ø attendance forms? Yes \_\_\_\_\_  
No \_\_\_\_\_

Ø emergency forms? Yes \_\_\_\_\_  
No \_\_\_\_\_

1. Does the Head Start Program have:

quarterly, semi-annual and annual reports on file? Yes \_\_\_\_\_ No \_\_\_\_\_

financial reports on file? Yes \_\_\_\_\_ No \_\_\_\_\_

If no, what are the barriers to doing so?

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1. Are you familiar with the funding and budget for your Head Start project?

Yes \_\_\_\_\_ No \_\_\_\_\_

Are you included in the planning of the budget? Yes \_\_\_\_\_ No \_\_\_\_\_

in the ongoing maintenance of the budget? Yes \_\_\_\_\_ No \_\_\_\_\_



Yes \_\_\_\_\_ No \_\_\_\_\_

1. Does your human resources policy manual contain

a conflict resolution process? Yes \_\_\_\_\_ No \_\_\_\_\_

an appeal process? Yes \_\_\_\_\_ No \_\_\_\_\_

Does your program have an organizational chart that includes roles and responsibilities for employees?

Yes \_\_\_\_\_ No \_\_\_\_\_

**Employees**

How many paid employees work in the Head Start program? \_\_\_\_\_

Ø Number of full-time employees \_\_\_\_\_

Ø Number of part-time employees \_\_\_\_\_

Ø Number of casual employees \_\_\_\_\_

How many unpaid volunteers work in the Head Start program? \_\_\_\_\_

Ø Number of full-time volunteers \_\_\_\_\_

Ø Number of part-time volunteers \_\_\_\_\_

1. Do staff members receive fringe benefits, (e.g. pension plan, life insurance, extended health care)?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please identify?

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1. Do all employees, staff and volunteers have criminal record checks?

Yes \_\_\_\_\_ No \_\_\_\_\_

Are they regularly updated?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, how often? \_\_\_\_\_

Number of employees, staff and volunteers with

Ø First Aid and CPR? \_\_\_\_\_

Ø Valid driver's licenses? \_\_\_\_\_

1. Are there annual performance evaluations for employees of the Head Start program?

Yes \_\_\_\_\_ No \_\_\_\_\_

**Areas of Success in Human Resources**

Be sure to review all previous questions.

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**Areas for Improvement in Human Resources**

Be sure to review all previous questions.

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\*The questions in this section are derived from a number of different sources including, Regional Assessment of Child Care Services in the First Nations of Quebec, Autumn, 2000; BC First Nations Site Visit Questionnaire; feedback and ideas from the BC First Nations Head Start program staff and Regional Advisory Committee.

**PART 4 - STRENGTHS AND ACCOMPLISHMENTS, AREAS FOR IMPROVEMENT  
AND CHALLENGES, FUTURE GOALS AND ACTIVITIES**

## Accomplishments and Strengths

## Accomplishments and Strengths

This section summarizes the accomplishments and strengths of your program. Include the findings identified in Parts 2 and 3.

Accomplishments and strengths include specific kinds of learning experiences, strategies and activities and are characteristic of each component in Part 2. For example, a successful parent/child night, development of specific curriculum materials or a Family Language Program.

Part 3 identifies strengths in sections A) Program Mandate, Governance Structures, B) File Management and Funding Processes and C) Human Resources.

Other strengths or accomplishments that your program has experienced should also be included. Your quarterly and annual report along with the site visit report may provide you with additional information.

## Areas for Improvement and Challenges

## Areas for Improvement and Challenges

This section summarizes the areas for improvement, challenges and barriers of your program. Include the related findings identified in Parts 2 and 3.

Areas for improvement, challenges and barriers are specifically identified in each component of Part 2. These are the areas you want to improve on.

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## Future Goals and Activities

### Goals

This section contains your goals for the upcoming year. They are in part derived from the program principles but more importantly from the needs of the children, families and community in which your program resides.

Review your goals from last year. Some of those may still be useful. Others will be dated. Your strengths, accomplishments, weaknesses and challenges also provide you with information for goals. It will be important to include the areas for improvement cited in your site visit report.

You want your goals to be attainable, comprehensive, realistic and reflective of the community. There are many ways to write goals. The following page presents some ideas on constructing effective goals.

### Objectives

The objectives identified in this section elaborate on your goals. They are specific, measurable statements of what your program intends to accomplish within a certain length of time. These objectives will help you to determine your overall success much easier next year.

### Activities

The activities identified in this section should reflect your goals.

Activities are the ways in which you will meet your goals.

They include the daily experiences children participate in,

administration of the program, parent and community involvement, etc.

## DEVELOPING PROGRAM GOALS AND OBJECTIVES

The First Nations Head Start Program Principles and Guidelines along with the Guide for Applicants provides the Overall framework of the program into which your specific community program goals will fit.

### **What are goals, objectives and activities?**

Goals are general statements about what your program is trying to do.

Objectives are specific, measurable statements of what your program intends to accomplish within a certain amount of time.

Activities are the experiences through which the goals and objectives of a program are accomplished.

### **How do you write goals and objectives?**

Goals are the general statements about your program. For example,

The children will have an opportunity to learn the language of their First Nations community.

Goals may vary in the length of time required to accomplish them. Some may be ongoing.

Objectives, on the other hand, are more specific. For example,

The children will learn four ways to greet each other using their First Nations language by Christmas time.

Objectives identify what you are trying to accomplish and how you can tell whether you accomplished it or not. The measurable component of an objective may be used as an indicator of success. Sometimes objectives will have a time frame built into them. Other times, the time frames may be identified as short term, mid term or long term. The specific length of these time frames will be determined by the program. For example, short term may mean a month while long term may be a year in duration.

As a rule of thumb, there are four elements to consider including in any objective you write:

1. The target group, e.g. the children
2. The change you want to see (use an action verb), e.g. will learn
3. The date by which the change will occur, e.g. by Christmas time
4. A measure (i.e. the number of times or percentage), e.g. four greetings

Activities, as stated above, are the experiences through which the program goals and objectives are achieved. For example,

The children will create language tapes of greetings.

This is an activity. Making language tapes is the mechanism through which the children learn greetings in their First Nations language.

For your community evaluation, goals and activities are what is required in the Future Goals and Activities section. However, when you do your planning for the year, it is important to develop objectives that support the achievement of your program goals. The concrete measures built into the objectives will help you determine your success at the end of the year. These indicators of success (i.e. those identified in the objectives) will make it much easier for you to answer the question, “was our program successful?”

## **PART 4 - STRENGTHS AND ACCOMPLISHMENTS, AREAS FOR IMPROVEMENT AND CHALLENGES, FUTURE GOALS AND ACTIVITIES**

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***BC FIRST NATIONS HEAD START***

**APPENDIX A  
SAMPLE FOCUS GROUP  
QUESTIONNAIRES**

***BC FIRST NATIONS HEAD START***

**APPENDIX B  
SAMPLE CONSENT FORM**

***BC FIRST NATIONS HEAD START***

**APPENDIX C  
NATIONAL REPORTING TEMPLATE,  
SEMI-ANNUAL, ANNUAL AND  
COMMUNITY EVALUATION  
REPORTING REQUIREMENTS MATRIX**

***BC FIRST NATIONS HEAD START***

**APPENDIX D**  
**THE SIX COMPONENTS RELATIVE TO:**  
**THE NATIONAL EVALUATION QUESTIONNAIRE, REGIONAL**  
**REPORTING REQUIREMENTS**

***BC FIRST NATIONS HEAD START***

**APPENDIX E**

**FIRST NATIONS HEAD START ON RESERVE  
PRINCIPLES AND GUIDELINES,  
CONTRIBUTION AGREEMENT AND NATIONAL REPORTING  
TEMPLATE REQUIREMENTS MATRIX**