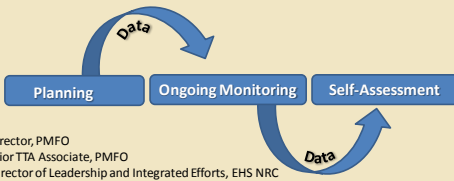



THE NATIONAL CENTER ON
 Program Management
 and Fiscal Operations

Linking Planning, Ongoing Monitoring, Self-Assessment & Data




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 Birth To Three Institute
 Washington, D.C.
 July 28, 2014







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Session Outcomes

- Understand the program planning cycle and how linking three systems can strengthen your program outcomes
- Know how data is used in each system
- Identify the differences between ongoing monitoring and Self-Assessment
- Consider ways to strengthen your program's planning process as a result of new thinking




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It's a New Day

Five-Year Project Period

Results-Based Accountability™

	Quantity	Quality
Effort	How much did we do?	How well did we do it?
Effect	Is anyone better off?	
	#	%

Trying Hard Is Not Good Enough – Mark Friedman

5



Measurement of
EFFORT

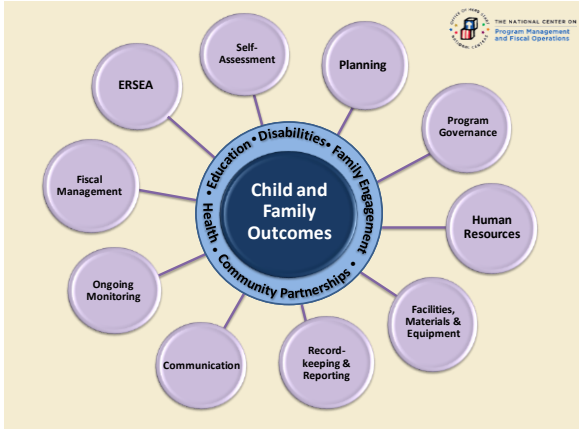
Measures of effort count what and how much we do. They describe whether and to what extent activities were carried out as planned."

Courtesy of the National Center on Parent, Family and Community Engagement

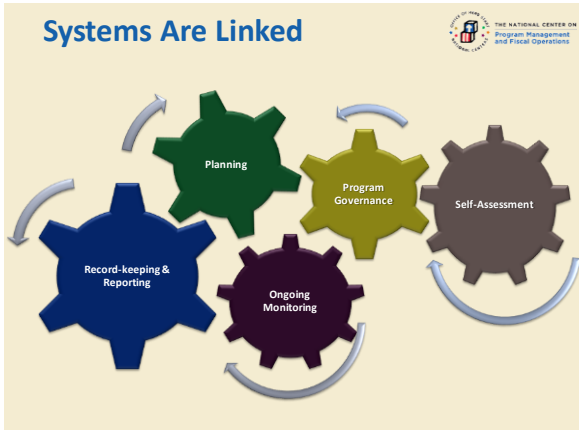
Measurement of EFFECT



Measures of effect track changes in knowledge or behavior as a result of the activity. They measure whether your activities have made a difference.
Courtesy of the National Center on Parent, Family and Community Engagement



Systems Are Linked



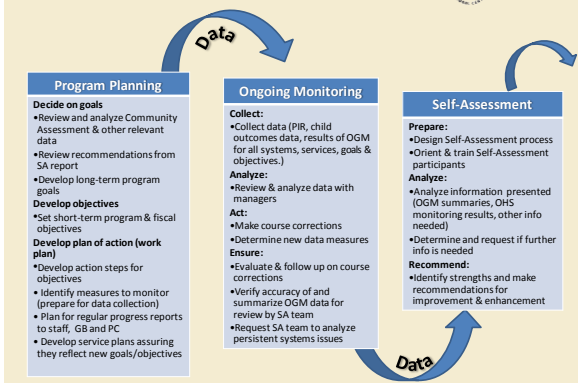
Program Planning in Head Start



Role of Governance in Planning



Linking Planning, OGM, and SA



Parking Lot



Poll



Which of your systems do you think is strongest?

- A: Planning
- B: Ongoing Monitoring
- C: Self-Assessment



Discuss with colleagues and note why you think so.

Poll



Which of these systems challenges you the most?

- A: Planning
- B: Ongoing Monitoring
- C: Self-Assessment



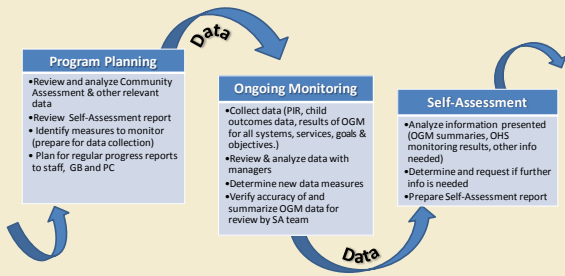
Discuss with colleagues and note why you think so.



The Role Data Plays in Linking the Systems



How Data Links Planning, OGM, and SA





Program Planning

Pair and Share



- Find some one you have not yet met
- Introduce yourselves and share a little about your program
- Share what you know about your program goals
 - What is the focus?
 - How were they developed?
 - Where are they recorded, how do people learn about them?

Program Planning

Decide on goals

- Review and analyze Community Assessment & other relevant data
- Review recommendations from Self-Assessment report
- Develop long-term program goals

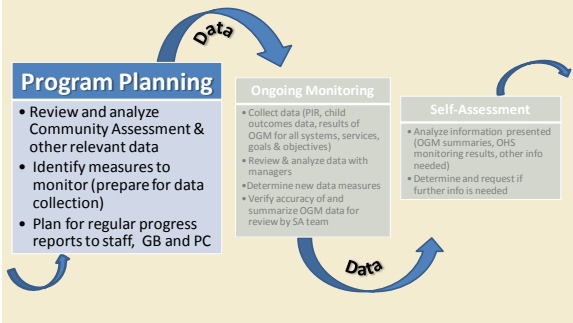
Develop objectives

- Set short-term program & fiscal objectives

Develop a plan of action (work plan)

- Develop action steps for objectives
- Identify measures to monitor (prepare for data collection)
- Plan for regular progress reports to staff, governing body and Policy Council
- Develop service plans assuring they reflect new goals/objectives

How Data Links Planning, OGM, and SA





Preparing for Data Collection

What do I want to know?

- What data do I need to collect to show we meet standards?
- What data do I need to collect to show progress on goals/objectives?
- How will we measure impact?

What data will answer these questions?



Becoming a Planning Expert

TA Planning Series

Draft Technical Assistance Series
Winter 7/1A Meeting February 2014

Planning in Head Start
TA Planning Paper # 1 Tips for Developing Program Goals

The Head Start Planning system and its related activities are a major component of program operations. While thoughtful planning has always been critical to successful programming, it takes on added importance in Head Start programs, which from an indefinite grant period to one based on a five-year project period. The Head Start National Centers have developed a series of Technical Assistance Papers to support programs in developing and implementing their planning system. This paper provides ideas to guide program's goal development process.

Introduction
Want to lose weight, buy a house, get an interesting new job? If so, you may set a personal goal to achieve this. Likewise, effective Head Start and Early Head Start programs engage in goal setting as part of their planning process. In fact, the Head Start Program Performance Standards (HS-CFR Part 1302.53(a)(2)(iii)) require programs to develop long-range program goals and short-term program and financial objectives. The Head Start Program Planning cycle graphic shows how programs then take these goals and objectives and develop an implementation plan that enables programs to accomplish their goals.

The Requirements

- Head Start Act (42 USC 6201)
- Head Start Program Performance Standards (HS-CFR Part 1302.53)
- EOPB (2)
- EOPB (3)

Program Goals and Objectives

Program goals are....

Objectives are...

BROAD Statements (Your Destination)

- Beyond Current Expectations
- Responsive
- Organization-wide
- Aspirational
- Dynamic

Carried out through an **Action Plan** (Your Road Map)

Recognized and Accepted as Important by All

SMART parts of Goals (Your Mile Markers)

- Specific
- Measurable
- Attainable
- Realistic
- Timely

From PMFO TA Planning Paper #4

Program Goals and Planning

PROGRAM GOAL: _____

OBJECTIVE: _____

SCHOOL READINESS GOAL: _____


PROGRAM ACTIVITIES that support BOTH goals and objective:	WHO:	BY WHEN:	FINANCIAL SUPPORTS:	MEASURE:
Teaching and Learning 1.	1.	1.	1.	1.
Parent and Family Engagement 1.	1.	1.	1.	1.
Community Engagement 1.	1.	1.	1.	1.
Health Services 1.	1.	1.	1.	1.
Program Management 1.	1.	1.	1.	1.

From PMFO TA Planning Paper #4

Thinking About Goals Through a Systems Lens

How do you determine the number of goals?

- What data will you need to collect?
- How will you track, monitor and evaluate activities and progress?
- With whom do you need to communicate your goals?



From PMFO TA Planning Paper #3

Aligning Program & SR Goals

Program Goal

• **ACE Head Start program will** implement research-based strategies to support the development of language and literacy skills in order to help children be ready for kindergarten and to maximize their potential to read at age level.

Objective

• To strengthen the ability of teachers and parents to increase the vocabulary of enrolled children as measured by improvement in scores on child assessment measures. Mean scores will improve by 50% by the end of the program year.

School Readiness Goal

• **Children will** build, use, and comprehend increasingly complex and varied vocabulary.

From PMFO TA Planning Paper #2



Draft Technical Assistance Series
Planning in Head Start
TA Planning Paper # 3: Program Goals and School Readiness Goals—Understanding the Relationship

The Head Start Planning system and its related activities are a major component of program operations. While thoughtful planning has always been critical to successful programming, it takes on elevated importance as Head Start programs shift from an indefinite grant period to one based on a five-year project period. The Head Start National Centers have developed a series of Technical Assistance Papers to support programs in developing and implementing their planning system. This paper clarifies the relationship between program goals and school readiness goals.

Program Goals

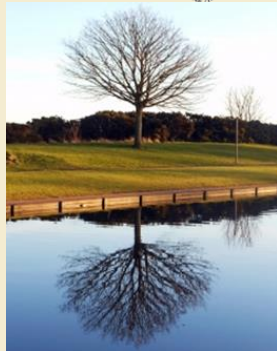
The Head Start Program Performance Standards (45 CFR Part 1304.51(a)(1)(ii)) require programs to develop long-range program goals and short-term program and financial objectives. Program goals are broad statements that support the program's mission to serve its children, families, and community. They ensure the program's commitment to establishing strong management and fiscal systems that support the effective delivery of services. Programs set long-range goals to be accomplished by the end of their five-year project period. These long-range goals are reviewed as part of the annual planning process. Most continue as goals throughout the five-year period, while a few may be met in a shorter time frame or revised. Having stable goals over five years enables programs to measure progress along the way as well as the effect of the program's activities over the five-year period.

Develop Your Plan of Action

Action Step	Person Responsible	Timeline


Take home plan: Program planning

1. What's working well?
2. What do you want to change?
3. What new ideas do you have?






Ongoing Monitoring



Ongoing Monitoring

Collect

- Collect data (PIR, child outcomes data, results of OGM for all systems, services, goals & objectives.)

Analyze

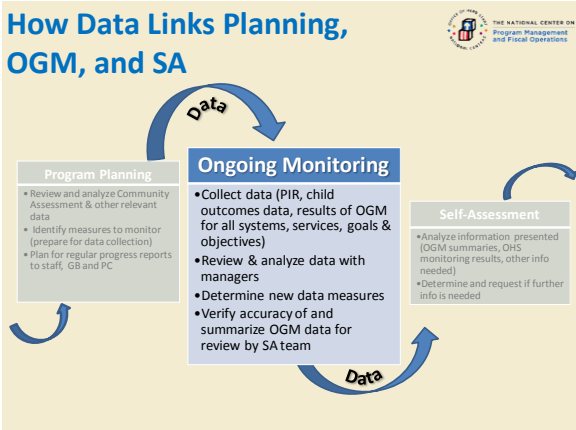
- Review & analyze data with managers

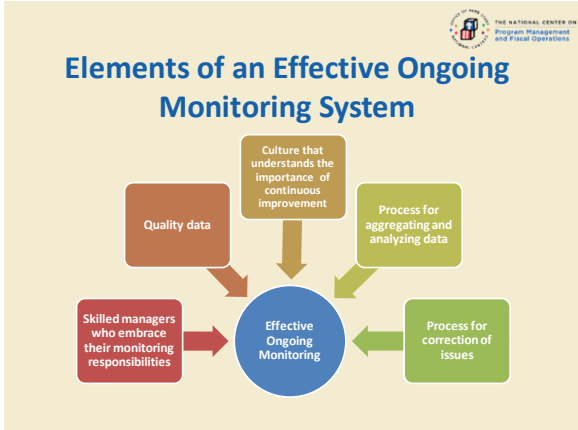
Act

- Make course corrections
- Determine new data measures

Ensure

- Evaluate & follow up on course corrections
- Verify accuracy of and summarize OGM data for review by SA team
- Refer persistent systems issues to SA

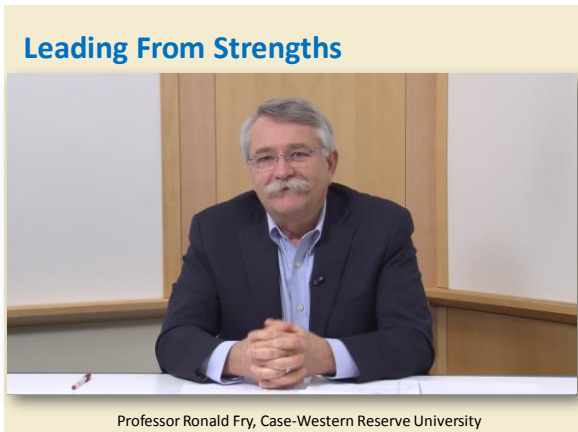




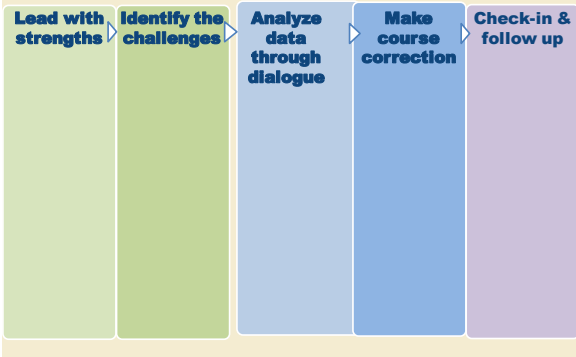
Performance Measurement Categories

	Quantity	Quality
Effort	How much did we do?	How well did we do it?
Effect	#	%

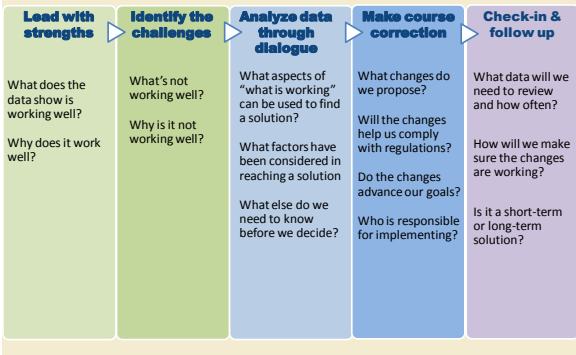
Trying Hard Is Not Good Enough – Mark Friedman



Process for Ongoing Monitoring



Asking the Right Questions OGM




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Quarterly Summary of Ongoing Monitoring Results

Name: _____ Monitoring Timeframe: _____

1. What was monitored? (service, system, goal/objective) Click here to enter text.	
2. What particular element was monitored? Click here to enter text.	Who monitored it? Click here to enter text.
3. What did you find?	
a) What strengths did you identify? (Exceeding regulations and innovating) Click here to enter text.	
b) What areas of concern did you find? (Not meeting regulations/not effective) Click here to enter text.	
c) Was course correction needed? Yes <input type="checkbox"/> If yes, briefly describe the course correction. Click here to enter text.	
d) Through your follow up, did you find that the corrective action was effective? Yes <input type="checkbox"/> No <input type="checkbox"/> (If no, explain why it was ineffective and describe your next course correction strategy)	

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Annual Progress on Program Goals & Objectives

Goal:

Objective:

Summary of Progress (to be completed as part of ongoing monitoring)

Questions to be answered by Self-Assessment Team
Is the goal still appropriate? What are our recommendations (if any) for revisions to goals and objectives?

Annual Summary Ongoing Monitoring Results

 THE NATIONAL CENTER ON
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Service Area	Sample Indicators	Data Sources	Areas of Strengths (Exceeding requirements and innovating)	Areas of Concerns (Not meeting requirements or not effective)	Systemic Issues to Refer to Self-Assessment
Child Health & Development	The program establishes the health status of all children and accurate follow-up and referral services. Child health and development data is used in curriculum and program planning.				
Education & Early Childhood Development	The program establishes a system for developing school readiness goals and for tracking and reporting progress on them. The program's curriculum is effective in supporting the five domains of school readiness. The program individualizes early childhood development services for all children.				
Disabilities	The Program has IEP's in place for all children with disabilities and services are being delivered in the least restrictive environment. Were IEPs developed and services provided in a timely manner?				

Take home plan: Ongoing Monitoring

1. What's working well?
2. What do you want to change?
3. What new ideas do you have?





Self-Assessment

Prepare

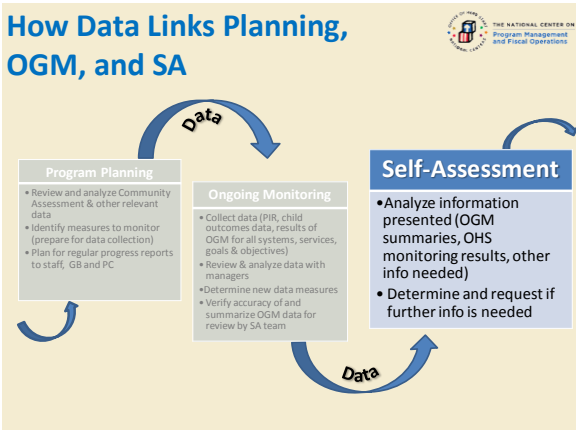
- Design Self-Assessment process
- Orient & train Self-Assessment participants

Analyze

- Analyze information presented (OGM summaries, OHS monitoring results, other info needed)
- Determine and request if further info is needed

Recommend

- Identify strengths & make recommendations for improvement & enhancement





New Thinking: Self-Assessment

Who's involved?	A mix of stakeholders, including GB and PC Those with an outside perspective
What's different?	Focus on analysis Ask broader questions that focus on outcomes
How do we do it?	Use data from OGM Review multi-year data Lead with strengths Look at outcomes over 5 years
Why do we do it?	For continuous improvement To focus on what is achieved in 5-year cycle



Annotated Reading

As you read the **handout**, use these **symbols to note**:

- + = Affirms my prior understanding
- ! = Surprises me
- ? = Raises a question or I want to know more
- * = Something I can use

Tip Sheet: Linking Ongoing Monitoring with Self-Assessment

In the *New Thinking about Self-Assessment: Integrating Ongoing Monitoring and Self-Assessment* a process is outlined for conducting an annual Self-Assessment that reduces data gathering and favors using ongoing monitoring information already collected and aggregated throughout the year. This tip sheet outlines how a program can use results of ongoing monitoring to prepare for its annual Self-Assessment. With recommendations from this tip sheet, Self-Assessment team members can maximize their time reviewing, analyzing, and asking thought-provoking questions about program data which lead to recommendations that strengthen program quality.

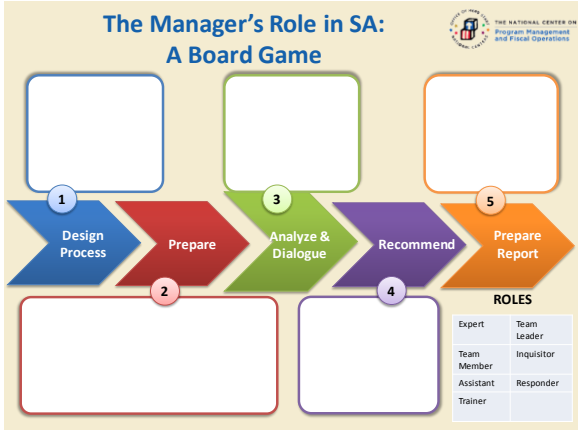
Keep in mind that as managers, you and other members of the management team play critical roles throughout the Self-Assessment process. As outlined in this tip sheet, the managers' roles shift from content expert to objective team member at three important points during the Self-Assessment process. The Head Start Director's role is to lead and ensure the integrity of the ongoing monitoring to Self-Assessment process.

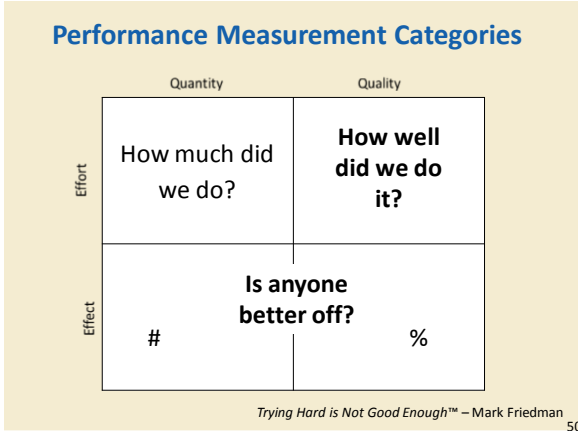
- Step 1**
- Collect data regularly. Aggregate and analyze data during OGM
 - Record data in the Quarterly Summary of Ongoing Monitoring
 - Ensure that the best and most accurate data is used
 - Provide consistent data that answers key program questions regarding current progress towards goals




The Components of the Self-Assessment Process











Process for SA Team Dialogue

Lead with strengths	Analyze data through dialogue	Identify challenges	Imagine possibilities	Make recommendations
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Asking the Right Questions SA

Lead with strengths	Analyze data through dialogue	Identify the challenges	Imagine possibilities	Make recommendations
<p>Where do the data say that your program has been particularly successful?</p> <p>What is the story behind the success?</p>	<p>What patterns or trends do you see over time?</p> <p>How has the program made progress on its goals and objectives?</p> <p>How are we doing on our most important measures?</p> <p>What is the impact?</p>	<p>Where did we fall short of our expectations?</p> <p>Why did we fail to make progress?</p> <p>What aspects of "what is working" can be used to find a solution?</p>	<p>What limitations are we placing on our thinking?</p> <p>How can we go beyond what we first thought?</p> <p>How else can we look at this?</p> <p>Where can we innovate?</p>	<p>How do the recommendations support program goals and objectives?</p> <p>What other resources would the program need to implement our recommendations?</p> <p>How will you prioritize your recommendations?</p> <p>What will success look like?</p>



Putting it All Together: Self-Assessment

An Activity





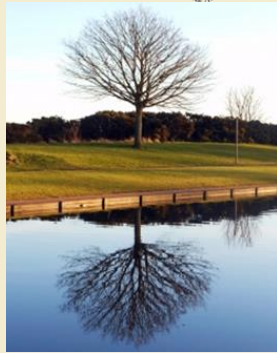
Elements of SA Report

- Introduction
- Methodology
- Key findings
- Recommendations



Take Home Plan: Self-Assessment

1. What's working well?
2. What do you want to change?
3. What new ideas do you have?



Program Planning in Head Start





Program Planning

Program Planning

Decide on goals

- Review and analyze Community Assessment & other relevant data
- Review recommendations from Self-Assessment report
- Develop long-term program goals

Develop objectives

- Set short-term program & fiscal objectives

Develop a plan of action (work plan)

- Develop action steps for objectives
- Identify measures to monitor (prepare for data collection)
- Plan for regular progress reports to staff, governing body and Policy Council
- Develop service plans assuring they reflect new goals/objectives

Previewing the Linking Self-Assessment Toolbox



Linking Self-Assessment Toolbox



PMFO has created the following toolbox of materials that can be used by grantees to conduct an Annual Self-Assessment or by Training and Technical Assistance staff who support them.

Overview

1. **New Thinking about Self-Assessment**—This provides an overview of a way to conduct the Annual Self-Assessment by integrating results of a program's ongoing monitoring process. It includes a matrix that compares the traditional Self-Assessment process with this updated method.

Tip Sheets

2. **Self-Assessment Tip Sheet**—This tip sheet, available on the Early Childhood Learning and Knowledge Center (ECLKC) website introduces the concept of changing the traditional approach to the Annual Self-Assessment process.
3. **Linking Ongoing Monitoring with Self-Assessment**—This tip sheet outlines how a program can use results of ongoing monitoring to prepare for its annual Self-Assessment.
4. **Asking the Right Questions**—The Annual Self-Assessment (SA) process provides program leaders and external advisors with an opportunity to review, analyze, and dialogue about the program's Ongoing Monitoring (OGM) results and other data. This tip sheet shares dialogue practices that SA teams use as they explore the stories that the data tells and craft recommendations for new directions.