



THE NATIONAL CENTER ON  
Program Management  
and Fiscal Operations

# Head Start A to Z Ongoing Monitoring



Launched February 2014

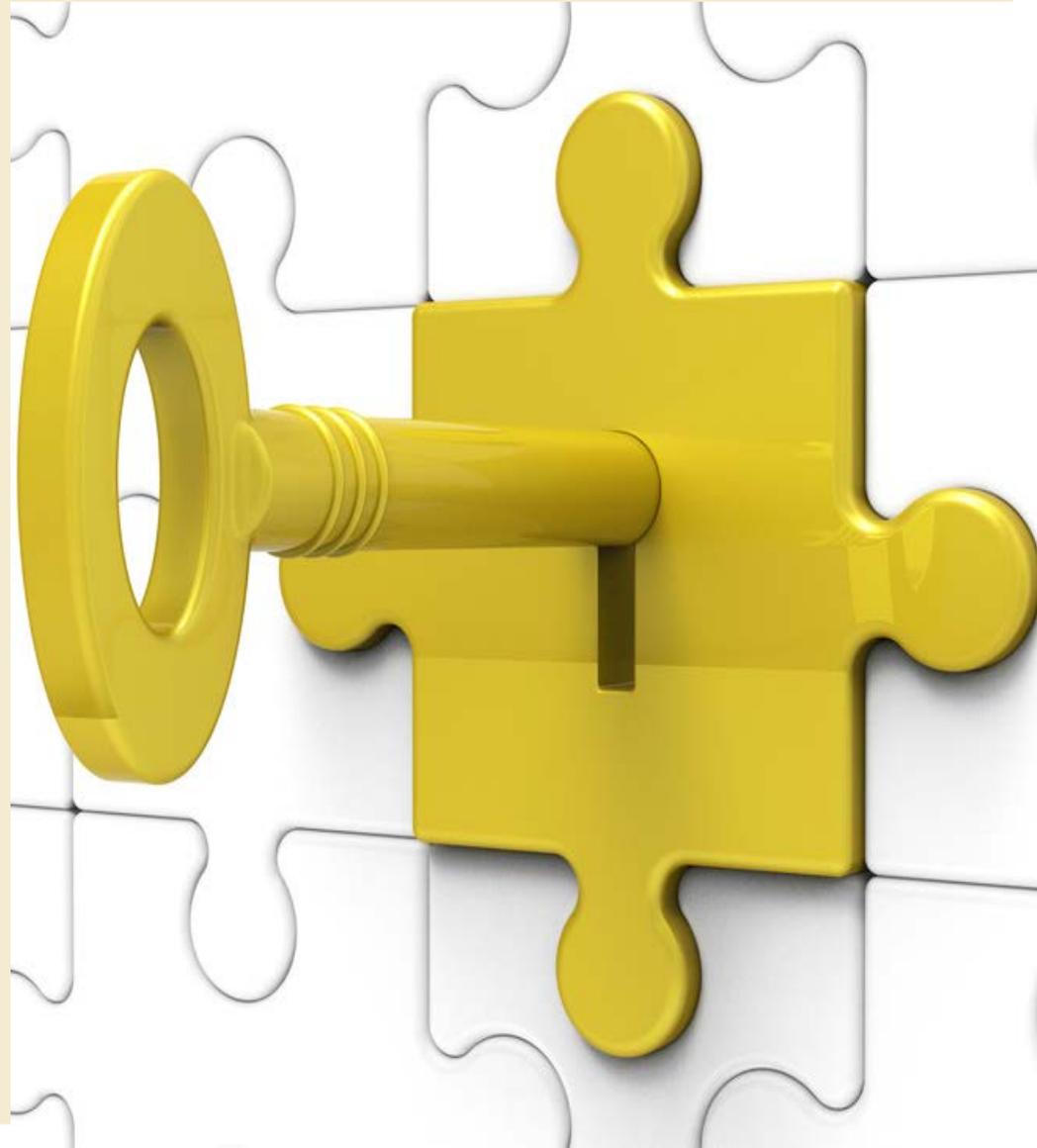


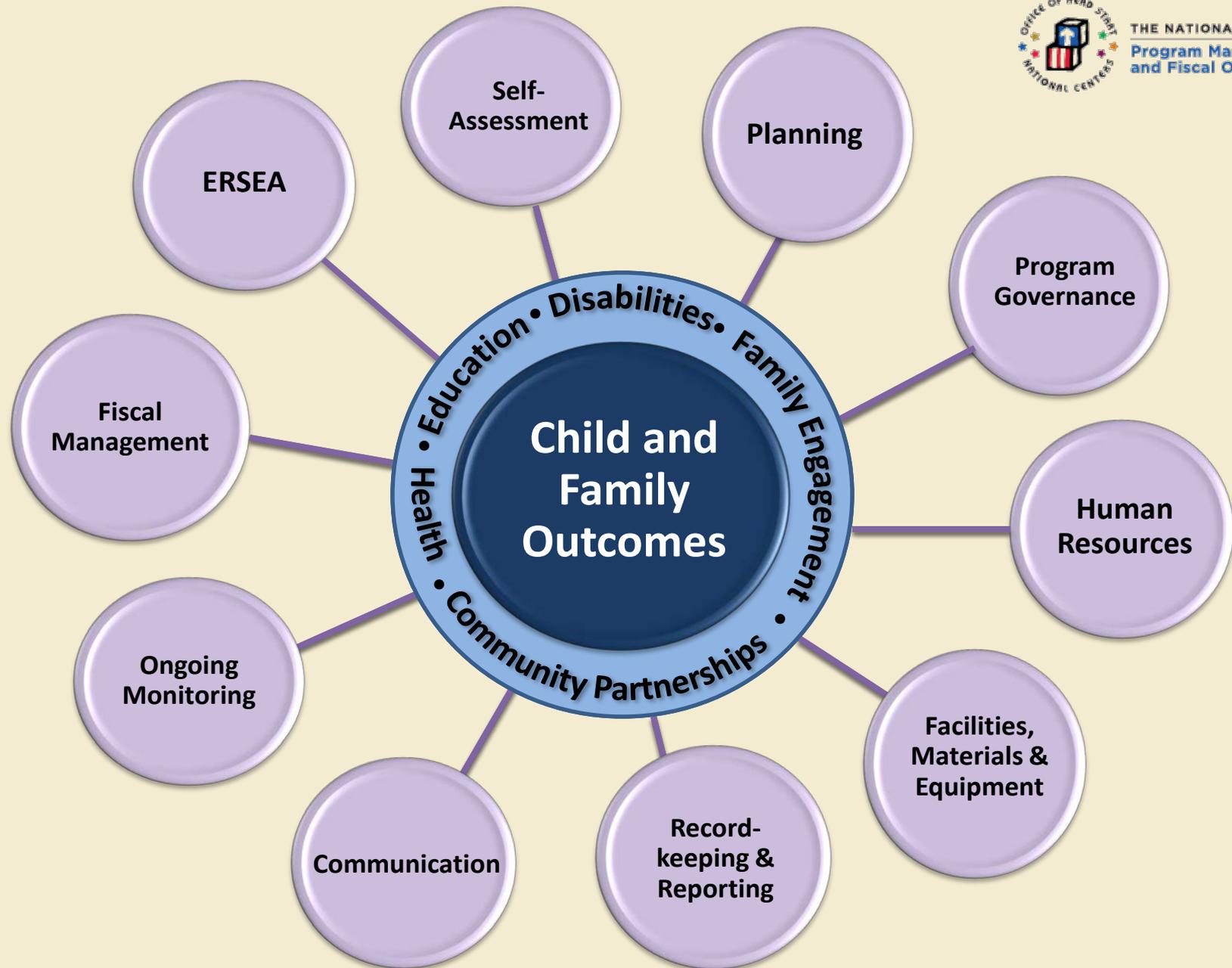
# Key Message



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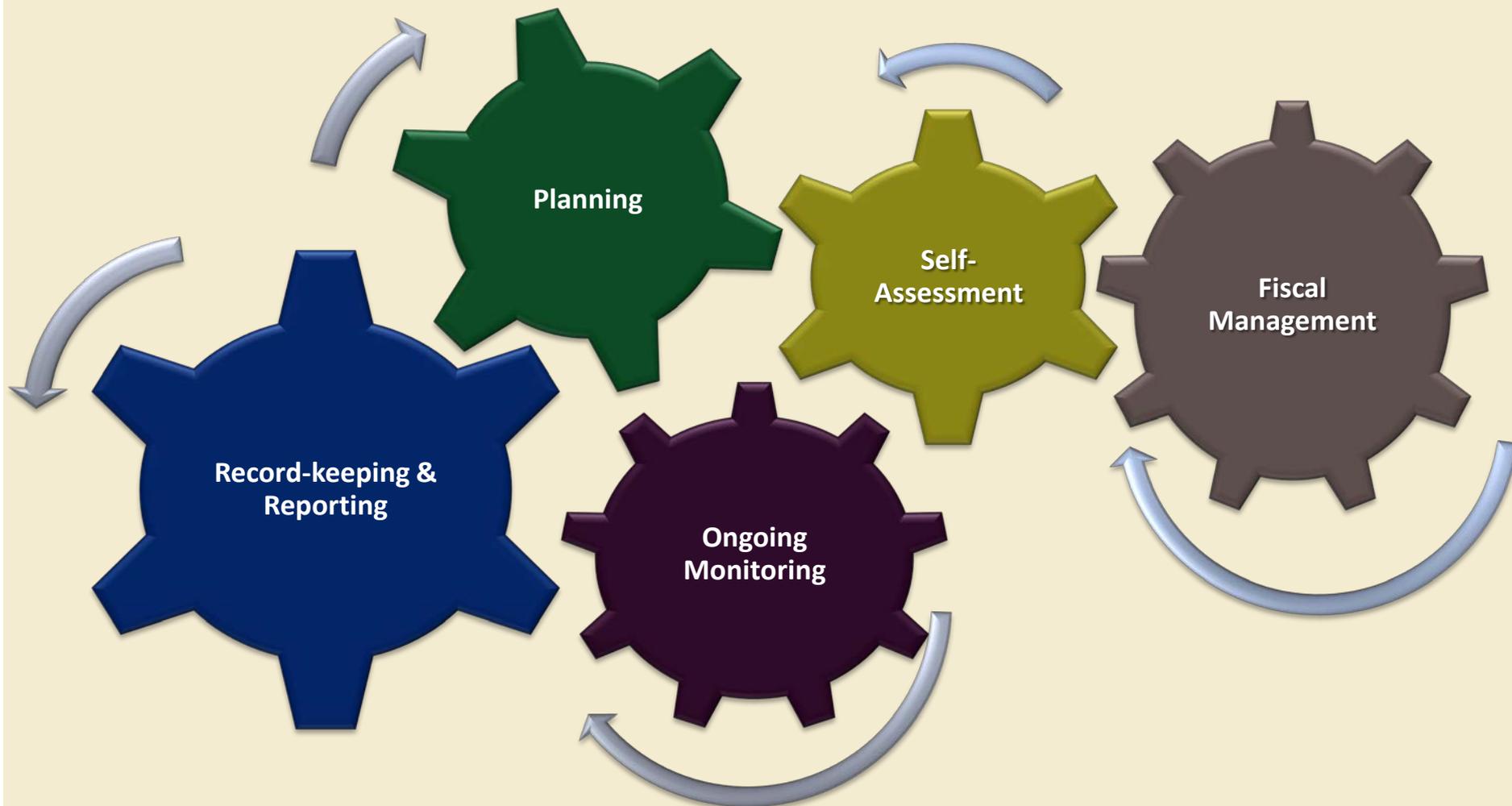
Systems-thinking provides a fresh perspective and a “big picture lens” that taps into a higher level of analyzing, problem solving, and strategizing.







# Systems Are Linked





# Systems Are Linked



# Outcomes

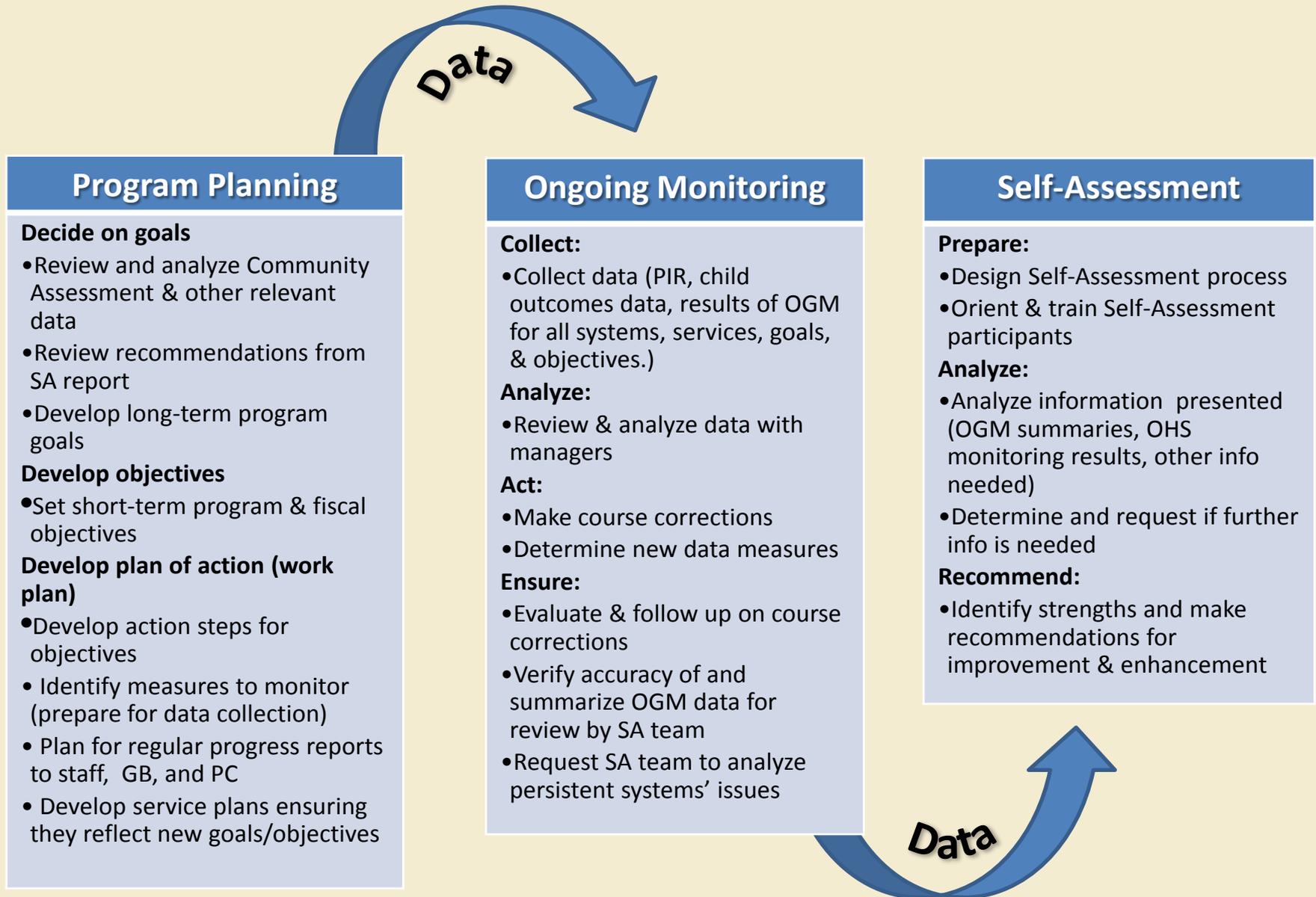
- Demonstrate the importance of Ongoing Monitoring as a system that is essential to ensuring continuous improvement
- Define the elements of an effective ongoing monitoring system
- Use a strength-based model to examine issues and take corrective action

# The OGM Huddle

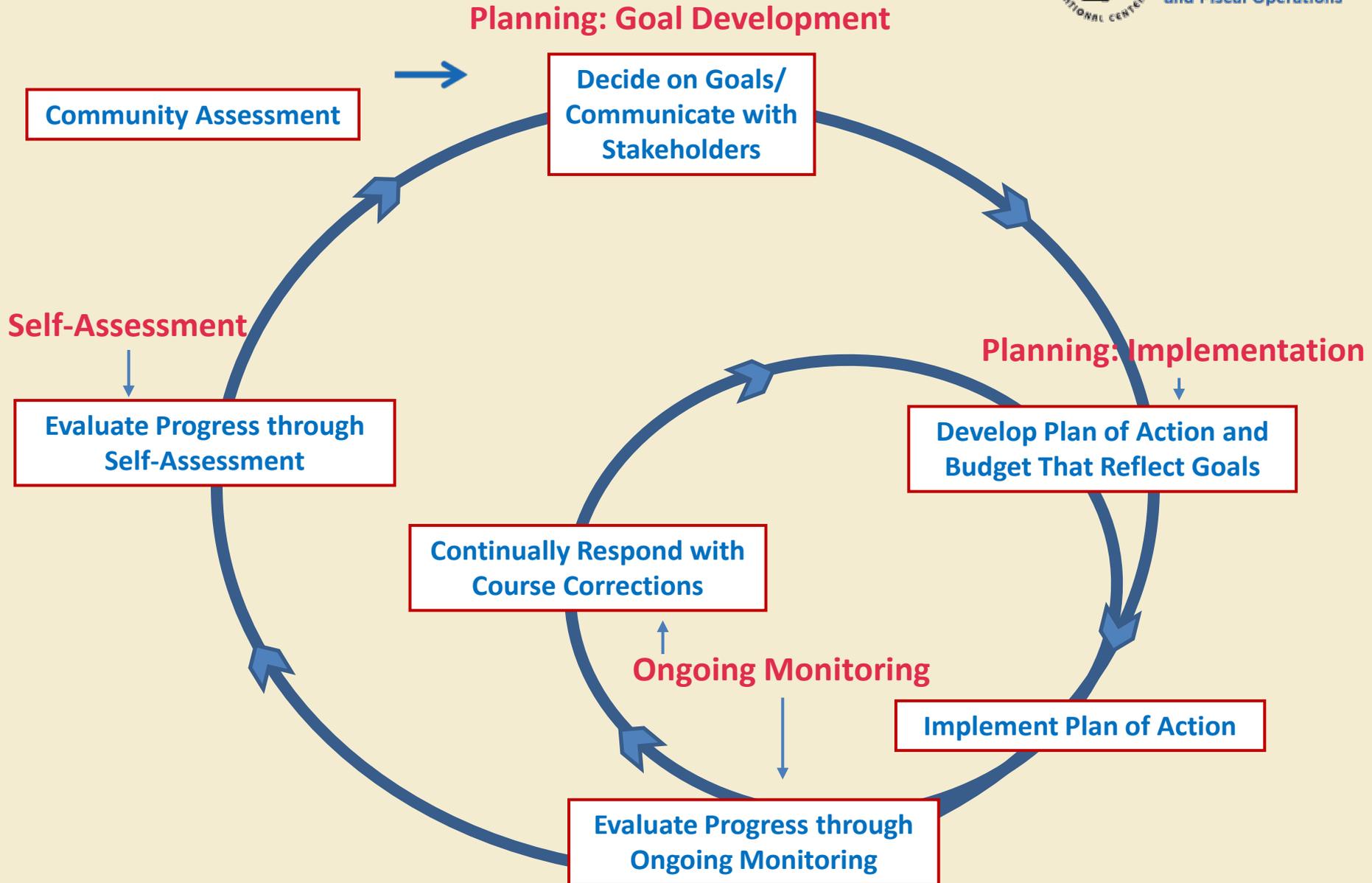


1. Write **YES** on the **blue** post it note.
2. Write **NO** on the **yellow** post it note.
3. Form a huddle of 6.
4. I will read a statement.
5. Huddle and decide to agree or disagree with the statement.
6. Place the appropriately colored Post-it note on the magnifying glass.
7. The magnifying glass will ascend from the huddle.

# Linking OGM, SA and Planning



# Program Planning in Head Start



# Results-Based Accountability

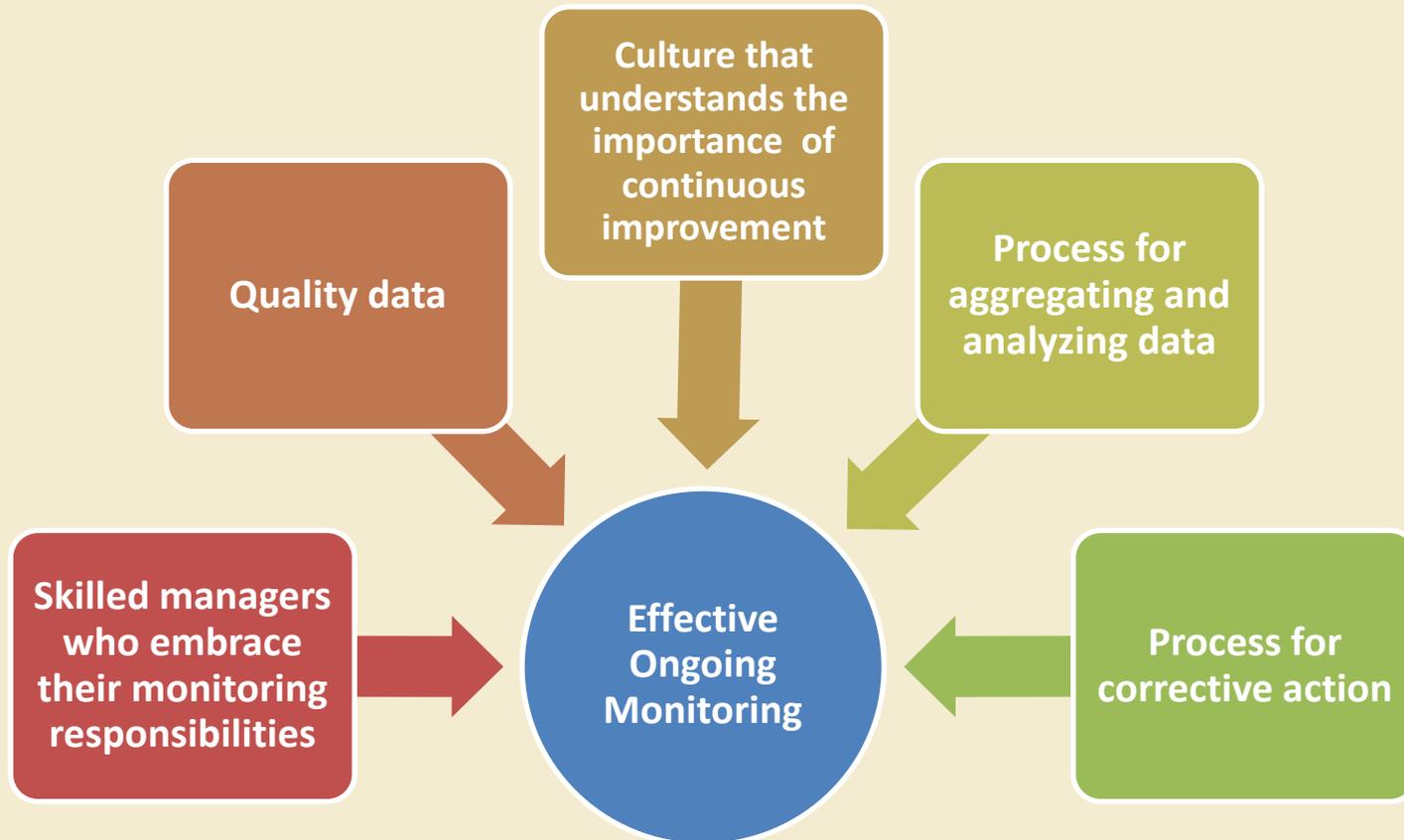


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	Quantity	Quality
Effort	How much are we doing?	How well are we doing it?
Effect	Will children, families, and community be better off? #	Will children, families, and community be better off? %

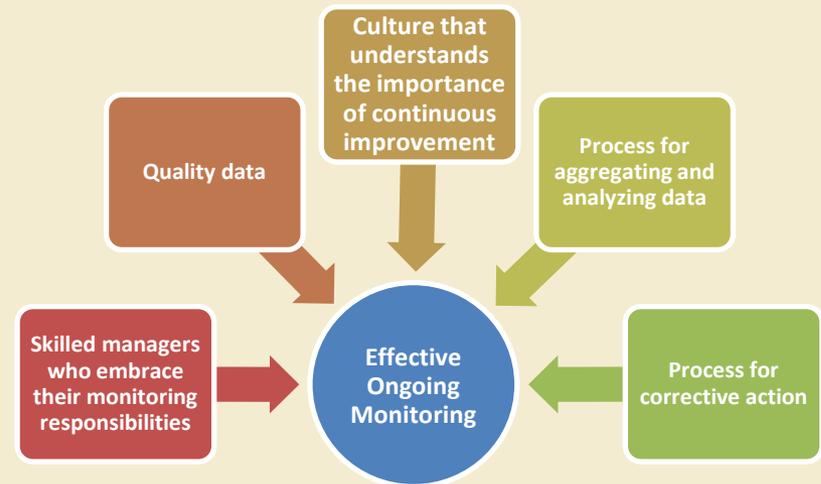
Adapted from *Trying Hard is Not Good Enough* – Mark Friedman

# Elements of an Effective Ongoing Monitoring System



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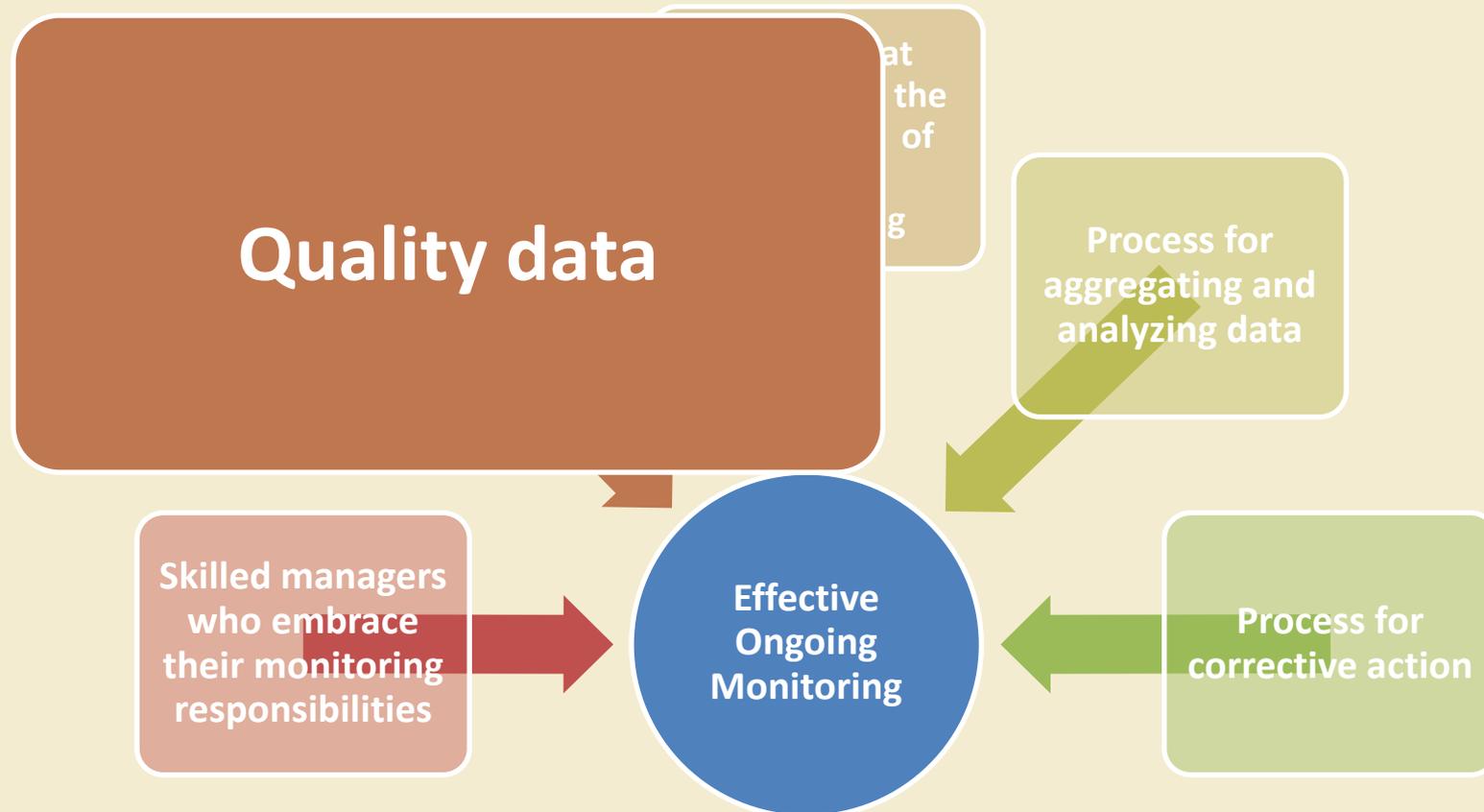
Why are these elements important for an effective OGM system?



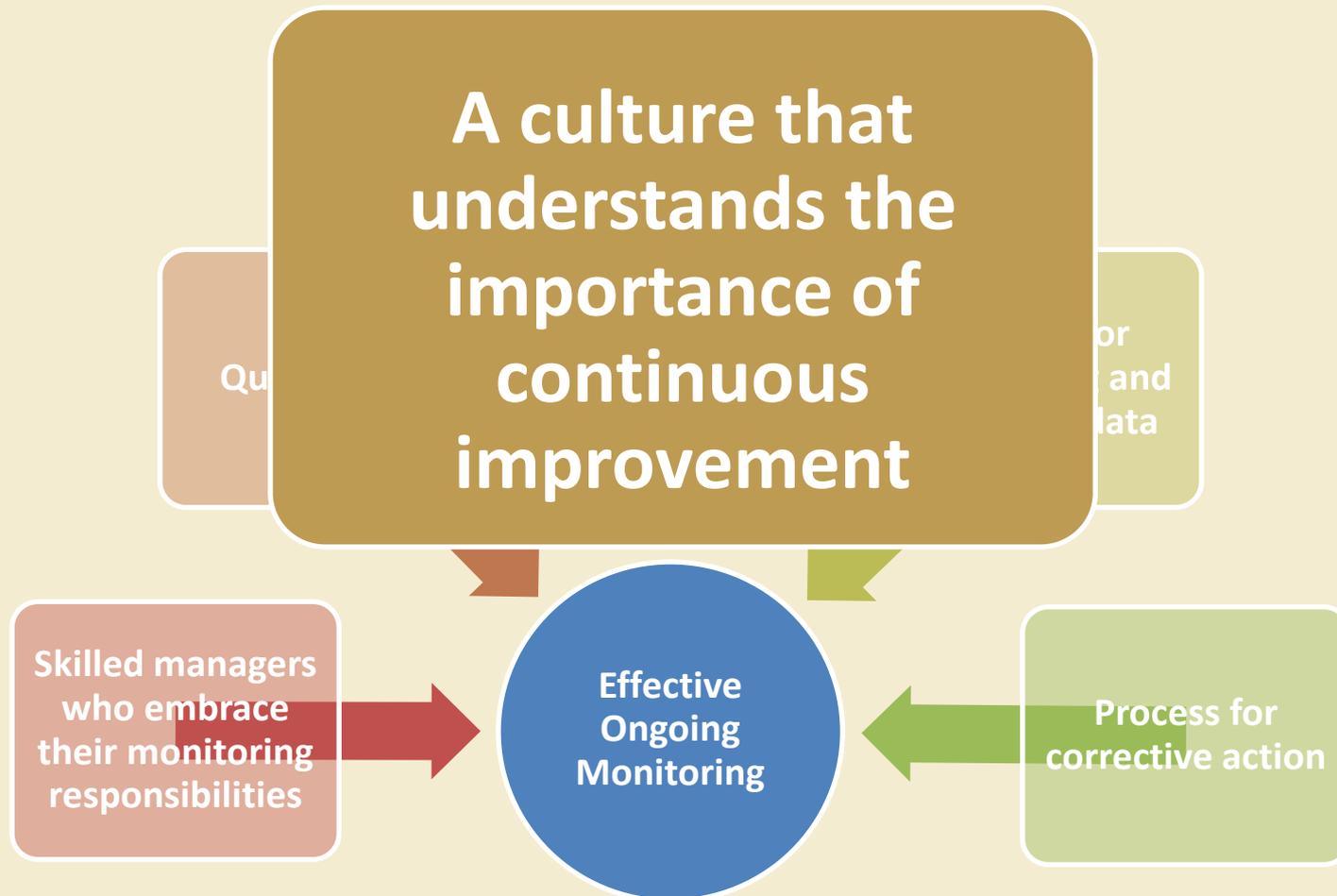
# Elements of an Effective Ongoing Monitoring System



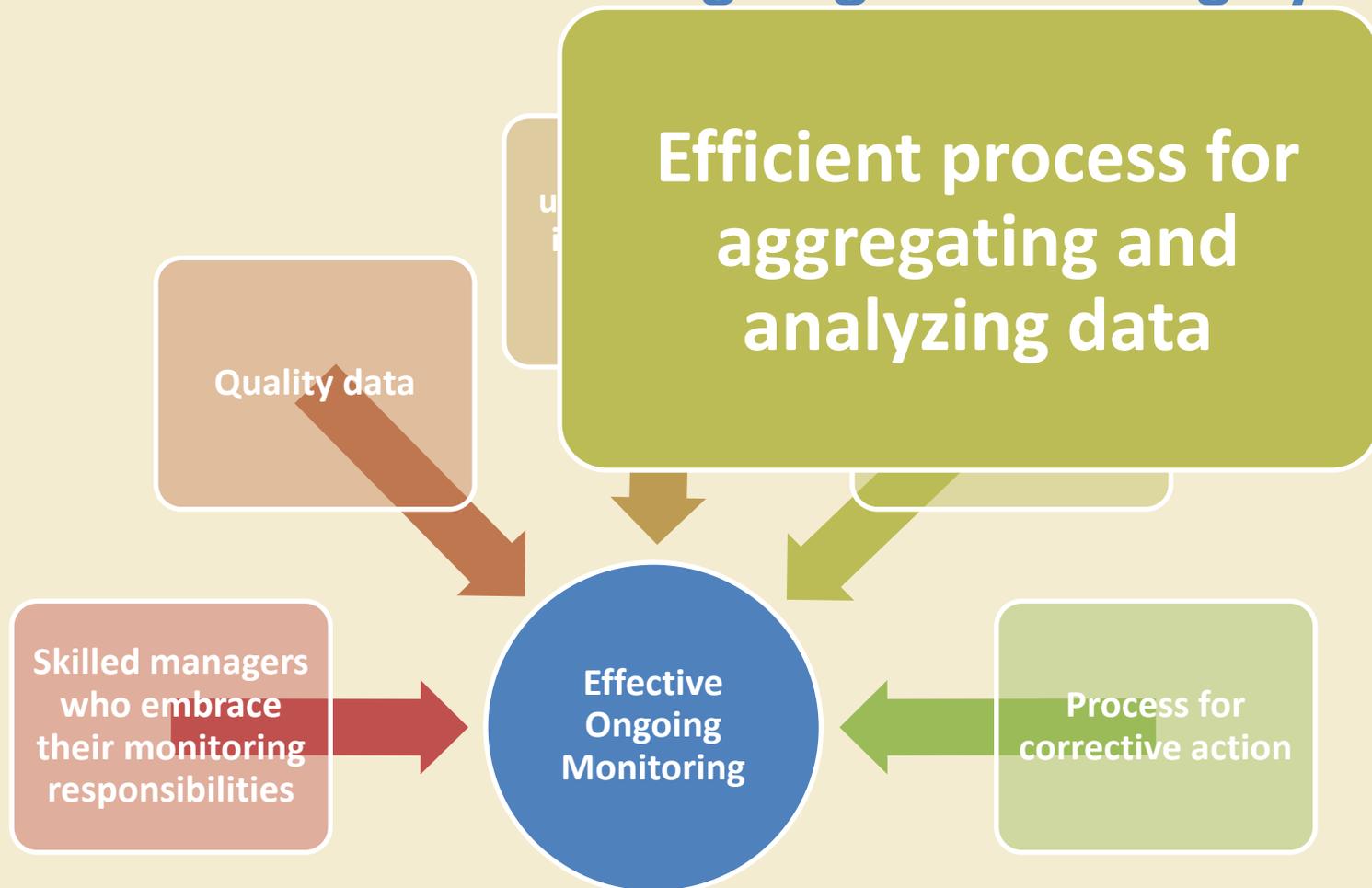
# Elements of an Effective Ongoing Monitoring System



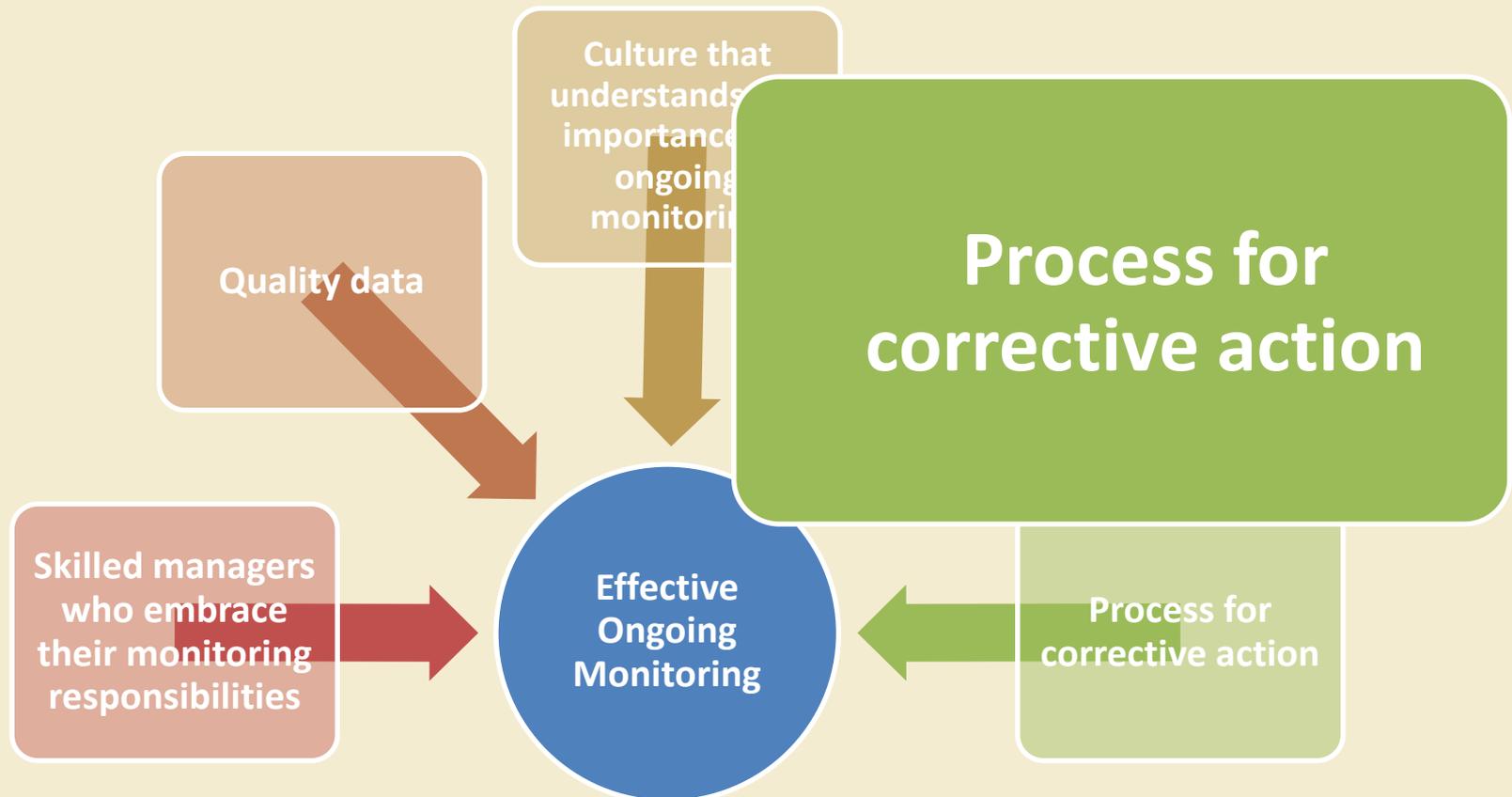
# Elements of an Effective Ongoing Monitoring System



# Elements of an Effective Ongoing Monitoring System



# Elements of an Effective Ongoing Monitoring System



# Let's Buzz



**As a Head Start leader  
*HOW* can you ensure  
that you have an  
effective OGM system  
in place?**

# OGM: Asking the Right Questions

## Lead with strengths

What does the data show is working well?

Why does it work well?

## Identify the challenges

What's not working well?

Why is it not working well?

## Analyze data through dialogue

What aspects of "what is working" can be used to find a solution?

What factors have been considered in reaching a solution?

What else do we need to know before we decide?

## Make course correction

What changes do we propose?

Will the changes help us comply with regulations?

Do the changes advance our goals?

Who is responsible for implementing?

## Check-in & follow up

What data will we need to review and how often?

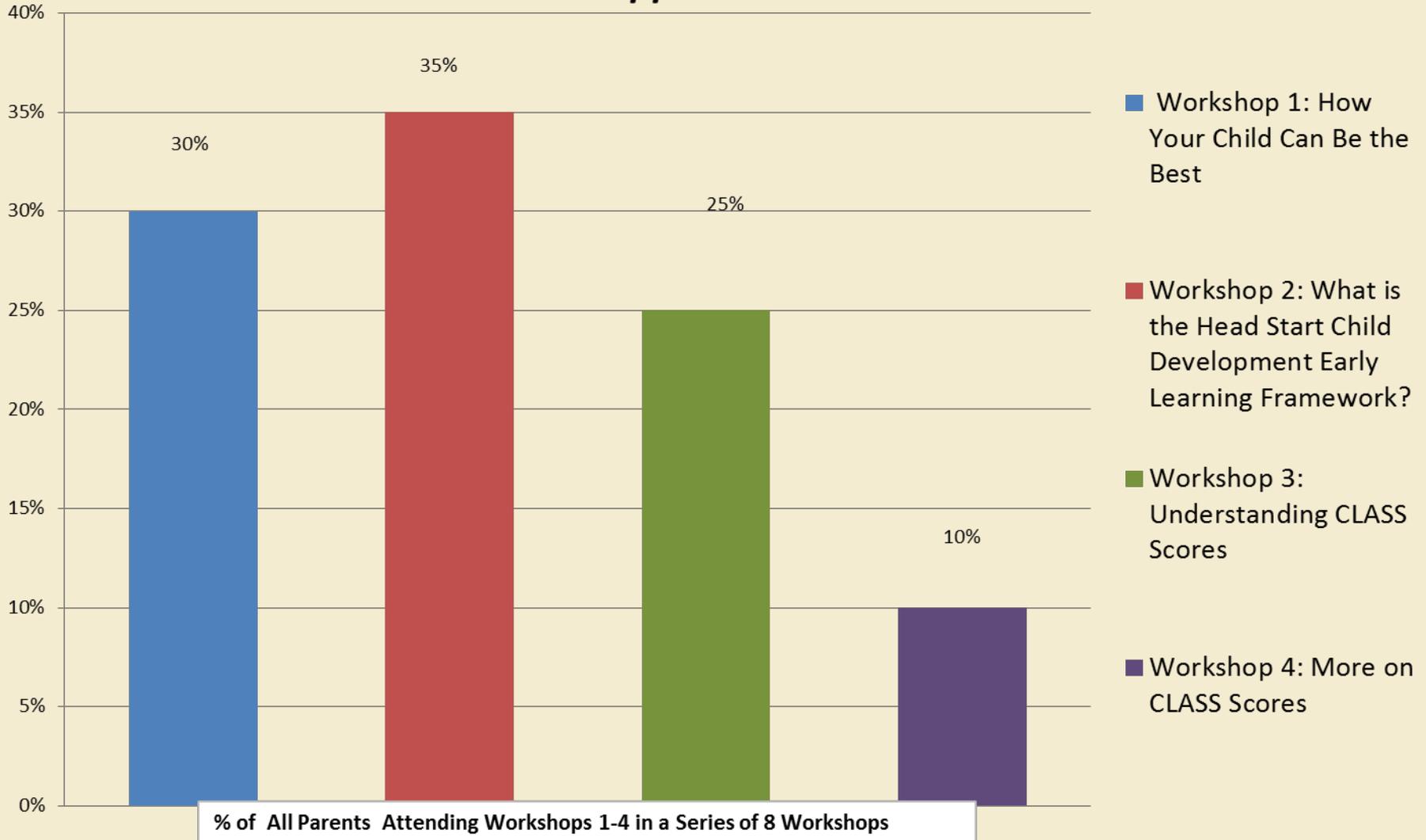
How will we make sure the changes are working?

Is it a short-term or long-term solution?

# Parent Engagement

Workshops Series Title:

*“ How Parents Can Support School Readiness Goals ”*



# Do you have an OGM Plan?



## Annual Summary of Ongoing Monitoring Results

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

## Annual Summary of Ongoing Monitoring Results

Service Area	Sample Indicators	Data Sources	Areas of Strengths <i>(Exceeding regulations and innovating)</i>	Areas of Concern <i>(Not meeting regulations or not effective)</i>	Systemic Issues to Refer to Self-Assessment
Child Health & Safety	<p>The program environment is healthy and safe.</p> <p>Staff promotes healthy and safe practices with children and families.</p>				
Child Nutrition	<p>Healthy meals are provided and good nutrition is promoted with children and families.</p>				
Child Mental Health	<p>Mental health supports are readily available to children, families and staff.</p>				

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Family Partnerships	<p>Families engage in their child’s education &amp; are provided opportunities to be involved in the HS program.</p> <p>Families are supported in identifying and achieving their goals.</p>				
Community Partnerships	<p>The grantee engages the community in its program.</p> <p>The program has partnerships that respond to program goals and child and family needs.</p>				
Transportation	<p>Children are transported to/from the program safely.</p>				

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Program Governance	<p>Policy Council and governing body provide leadership to the program.</p> <p>Governing Body safeguards federal funds.</p>				
Facilities, Materials, Equipment	<p>Facilities (indoor &amp; outdoor) are safe, meet programming needs, and are adequately equipped.</p>				
Human Resources	<p>The organizational structure supports comprehensive, quality services for children and families.</p> <p>Staff members are qualified for their positions.</p> <p>Staff members are oriented, trained and supported.</p> <p>Program assures that staff members are appropriately selected and background checks are filed and tracked.</p>				

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ERSEA	<p>Program options are responsive to the community's needs.</p> <p>Program ensures that children most in need of services are prioritized.</p> <p>Program promotes regular HS attendance with parents and monitors it.</p>				
Communications	<p>The program assures internal and external communications are effective.</p>				
Recordkeeping & Reporting	<p>Program has a comprehensive recordkeeping system to collect, analyze and aggregate, use and share data for monitoring and planning.</p> <p>Program regularly provides effective reports to stakeholders.</p>				

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Planning	Program conducts annual planning that leads to the development of goals and objectives.				
Ongoing Monitoring	Program has an effective system for regularly monitoring compliance with regulations and ensuring follow-up. Program effectively measures progress on goals and objectives and ensures follow-up.				
Self-Assessment	At least annually, the program invites diverse stakeholders to analyze ongoing monitoring data and other information to make recommendations for improving the program.				
Financial Management	The program has sound internal controls, strong reporting systems, and uses Federal funds for intended purposes				

## Annual Summary of Ongoing Monitoring Results

# OGM: Asking the Right Questions

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How will we make sure the changes are working?

Is it a short-term or long-term solution?

### *Ongoing Monitoring Assessment Worksheet*

1304.51(i)(2) Grantees must establish and implement procedures for the ongoing monitoring of their own Early Head Start and Head Start operations, as well as those of each of their delegate agencies, to ensure that these operations effectively implement Federal regulations.

**This document is a sample only and not intended to reflect the only areas to be monitored. This document should be individualized for each program**

Area	Tools used to monitor	How often is this conducted?	Who is assigned these duties?	Challenges	Successes
<i>EXAMPLE</i> <i>Transportation</i> <ul style="list-style-type: none"> <li>• <i>Safety</i></li> </ul>	<i>Pre and post trip inspection report</i>  <i>Manager reviews inspection reports</i>	<i>Daily</i>  <i>Weekly</i>	<i>Driver and Monitor</i>  <i>Manager</i>	<i>Time limitations</i> <i>Monitor training</i>  <i>Buses are older and need replacement</i>	<i>Driver and monitor split the AM and PM inspections</i>  <i>Drivers have excellent safety record and buses are repaired as problems are identified.</i>
ENVIRONMENTS <ul style="list-style-type: none"> <li>• Materials / Supplies</li> <li>• Equipment</li> </ul>					
CURRICULUM <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Schedule</li> <li>• Routines</li> <li>• Interactions</li> <li>• Culture</li> </ul>					

*Ongoing Monitoring Assessment Worksheet*

<p>INDIVIDUALIZATION</p> <ul style="list-style-type: none"> <li>• IEP/IFSP Goals</li> <li>• Development Goals for Individual Children &amp; the Group</li> </ul>					
<p>ONGOING ASSESSMENT</p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Developmental Assessment (min 3x/year)</li> </ul>					
<p>PARENT PARTNERSHIPS</p> <ul style="list-style-type: none"> <li>• Home Visits</li> <li>• Parent/Teacher Conferences</li> <li>• Involvement in Curriculum Development &amp; Implementation</li> <li>• Participation in Parent Involvement Activities</li> </ul>					
<p>STAFF QUALIFICATIONS/PD</p> <ul style="list-style-type: none"> <li>• Credentialing Requirements</li> <li>• PD Plans</li> </ul>					

*Ongoing Monitoring Assessment Worksheet*

COMMUNICATION External: • Parent Communication Internal • Staff Meetings					
PROGRAM GOVERNANCE • Training provided					

## Parts of an Ongoing Monitoring Plan (sample)

*This sample can be used for monitoring compliance with laws and regulations and for monitoring progress on program goals and objectives.*

Target Area: \_\_\_\_\_

<p><b>What are you monitoring?</b> (Draw from regulations, goals, and objectives.)</p>	<p><i>What is the purpose and use?</i></p>
<p><b>Who is responsible?</b></p>	
<p><b>Who collects (enters) the data?</b></p>	
<p><b>How often will you collect the data?</b></p>	
<p><b>How do you know you are collecting the data that you need?</b></p>	
<p><b>How is the OGM data aggregated and analyzed?</b></p>	
<p><b>What is the plan for responding to issues and making course corrections?</b></p>	<p><i>How will you follow-up?</i></p>
<p><b>How are the results shared?</b></p>	