Program Planning – A Five-Year Project Period Perspective
Linking Planning, Ongoing Monitoring, Self-Assessment, & Data
Linking Planning, Ongoing Monitoring, Self-Assessment, & Data *within the five-year grant period*
Taking the Pulse

Who is with us today?

A. Policy Council Members
B. Tribal Council Members
C. Head Start Directors/Executive Directors
D. Area Managers
E. Others
Session Outcomes

Participants will:

- Understand the program planning cycle and how linking three components can strengthen their program outcomes
- Outline how data informs each planning component
- Identify the differences between ongoing monitoring and self-assessment
- Consider ways to strengthen a program’s planning process as a result of new thinking based upon the five-year grant application
Please, help us help you.

A new confidential online evaluation will help us learn from you what worked well and how we can improve.

1. To access the survey, enter the following link into your cell phone or laptop browser:
   tinyurl.com/nihsda-06-16

2. When prompted, enter the following session title:
   “Oversight Planning”

Thank you for supporting our ongoing monitoring.
Agenda

1. Setting the Stage
2. Grant Application Review
3. Role of Data
4. Program Planning
5. Ongoing Monitoring
6. Self-Assessment & Wrap-up
Change…

It’s All Around Us
Changes in Head Start on the National Level

- New ERSEA regulations
- Five-year project periods
- Differential monitoring
- Emphasis on data-based decision-making
- EHS–CC Partnerships
- Uniform Guidance
- Leadership and governance
When it comes to program planning, I am like a...

A. Ship
B. Bicycle
C. Helium balloon
D. Runaway train
When it comes to aggregating and analyzing data, I feel like I am…

A. At a symphony orchestra

B. In a storm at sea

C. In a mystery novel

D. At the zoo
During ongoing monitoring, the best tool to help me work with staff is a...

A. Hammer
B. Wrench
C. Megaphone
D. Glue gun
When it comes to self-assessment, I feel like I am…

A. A car without wheels

B. A silent movie

C. Swimming against the tide

D. Lost without GPS
Role of Program Leadership in Planning

Governing Body/Tribal Council
Legal & fiscal responsibilities

Policy Council
Sets program direction

Provide Leadership & Strategic Direction

Management Staff
Oversees day-to-day operations
Head Start Management Systems: Five-Year Project Period
Systems Are Linked

- Program Planning & Service System Design
- Ongoing Monitoring & Continuous Improvement
- Data & Evaluation
- Community & Self-Assessment
- Recordkeeping & Reporting
Linking Planning, OGM, and SA

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 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, GB and PC
- Develop service plans assuring they reflect new goals/objectives

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 Self-Assessment team
- Request Self-Assessment team to analyze persistent systems issues

Self-Assessment

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

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

Recommend:
- Identify strengths and make recommendations for improvement & enhancement
Program Planning Cycle

Every 5 Years: Decide on Broad Goals and Initial Short-Term Objectives
Annually: Review Goals and Revise if Necessary. Generate Objectives and Expected Outcomes

Develop an Action Plan and Budget that Reflect Goals
Implement an Action Plan
Continually Respond with Course Corrections
Evaluate Progress through Ongoing Monitoring
Evaluate Progress through Self-Assessment
Conduct or Update Community Assessment

From Planning in Head Start: Topic #1

September 2014
Activity - Poll

Which of your systems do you think is strongest?

A: Planning

B: Ongoing Monitoring

C: Self-Assessment

Which of these systems do you think is most important of the three?
The Role Data Plays in Linking the Systems
How Data Links Planning, OGM, and SA

**Program Planning**
- Review and analyze community assessment and other relevant data
- Identify measures to monitor (prepare for data collection)
- Plan for regular progress reports to staff, GB and PC

**Ongoing Monitoring**
- Collect data (PIR, child outcomes data, results of OGM for all systems, services, goals and objectives)
- Review and analyze data with managers
- Determine new data measures
- Verify accuracy of and summarize OGM data for review by SA team

**Self-Assessment**
- Analyze information presented (OGM summaries, OHS monitoring results, other info needed)
- Determine and request if further info is needed
Community Assessment
- Analyze data
- Share conclusions
- Communicate results to internal and external audiences

Evaluate Progress Through Self-Assessment
- Assess annual progress in achieving goal and objectives
- Assess effectiveness of systems and services
- Examine trends and patterns
- Communicate results to internal and external audiences

Decide on Goals/Communicate to Stakeholders
- Ensure goals reflect conclusions from key data sources, e.g., community assessment, child records

Continually Respond with Mid-Course Corrections
- Use record-keeping reporting system to collect data
- Check integrity of data
- Communicate data findings and next steps to internal audiences

Develop Plan of Action and Budget that Reflect Goals
- Determine evidence
- Determine data collection methodologies
- Adjust record-keeping & reporting systems

Implement Plan of Action
- Use record-keeping & Reporting System to collect data
- Check integrity of data, e.g., supervisors do spot checks of reports
- Discuss reports at regularly scheduled intervals

Evaluate Progress Through Ongoing Monitoring
- Aggregate data and review for overall trends in attendance monthly
- Analyze data monthly (e.g., by center, option, position, etc.)
- Draw conclusions
- Communicate findings

Integrating Data into Planning Systems

Early Childhood National Center for Program Management and Fiscal Operations
How much did we do?  
How well did we do it?  
Is anyone better off?

#  
% 

Trying Hard Is Not Good Enough – Mark Friedman
“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*
“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
Preparing for Data Collection

What do I want to know?

• What data do I need to collect to show how 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?
Program Planning
Thoughtful planning has always been critical to successful programming. However, it becomes even more important as programs shift from an indefinite grant period to a five-year project period.
Federal Oversight of Five-Year Head Start Grants (ACF-IM-HS-14-02) and the five-year grant applications require programs to describe and define:

- Long-term goals they will accomplish during the five-year period
- Short-term objectives
- Expected outcomes that are aligned with the goals and objectives
- Data tools and methods for tracking progress towards their goals, objectives, and expected outcomes
Pair and Share

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

SET GOALS

1. Review and analyze community assessment and other relevant data
2. Review recommendations from self-assessment report
3. Develop long-term program goals
Program Planning

Develop objectives

- Set short-term program and fiscal objectives
Program Planning

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/Tribal Council, and Policy Council
• Develop service plans assuring they reflect new goals/objectives
How Data Links Planning, OGM, and SA

**Ongoing Monitoring**
- Collect data (PIR, child outcomes data, results of OGM for all systems, services, goals & objectives)
- Review & analyze data with managers
- Determine new data measures
- Verify accuracy of and summarize OGM data for review by SA team

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

**Program Planning**
- Review and analyze community assessment and other relevant data
- Identify measures to monitor (prepare for data collection)
- Plan for regular progress reports to staff, GB, and PC

Data

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*Graphic showing the cycle of data collection, monitoring, and assessment.*
The Head Start planning system and its related activities are an essential part of program operations. While thoughtful planning has always been critical to successful programming, it becomes even more so as Head Start programs shift from an indefinite grant period to a five-year project period. Information Memorandum (IM) ACF-IM-HS-14-02 and the application instructions for obtaining a five-year grant require programs to:

- describe the long-term goals they will accomplish during the five-year period;
- describe short-term objectives;
- describe the expected outcomes aligned with the goals and objectives; and
- define the measures they will use to track progress towards their goals, objectives, and expected outcomes.

Grantees report on this progress in their yearly continuation applications over the course of the five-year project period.

The Head Start National Centers developed this series entitled Planning in Head Start to support programs in developing and implementing their planning system. The series consists of five papers.

“Topic #1: Understanding Goals, Objectives, Outcomes, Progress, and Action Plans” defines goals, objectives, outcomes, and action plans within a Head Start context and provides tips for developing each. It emphasizes the difference between goals, which are BROAD (B—Beyond current expectations, Responsive, Organization-wide, Aspirational, and Dynamic) and objectives, which are SMART (Specific, Measurable, Attainable, Realistic, and Timely).
Program Goals and Objectives

Program goals are....

**BROAD Statements**
(Your Destination)

- **B**old. Beyond Current Expectations
- **R**esponsive
- **O**rganization-wide
- **A**spirational
- **D**ynamic

Objectives are...

**SMART parts of Goals**
(Your Mile Markers)

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**ealistic
- **T**imely

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

Recognized and Accepted as Important by All

From TA Planning Paper #1
Think 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
**Program Goal**

- **ACE Head Start program will** enhance its educational services to increase vocabularies of enrolled children to maximize their potential to enter kindergarten with a solid foundation for reading success.

**Objective**

- To strengthen the ability of teachers, home visitors, family child care providers, and parents to increase the vocabulary of enrolled children in their home language and English as measured by improved scores on child assessment measures. Mean scores will improve by 50% by the end of the program year.

**School Readiness Goal**

- **Children will** comprehend and use increasingly complex and varied vocabularies in their home language and English.
Reflecting on Your Goals and Objectives

About your goals:
• Do your goals reflect your data?
• Are they BROAD?
• Do they reflect what you hope to accomplish?
• Do they involve all levels of the program?
• Do they inspire?

About your objectives:
• Are they SMART?
• Are they attainable?
1. What’s working well?

2. What do you want to change?

3. What new ideas do you have?
Ongoing Monitoring
Ongoing Monitoring

A measurement process used to ensure that the operation of the Head Start or Early Head Start program works toward meeting program goals and objectives and complies with regulatory requirements.

The results of ongoing monitoring are reviewed and used to make immediate program corrections and serve as a data source for self-assessment.
What Makes an Ongoing Monitoring System Work?

- Quality data
- Culture that understands the importance of continuous improvement
- Process for aggregating and analyzing data
- Process for correcting issues and replicating promising practices
- Skilled managers who embrace their monitoring responsibilities

Effective Ongoing Monitoring
How Data Links Planning, OGM, and SA

Program Planning
- Review and analyze community assessment and other relevant data
- Identify measures to monitor (prepare for data collection)
- Plan for regular progress reports to staff, GB, and PC

Ongoing Monitoring
- Collect data (PIR, child outcomes data, results of OGM for all systems, services, goals and objectives)
- Review and analyze data with managers
- Determine new data measures
- Verify accuracy of and summarize OGM data for review by SA team

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

How much did we do?

How well did we do it?

Is anyone better off?

\#

\%

Trying Hard Is Not Good Enough – Mark Friedman
Asking the Right Questions OGM

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?
### Summary of Ongoing Monitoring Results

**Name of program:**

**Quarterly** [ ] **Annual** [ ]

**Date:**

<table>
<thead>
<tr>
<th>Area</th>
<th>What was monitored? (What data sources were reviewed?)</th>
<th>What Strengths did you find?</th>
<th>What Areas of Concern did you find?</th>
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<tbody>
<tr>
<td>Program Governance/Leadership (235 characters)</td>
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<td>Management Systems (235 characters)</td>
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<td>Fiscal (235 characters)</td>
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<tr>
<td>Environmental</td>
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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
Self-Assessment (SA)

A process used to measure a Head Start or Early Head Start program’s effectiveness in meeting program goals and objectives.

Self-assessment also helps identify a program's strengths and opportunities for improvement, including school readiness of children.

The results of the SA are compiled into a report and are used to support program planning for continuous quality improvement and goal achievement.
Benefits of Self-Assessment

- Helps see the big picture
- Brings fresh perspective
- Recognizes possibilities and challenges that the program faces
- Cultivates new ideas
- Builds stronger community partnerships
- Maximizes existing resources
Deeper Analysis and Reflection

- What have we done really well?
- How can we serve children and families better?
- How can we be more responsive to community needs?
- How can we improve working conditions and staff performance?
- What innovations should we consider?
How Data Links Planning, OGM, and SA

Program Planning
- Review and analyze Community Assessment & other relevant data
- Identify measures to monitor (prepare for data collection)
- Plan for regular progress reports to staff, GB, and PC

Ongoing Monitoring
- Collect data (PIR, child outcomes data, results of OGM for all systems, services, goals & objectives)
- Review & analyze data with managers
- Determine new data measures
- Verify accuracy of and summarize OGM data for review by SA team

Self-Assessment
- Analyze information presented (OGM summaries, OHS monitoring results, other information needed)
- Determine and request if further information is needed
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<tr>
<th>Who’s involved?</th>
<th>A mix of stakeholders, including GB and PC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Those with an outside perspective</td>
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<tr>
<td>What’s different?</td>
<td>Focus on analysis</td>
</tr>
<tr>
<td></td>
<td>Ask broader questions that focus on outcomes</td>
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<tr>
<td>How do we do it?</td>
<td>Use data from OGM</td>
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<tr>
<td></td>
<td>Review multi-year data</td>
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<tr>
<td></td>
<td>Lead with strengths</td>
</tr>
<tr>
<td></td>
<td>Look at outcomes over 5 years</td>
</tr>
<tr>
<td>Why do we do it?</td>
<td>For continuous improvement</td>
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<tr>
<td></td>
<td>To focus on what is achieved in 5-year cycle</td>
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Phases of Self-Assessment

1. Design Process
2. Engage Team
3. Analyze & Dialogue
4. Recommend
5. Prepare Report
**Prior to Self-Assessment**

**Director & Management Team**

- Ask important questions about the data collected thus far
- Prioritize areas for investigation
- Create summaries of the data related to areas of focus
Design Process

Director & Management Team

- Develop plan for self-assessment
- Identify and invite internal and external team members
- Consult with Policy Council and governing body/Tribal Council and seek approval of self-assessment plan
Engage the Team

**Director & Management Team**
- Orient SA team members
- Share the SA plan
- Share ongoing monitoring, last year’s SA report, and other data

**Self-Assessment Team**
- Form subgroups and begin process
Welcome

Introductions

Introduction to process
  ✓ Purpose
  ✓ Format
  ✓ Identify Group Leaders
  ✓ Identify Focus Areas

Checking for Understanding: Q&A about the Process

BREAK

Small Group: Breakout with group leaders for data analysis and review

Large Group: Reconvene to give reports

Discussion of Innovations

Make Recommendations
Analyze and Dialogue

**SA Team or Subgroups**

- Explore systemic issues
- Review and analyze data and seek additional data as needed
- Engage in dialogue using probing questions
- Examine progress on goals and objectives
- Formulate discoveries
Data Activities

Prepare
Collect
Aggregate and Analyze
Use and Share
Analyze the Data

- What do we know? What is the data telling us?
- What additional data do we need?
- What questions does the data pose?
- What patterns and trends do we notice when we compare year-to-year data?
- What do we learn from looking at multiple sources of data regarding one topic or issue?
Asking the Right Questions SA

**Lead with strengths**
- Where does the data say that your program has been particularly successful?
- What is the story behind the success?

**Analyze data through dialogue**
- What patterns or trends do you see over time?
- How has the program made progress on its goals and objectives?
- How are we doing on our most important measures?
- What is the impact?
- How else can we look at this?

**Identify the challenges**
- Where did we fall short of our expectations?
- Why did we fail to make progress?
- What aspects of “what is working” can be used to find a solution?

**Imagine possibilities**
- What limitations are we placing on our thinking?
- How can we go beyond what we first thought?
- Where can we innovate?
- What will success look like?

**Formulate discoveries**
- What did your analysis lead you to find?
- How do your discoveries relate to the program’s goals and objectives?
- What connections did you find among discoveries?
Self-Assessment Team

- Consolidate discoveries across teams
- Prepares final recommendations to inform program planning
- Provides feedback on the self-assessment process for next year’s self-assessment
• Focus on suggestions versus solutions
• Stay focused on systems versus the details
• Categorize based on:
  – progress on goals and objectives
  – systemic issues
  – innovations and new resources
Prepare Report

**Director**

- Prepare self-assessment report
- Submit report to Policy Council and governing body/Tribal Council for approval
- Submit approved report to Regional Office
Elements of a SA Report

- Introduction
- Methodology
- Key Insights
- Recommendations
How Is the SA Report Used?

- Director creates final report from recommendations
- Policy Council and governing body/Tribal Council approve the report
- Director submits report to Regional Office with your Program Improvement Plan
- Planning team uses report in future planning and goal setting
- Data shows progress towards 5-year goals and objectives
After Self-Assessment

**Program Leadership**
- Review feedback from this year’s self-assessment team to help plan for next year
- Use self-assessment report recommendations to confirm or revise program goals and objectives
- Add to or revise annual action plans, as necessary
- Communicate SA insights to staff and other stakeholders
Keeping Self-Assessment in Mind When…

- Conducting or updating the community assessment
- Writing or reviewing goals and objectives
- Developing an action plan and budget
- Implementing an action plan
- Evaluating progress through ongoing monitoring
Program Planning Cycle

1. **Conduct or Update Community Assessment**
2. **Every five years: Decide on Broad Goals and Initial Short-Term Objectives**
3. **Annually: Review Goals and Revise if Necessary. Generate Objectives and Expected Outcomes**
4. **Evaluate Progress through Self-Assessment**
5. **Develop an Action Plan and Budget that Reflect Goals**
6. **Continually Respond with Course Corrections**
7. **Implement an Action Plan**
8. **Evaluate Progress through Ongoing Monitoring**
1. What’s working well?

2. What do you want to change?

3. What new ideas do you have?

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<td>Implementation</td>
<td>How will you implement the new ideas you have?</td>
<td>Who do you need to communicate with?</td>
<td>How will you monitor implementation and success? (What would success look like?)</td>
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Take Home Plan: Taking Action

1. How will you implement your plans?

2. Who do you need to communicate with?

3. How will you monitor implementation?

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Program Planning — A Five Year Project Period Perspective
A Take Home Plan

What’s working well? What do you want to change? What new ideas do you have?

Who do you need to communicate with? How will you implement the new ideas you have?

How will you monitor implementation and success? (What would success look like?)
Please, help us help you.

A new confidential online evaluation will help us learn from you what worked well and how we can improve.

1. To access the survey, enter the following link into your cell phone or laptop browser: tinyurl.com/nihsda-06-16

2. When prompted, enter the following session title: “Oversight Planning”

Thank you for supporting our ongoing monitoring.
THANK YOU
Contact PMFO

pmfo@ecetta.info

https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations

Call us: 888.874.5469