



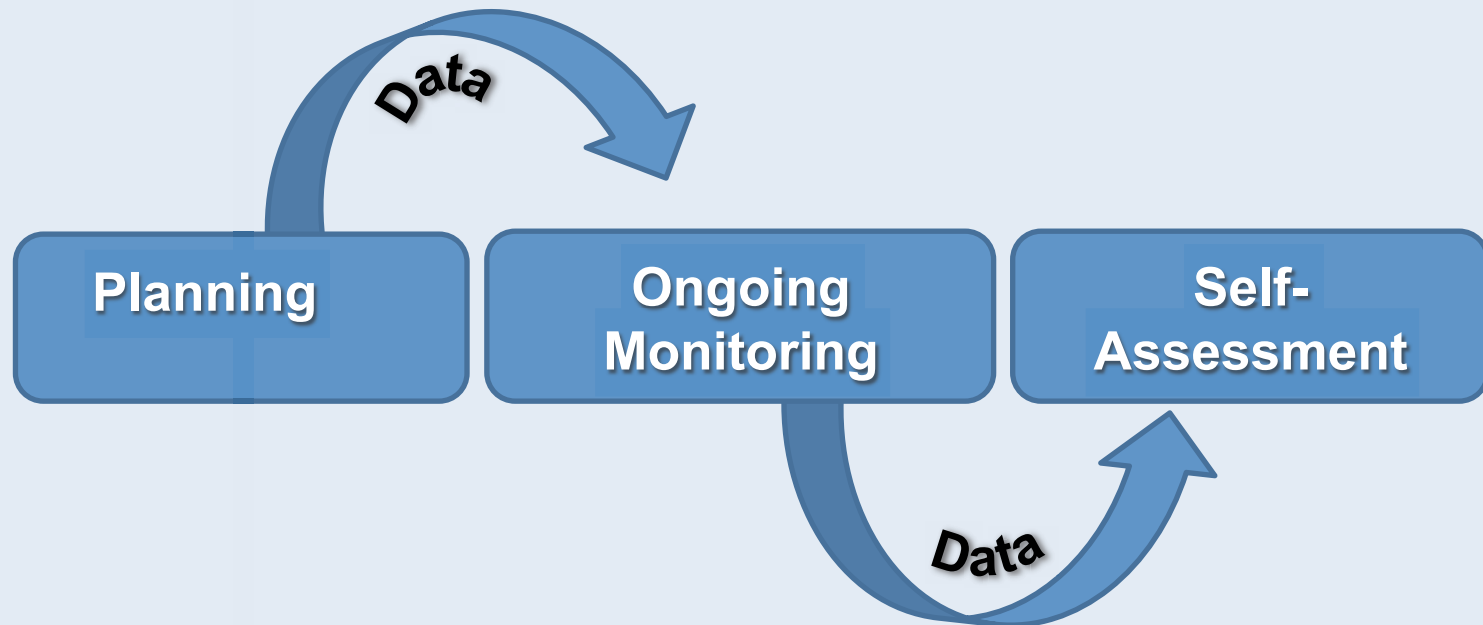
NATIONAL CENTER ON

Program Management and Fiscal Operations

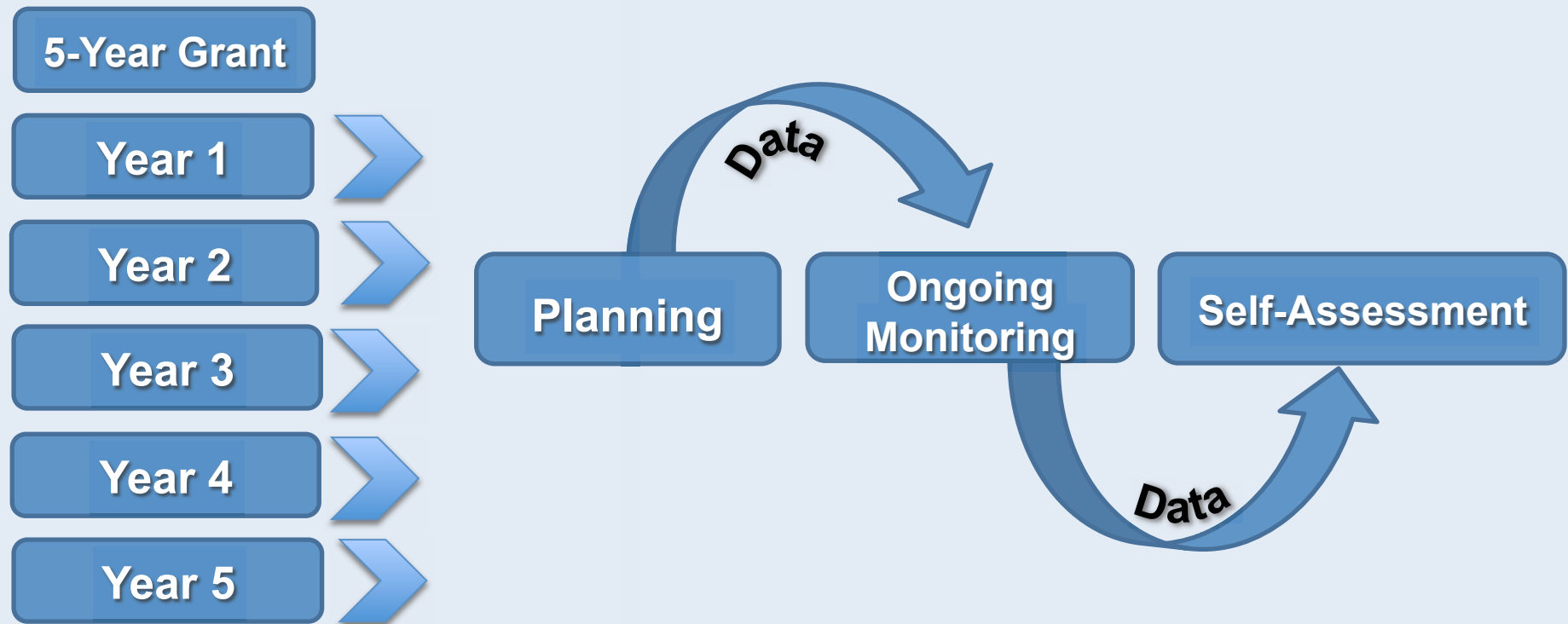


Program Planning – A Five-Year Project Period Perspective

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

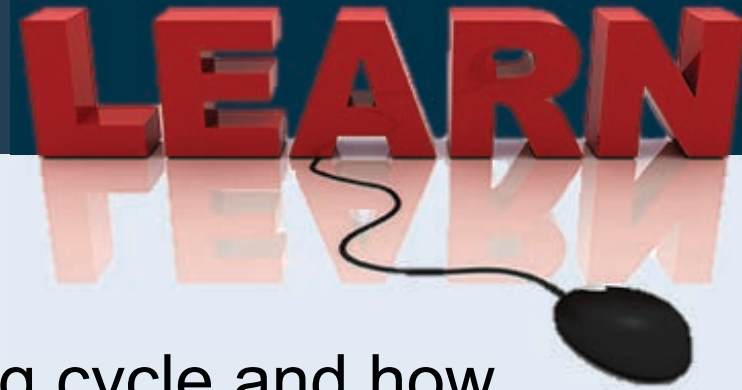
B. Tribal Council Members

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.

feedback

UMASS DONAHUE INSTITUTE

ON Submit

NATIONAL CENTER ON
Early Childhood National Centers
Program Management and Fiscal Operations

SESSION EVALUATION

Meeting Title: Early Head Start Child Care Partnership

Thank you for participating. We are always striving to improve our programs and services. Please take a moment to tell us how we did by answering the questions below. When you are finished, click the "Submit" button at the bottom of the first page to record your responses. You will be taken to the next page throughout the survey and change your responses until you click "Submit".

Your responses will be anonymous and your feedback will be kept confidential.

Please enter your session title:

Please enter the date of the session:

Your ROLE:

☐ Head Start / Early Head Start Staff
☐ Child Care Staff
☐ Federal Staff

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

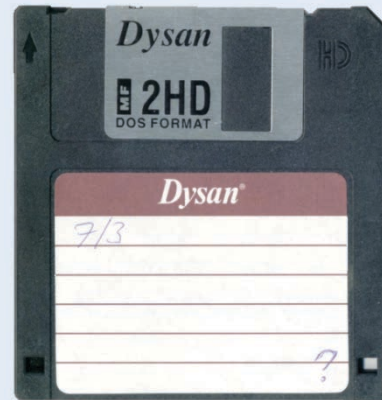
- ① To access the survey, enter the following link into your cell phone or laptop browser:
tinyurl.com/nihгда-06-16
- ② When prompted, enter the following session title:
"Oversight Planning"

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...



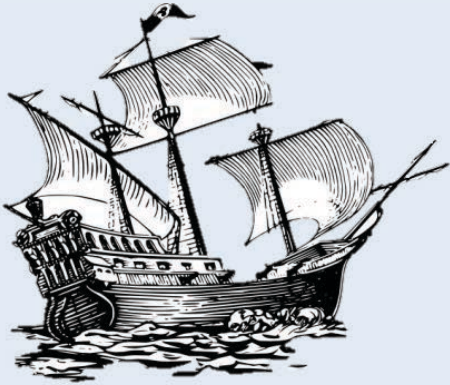
It's All Around Us

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



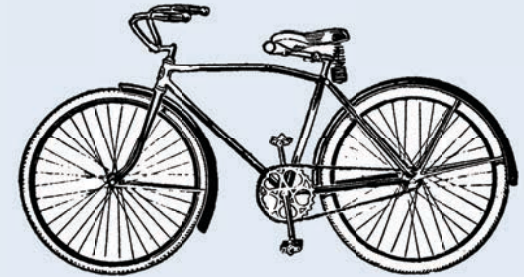
When it comes to program planning, I am like a...



A. Ship

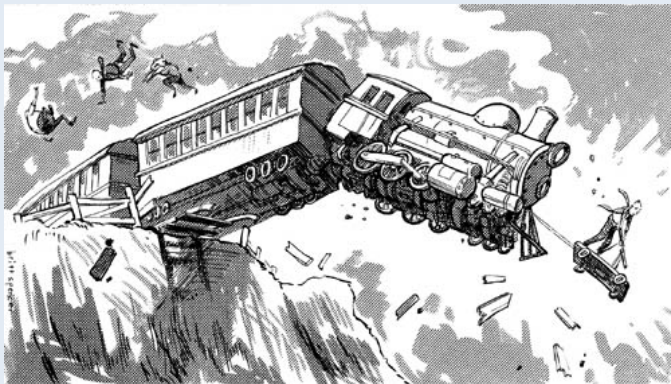


B. Bicycle



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

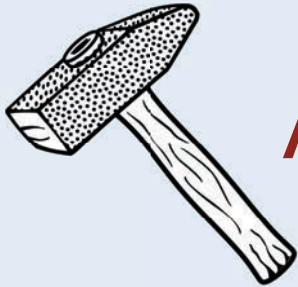


C. In a mystery novel



D. At the zoo

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



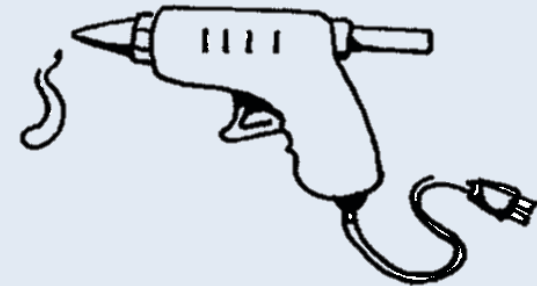
A. Hammer



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



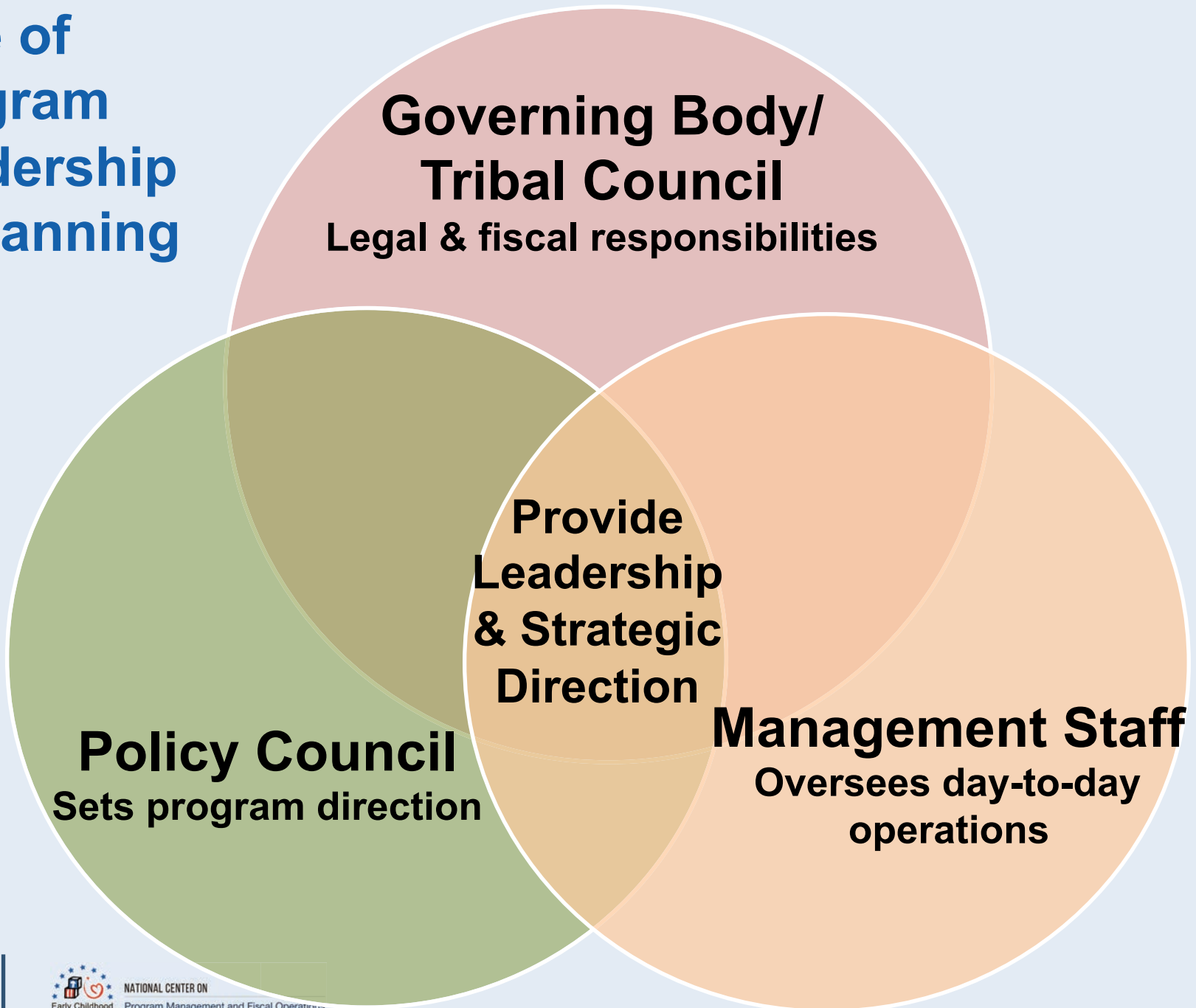
C. Swimming against the tide



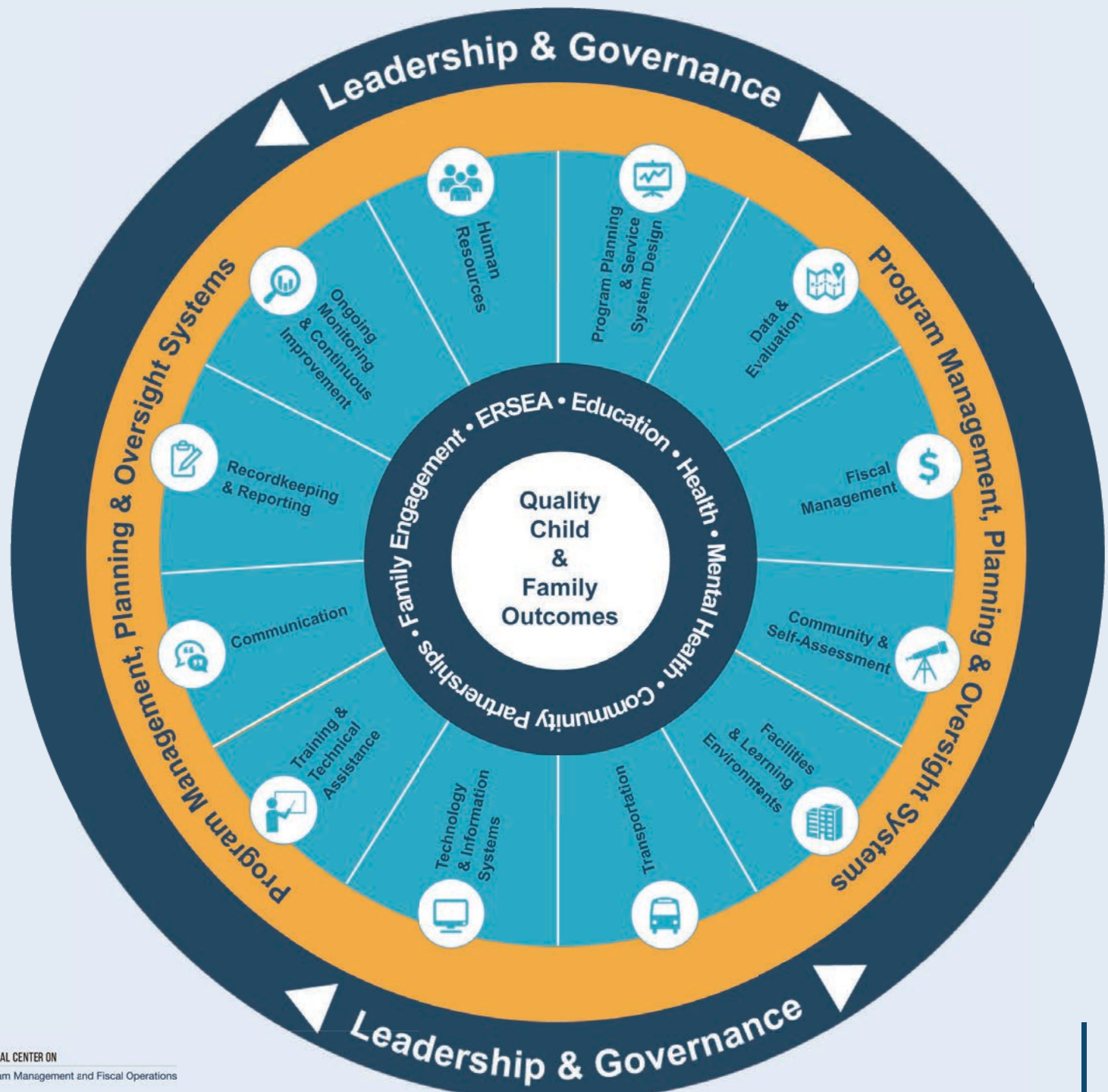
D. Lost without GPS



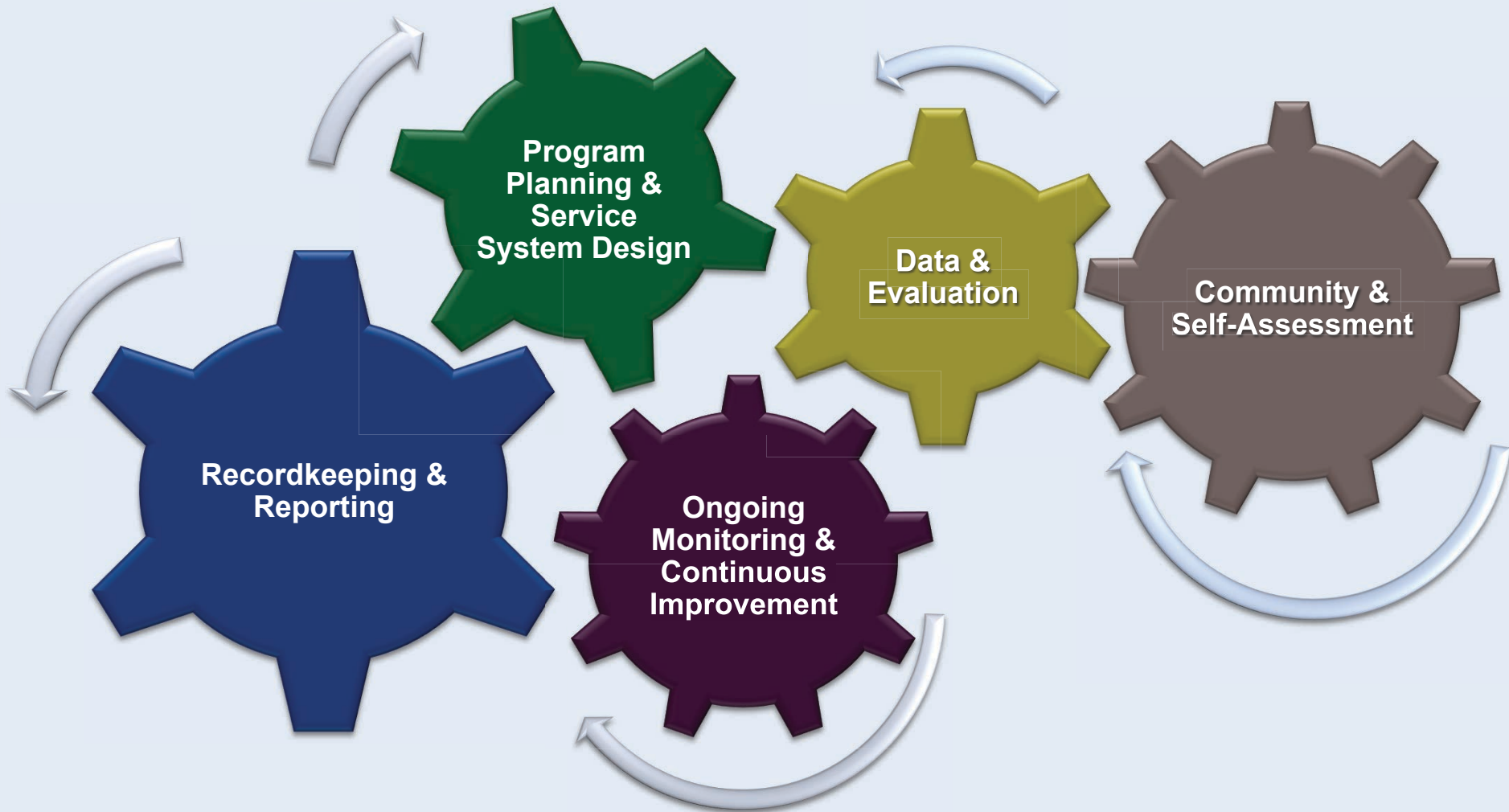
Role of Program Leadership in Planning



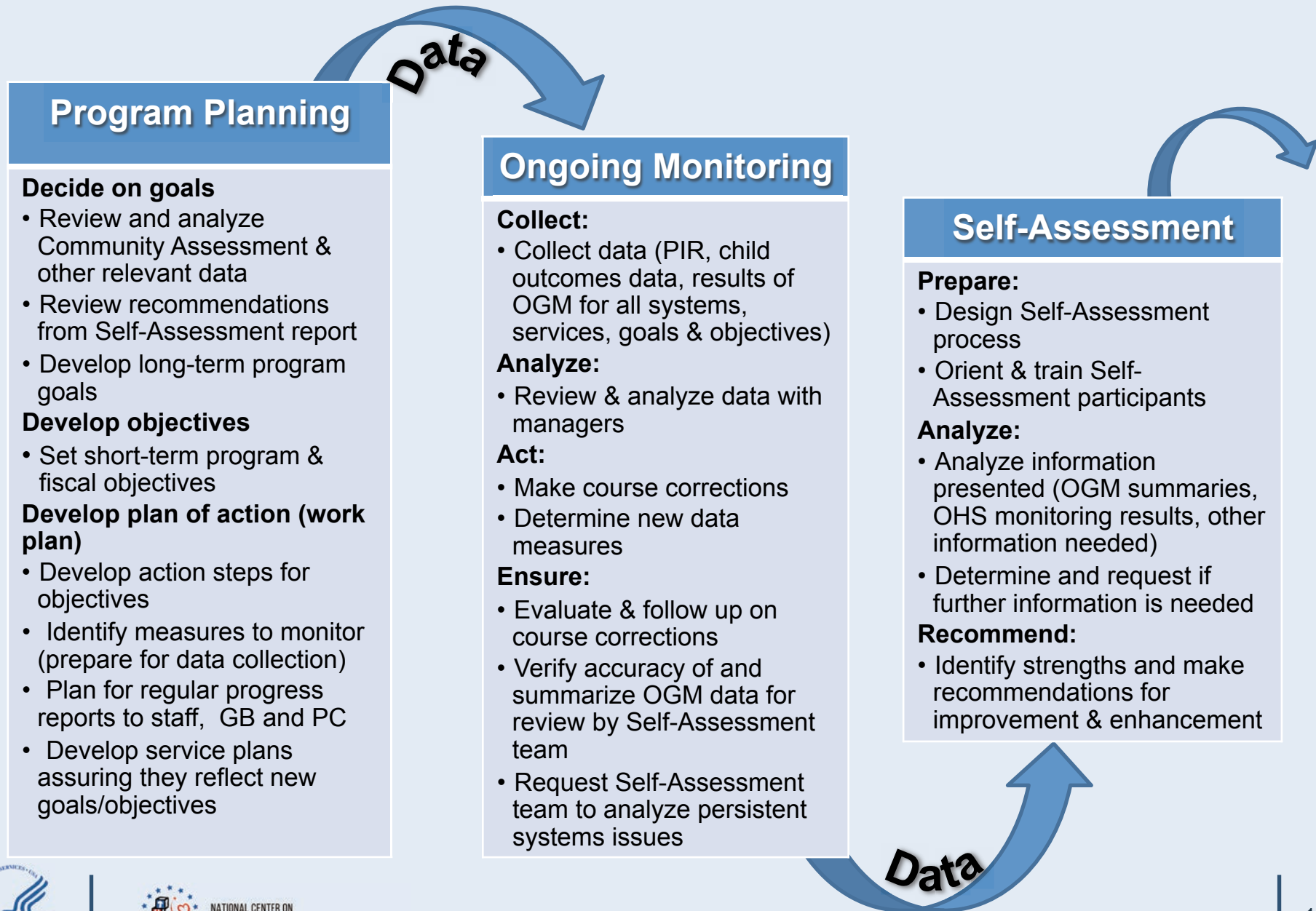
Head Start Management Systems: Five-Year Project Period



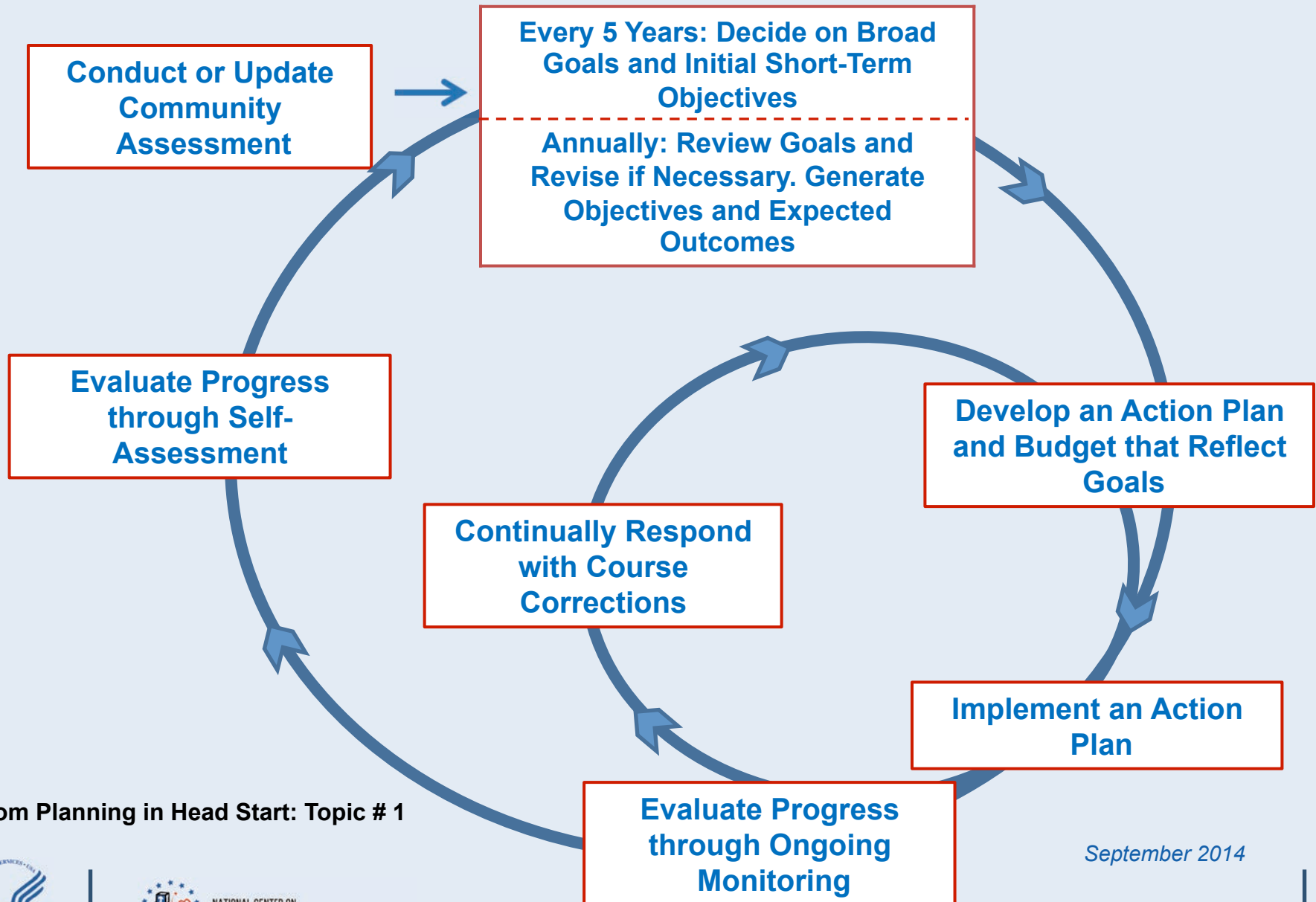
Systems Are Linked



Linking Planning, OGM, and SA



Program Planning Cycle



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

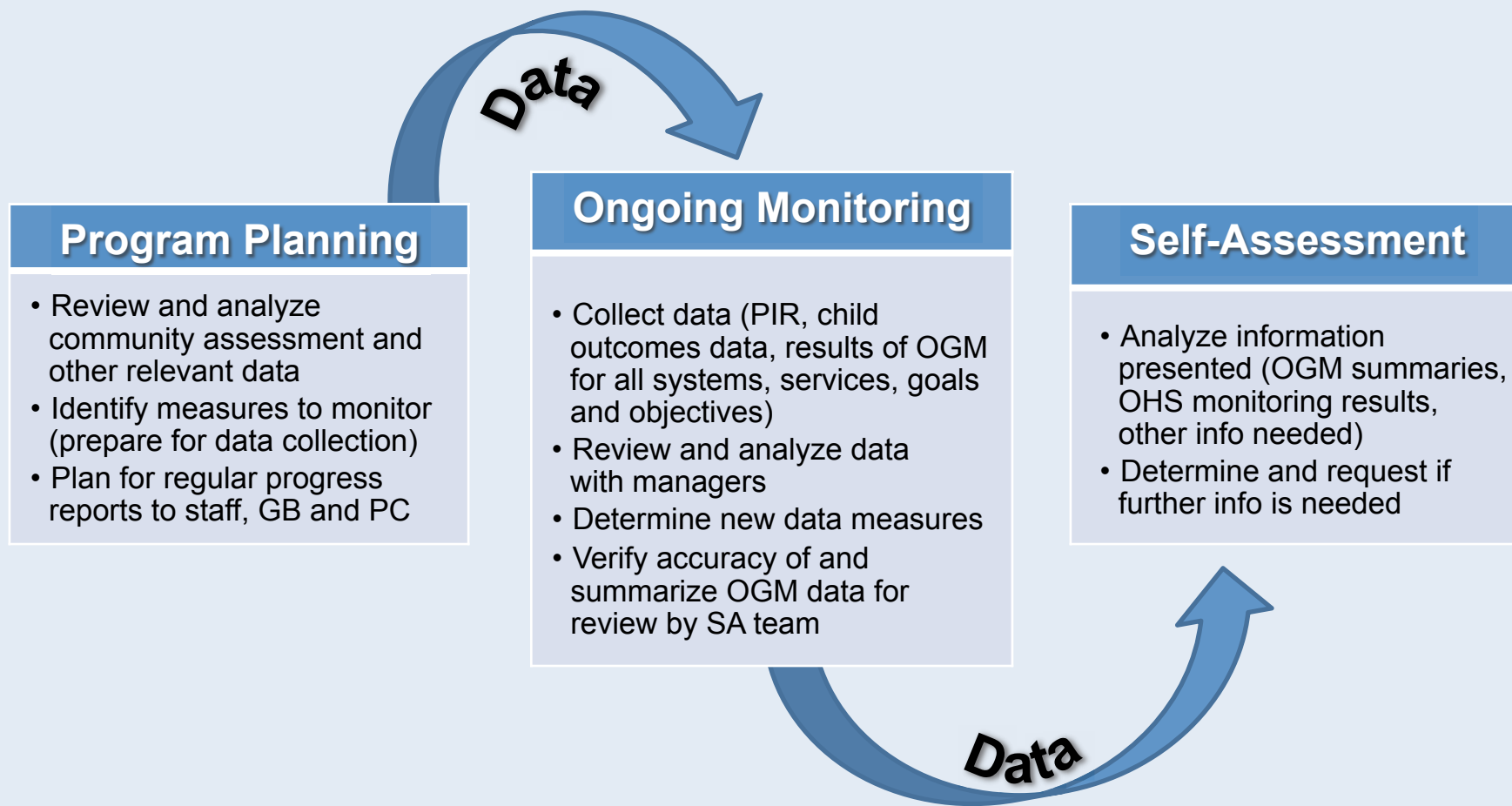


Which of these systems do you think is most important of the three?

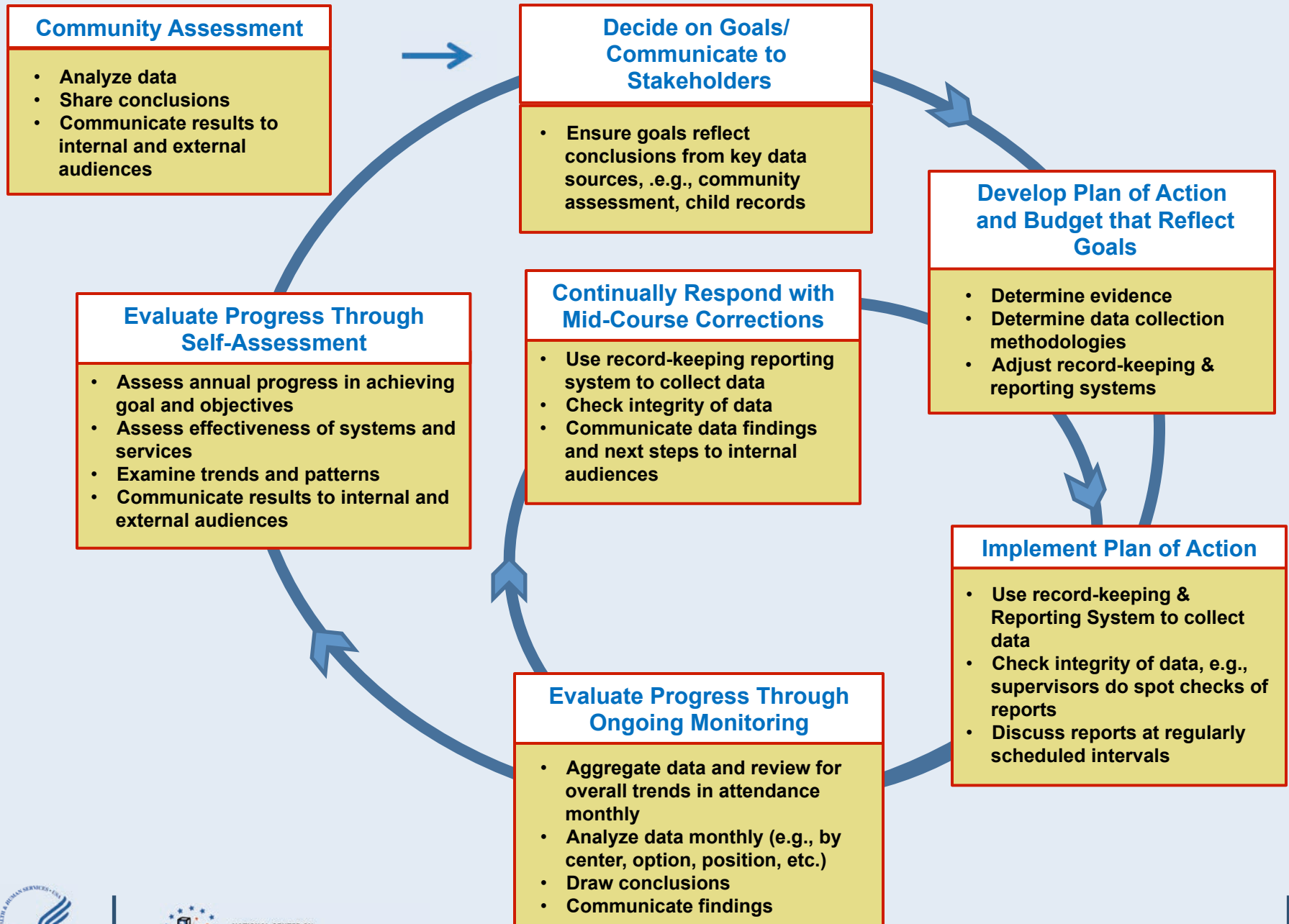


The Role Data Plays in Linking the Systems

How Data Links Planning, OGM, and SA



Integrating Data into Planning Systems



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



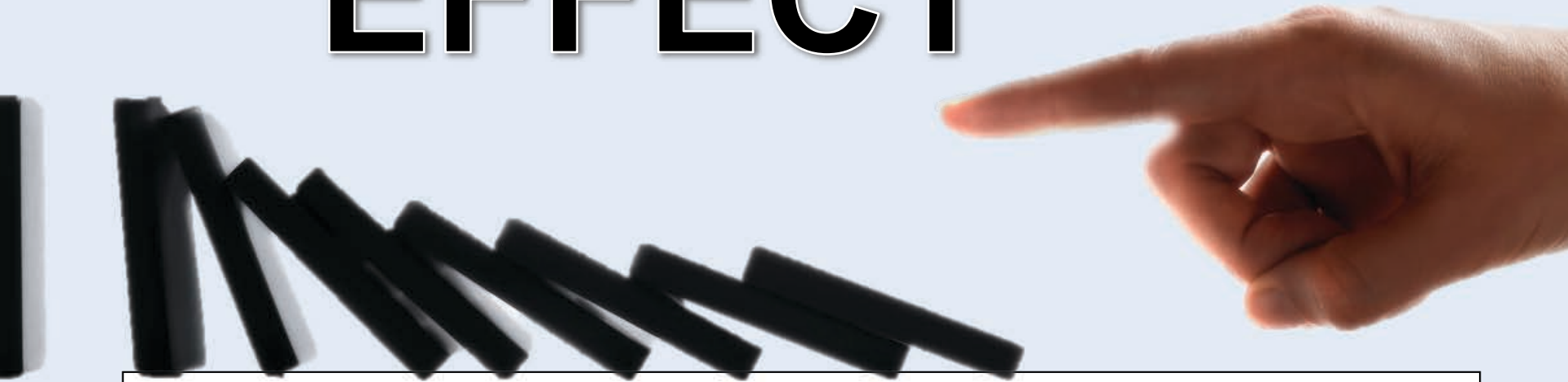
Measurement of EFFORT

“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

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?

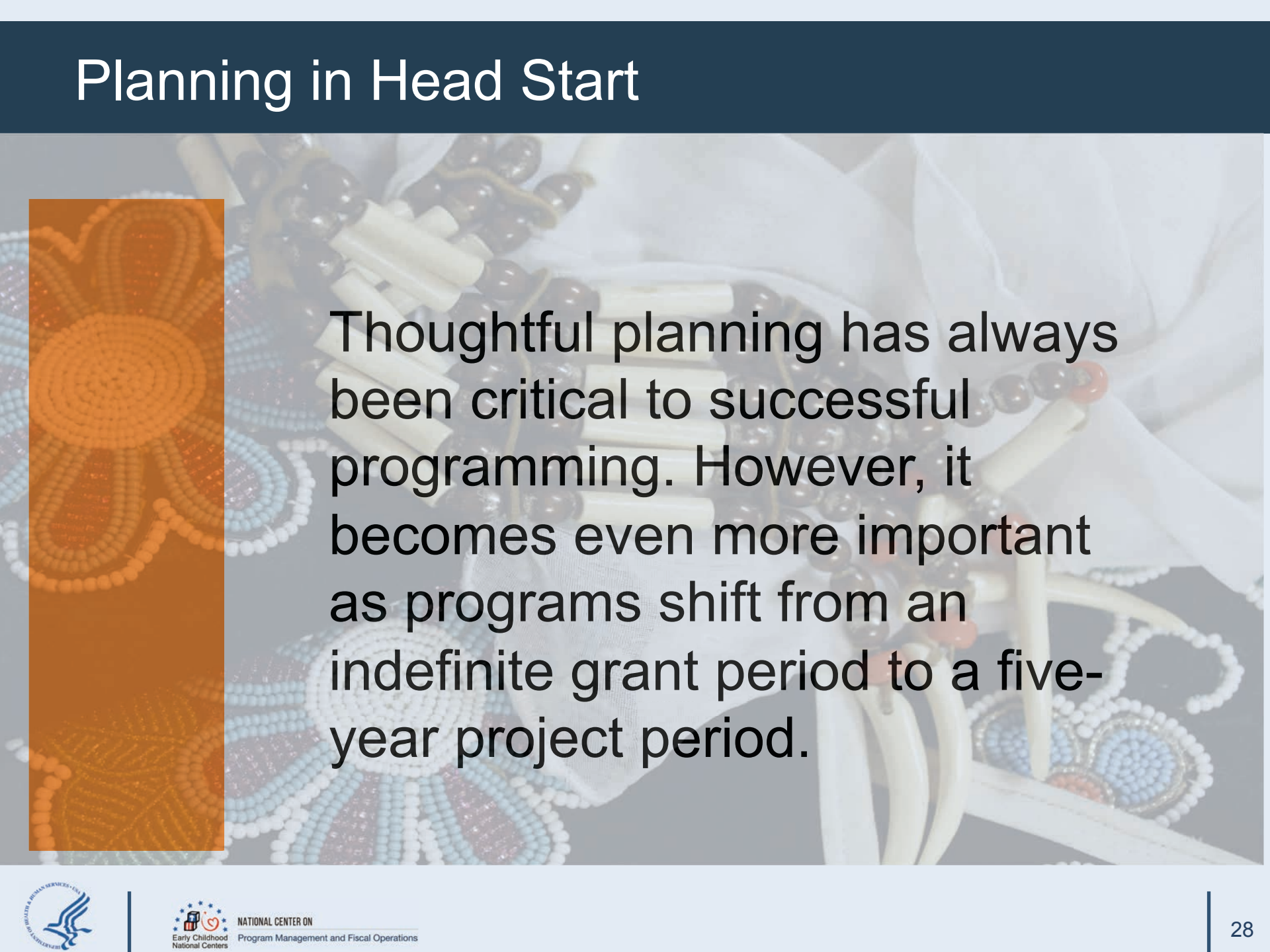
What data will answer these questions?





Program Planning

Planning in Head Start



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.

Planning in Head Start

- 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?



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

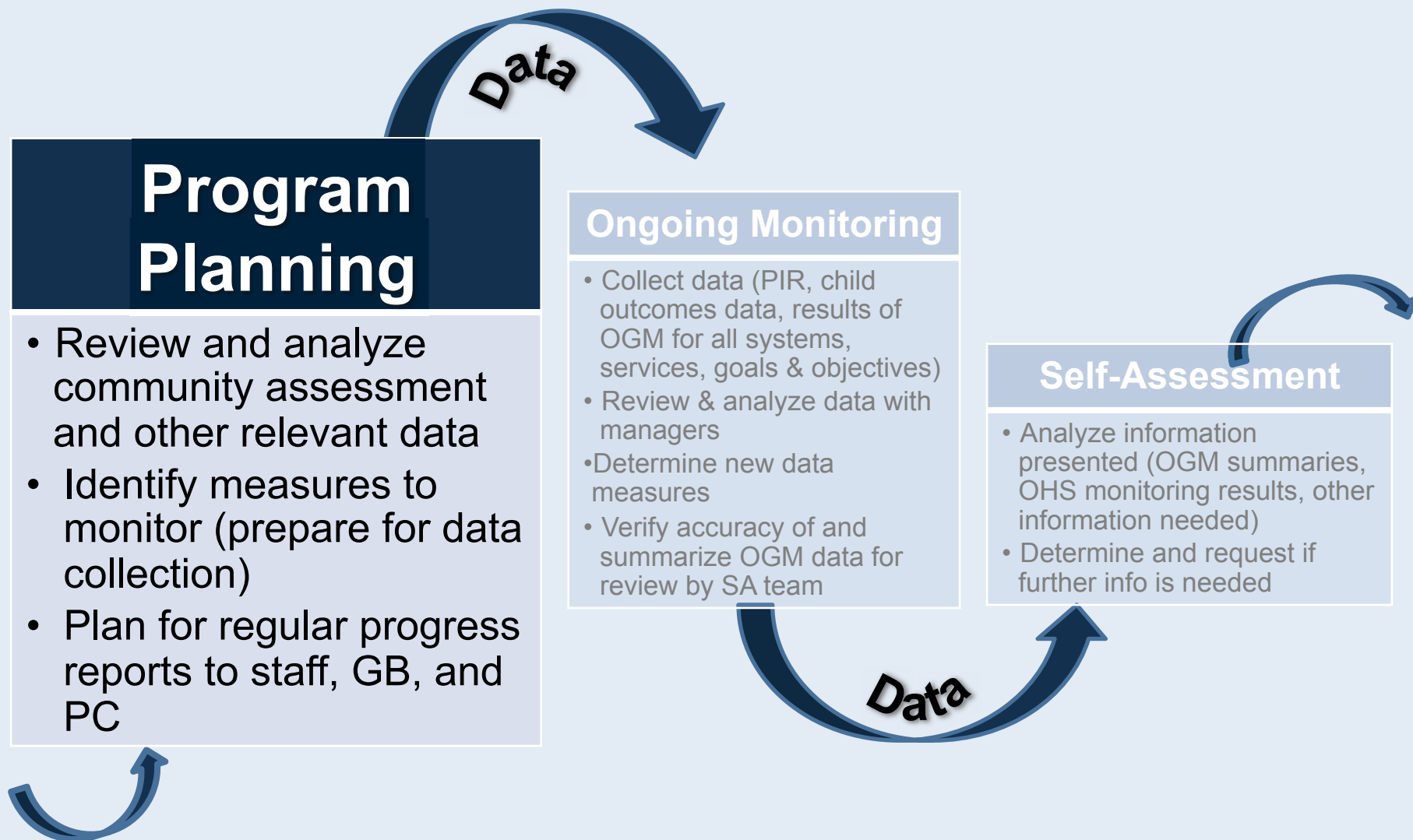
Program Planning

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





Planning in Head Start

Introduction to Program Planning Topics in Head Start

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** (Bold—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

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

Aligning Program & School Readiness Goals



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?



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

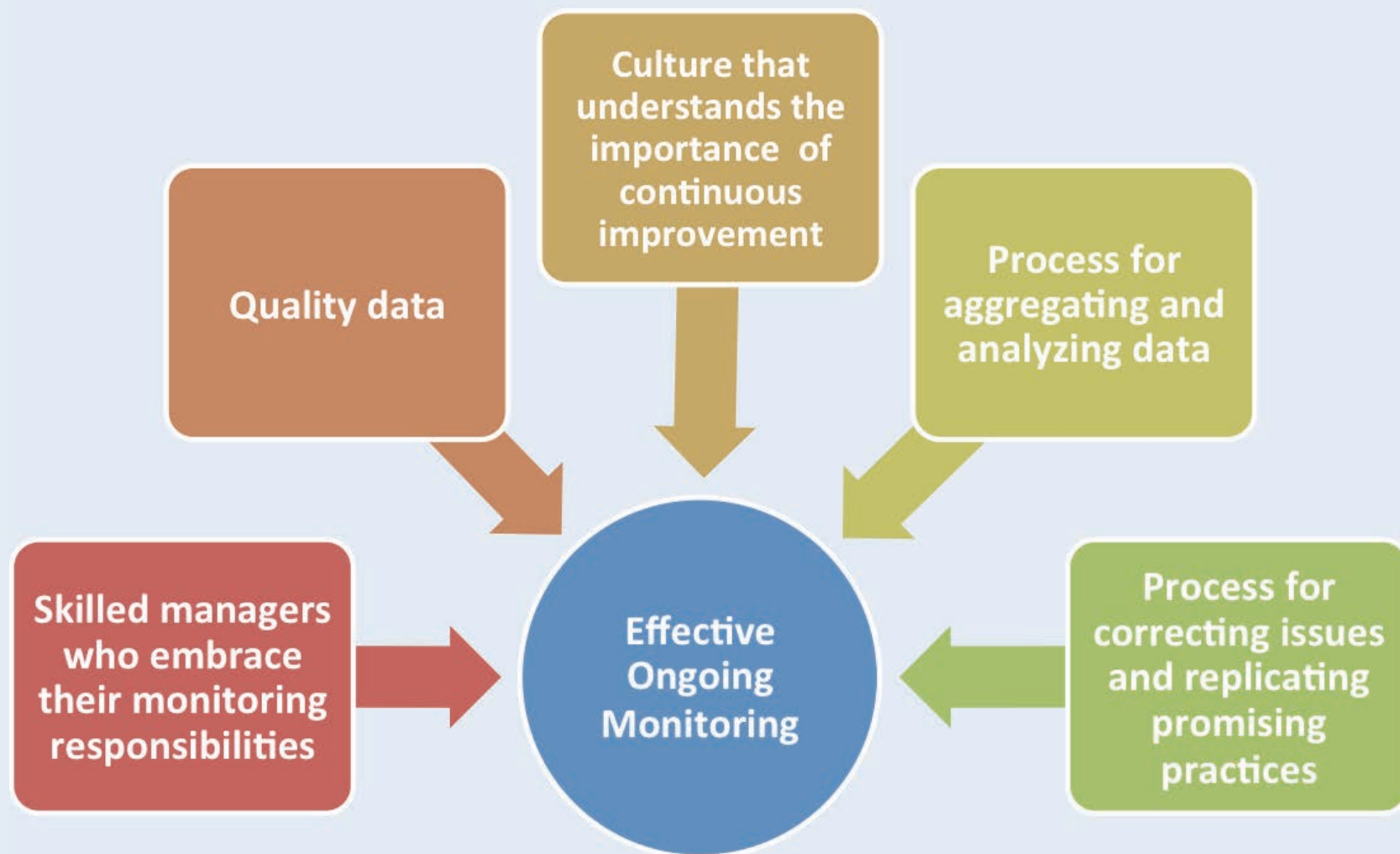
Ongoing Monitoring

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.

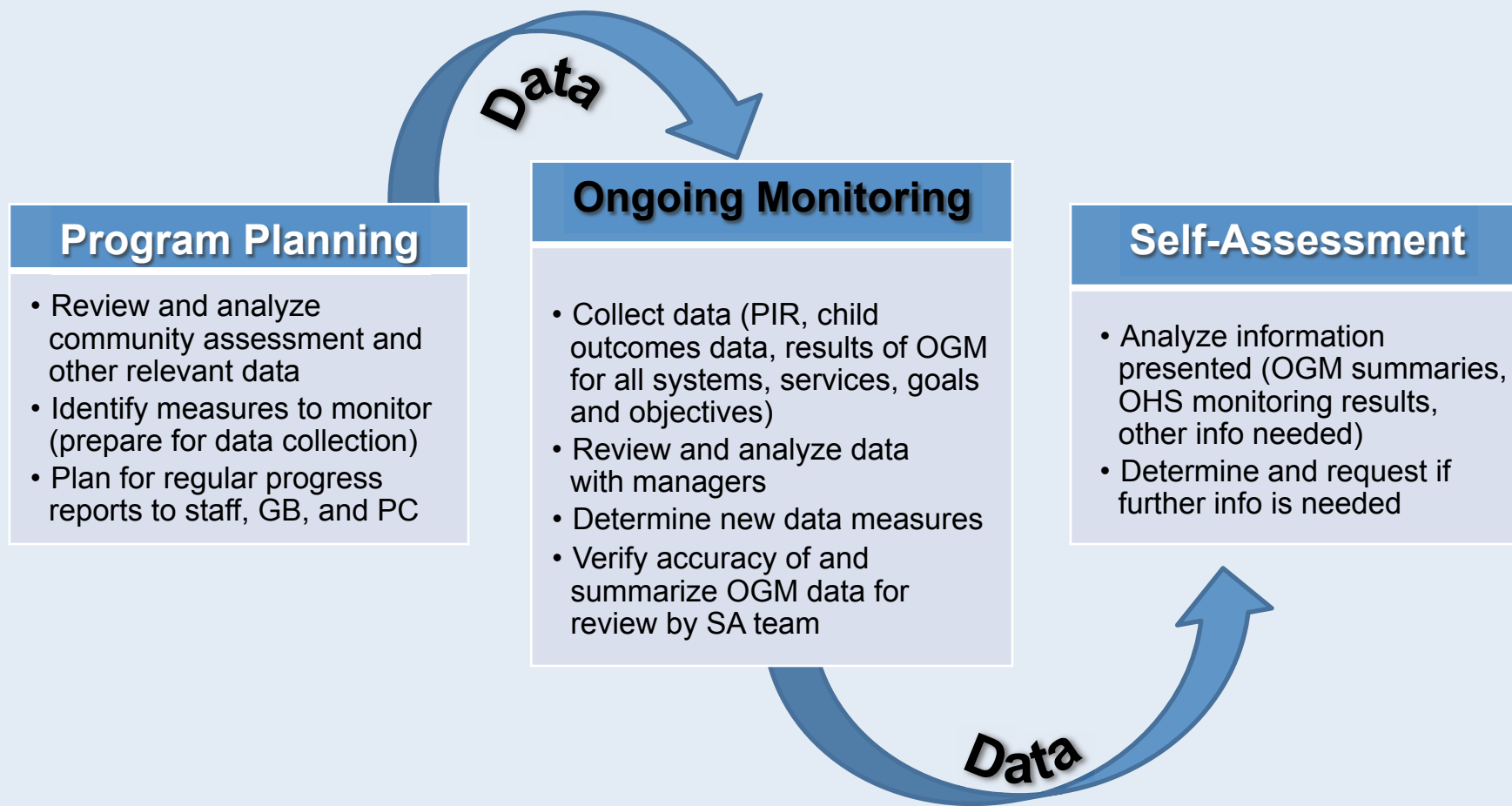
The results of ongoing monitoring are reviewed and used to make immediate program corrections and serve as a data source for self-assessment.



What Makes an Ongoing Monitoring System Work?



How Data Links Planning, OGM, and SA



Performance Measurement Categories

	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

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?

Quarterly and Annual Summary: Ongoing Monitoring Results



Summary of Ongoing Monitoring Results

Name of program:

Quarterly ☐ Annual ☐

Date:

Area Monitored	What was monitored? (What data sources were reviewed?)	What Strengths did you find?	What Areas of Concern did you find?
Program Governance/ Leadership (235 characters)			
Management Systems (235 characters)			
Fiscal (235 characters)			
Environmental			

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



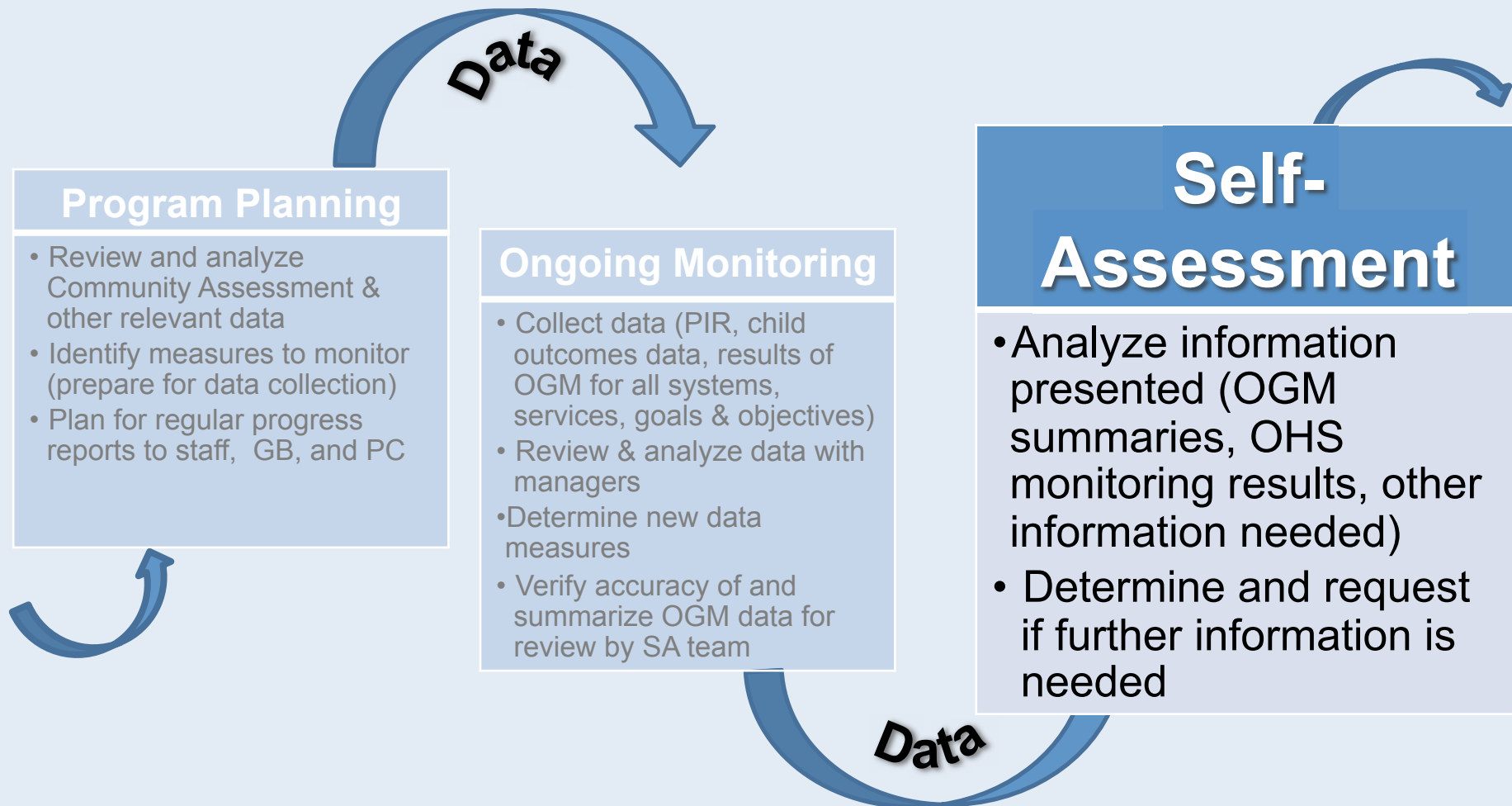
- Helps see the big picture
- Brings fresh perspective
- Recognizes possibilities and challenges that the program faces
- Cultivates new ideas
- Builds stronger community partnerships
- Maximizes existing resources

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



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

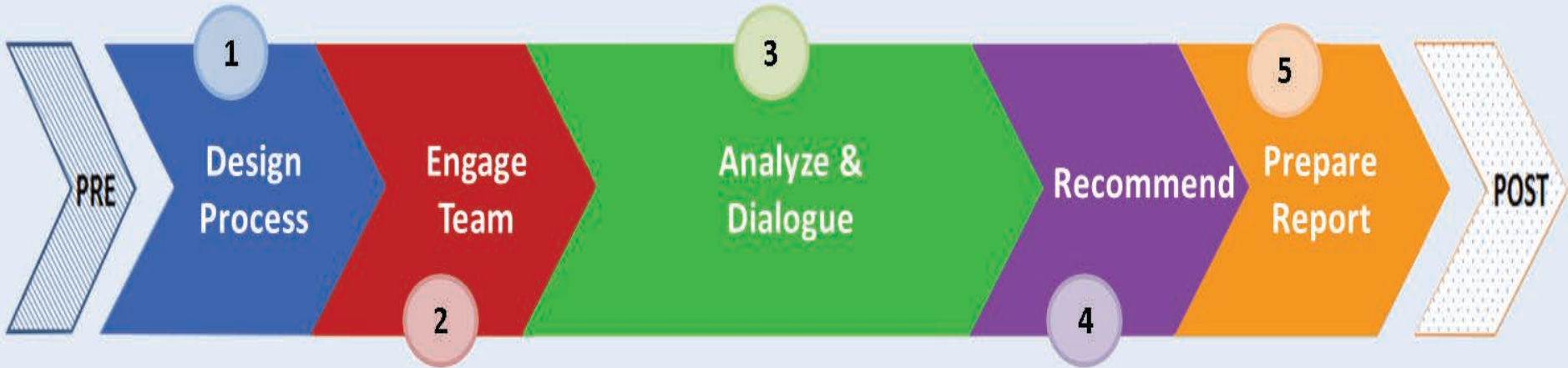
How do we do it?

- 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

Phases of Self-Assessment



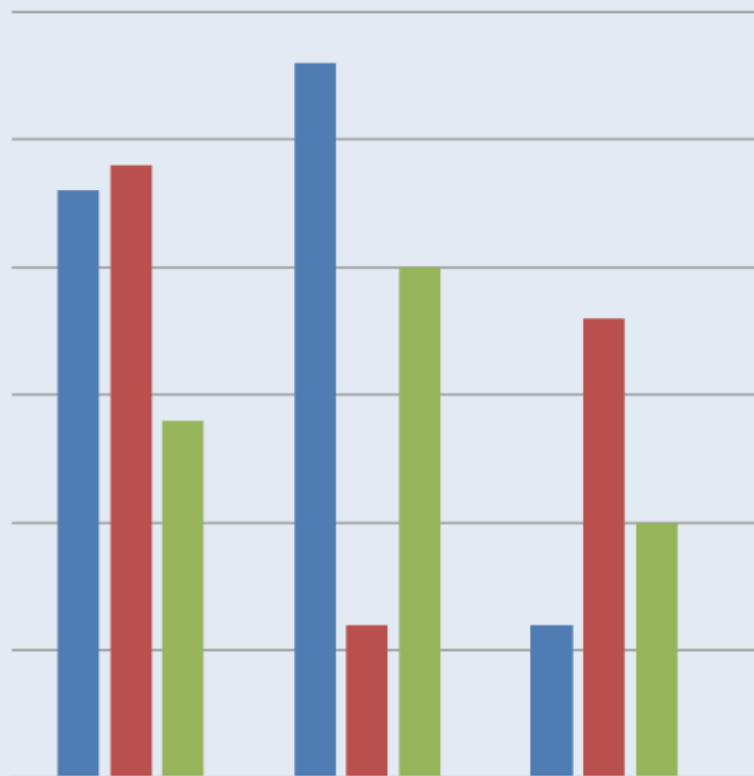
Prior to Self-Assessment



PRE

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

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

Engage 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

SAMPLE

XXXX Head Start/Early Head Start
Self-Assessment
January 1, 2016

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

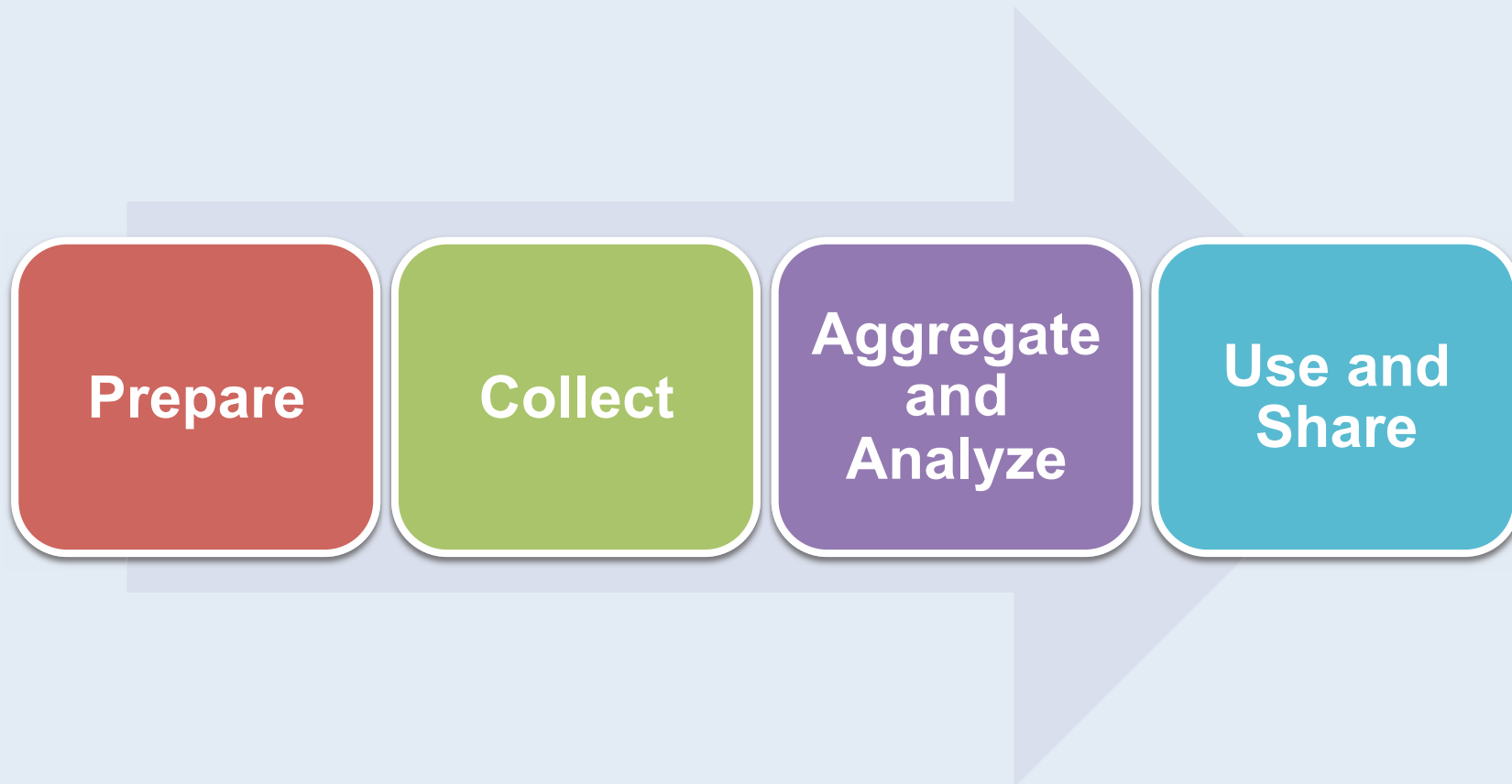
Analyze and Dialogue

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



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

Analyze and Dialogue

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?

Recommend



Recommend



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

Reminders to SA Team for Formulating Recommendations

Recommend



- 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

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

Prepare
Report



- Introduction
- Methodology
- Key Insights
- Recommendations

How Is the SA Report Used?

Prepare
Report

- 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

POST

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



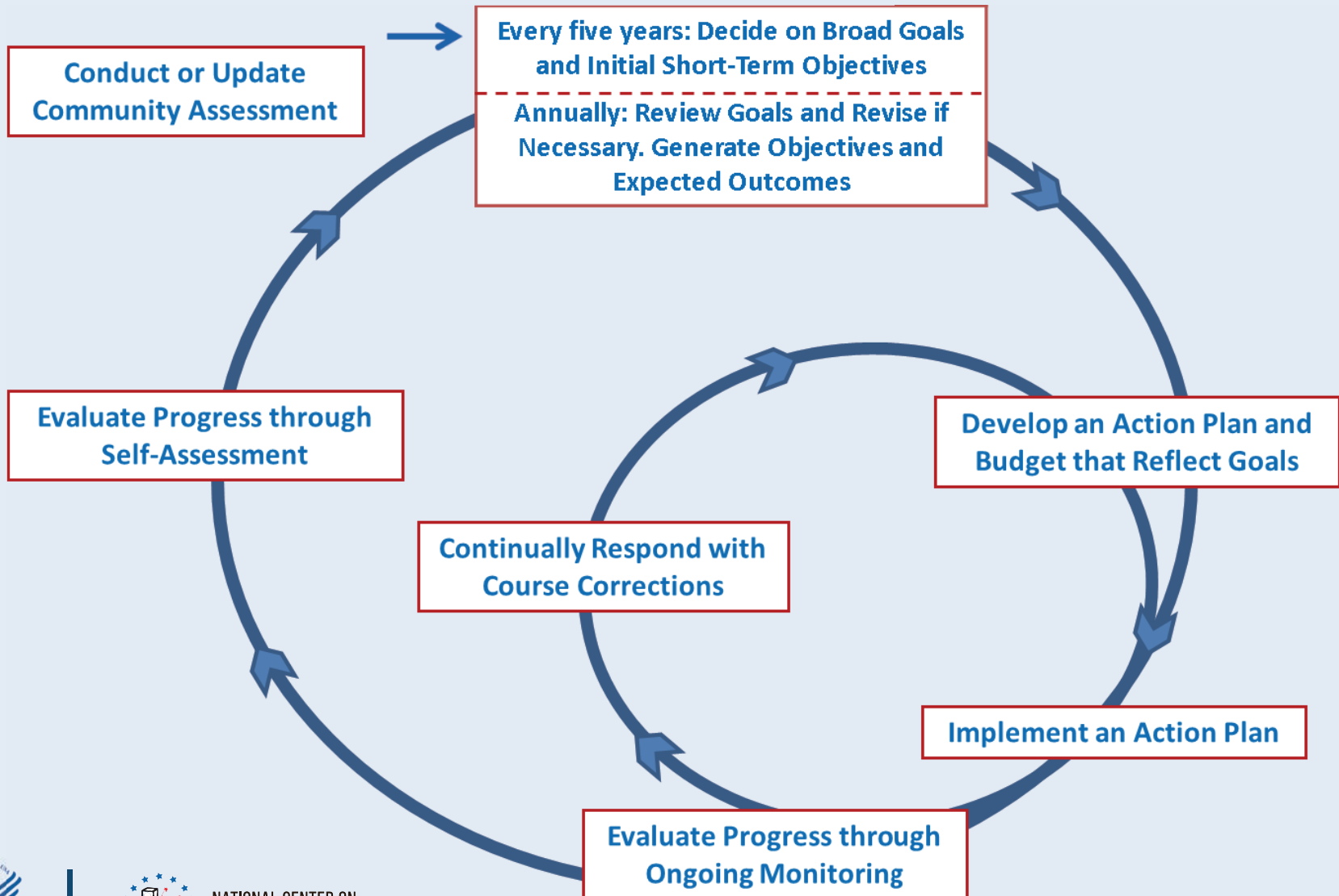
Keeping Self-Assessment in Mind When...



- 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

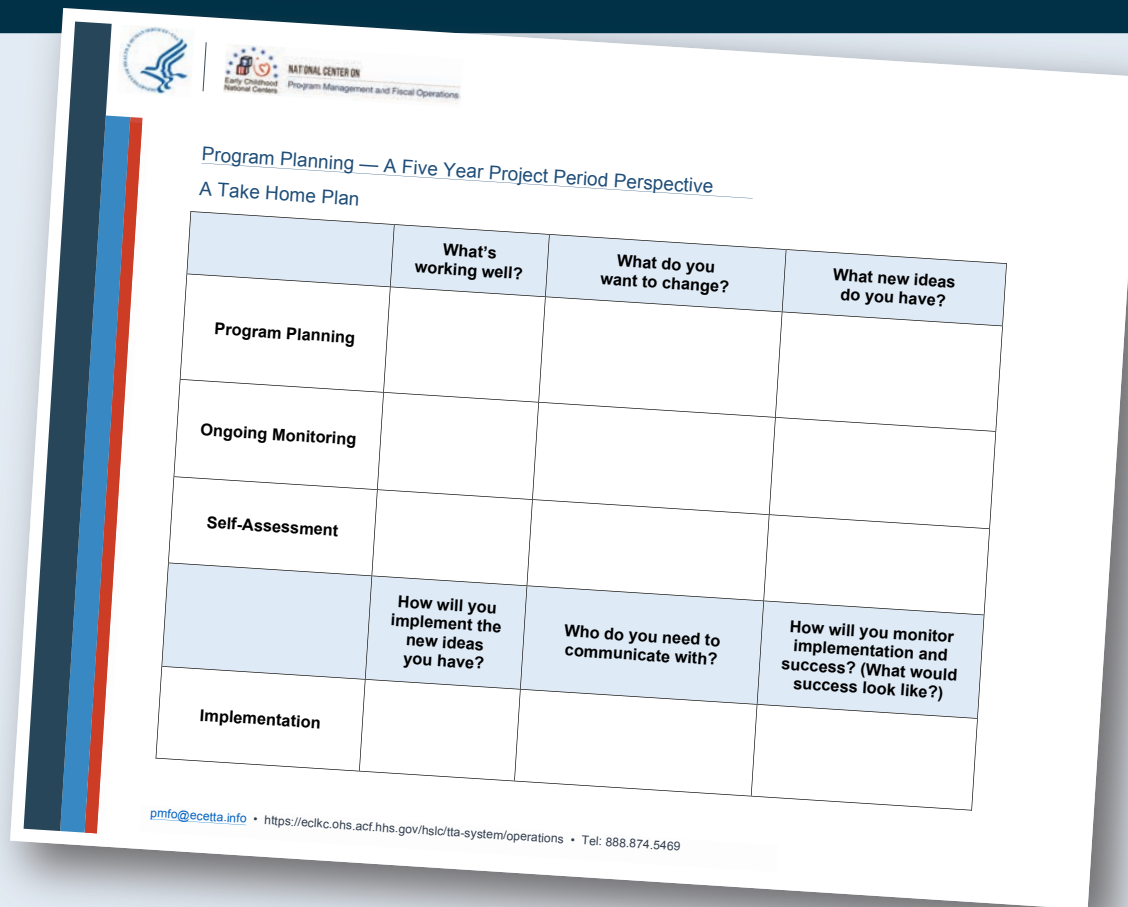


Program Planning Cycle



Take Home Plan: Self-Assessment

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



The form is titled "Program Planning — A Five Year Project Period Perspective" and "A Take Home Plan". It features a table with four columns and five rows. The columns are: "What's working well?", "What do you want to change?", "What new ideas do you have?", and "How will you monitor implementation and success? (What would success look like?)". The rows are: "Program Planning", "Ongoing Monitoring", "Self-Assessment", "Implementation", and "How will you implement the new ideas you have?". The form also includes logos for the Department of Health and Human Services and the National Center on Early Childhood Program Management and Fiscal Operations.

	What's working well?	What do you want to change?	What new ideas do you have?
Program Planning			
Ongoing Monitoring			
Self-Assessment			
Implementation			
How will you implement the new ideas you have?		Who do you need to communicate with?	How will you monitor implementation and success? (What would success look like?)

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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?

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?
Program Planning			
Ongoing Monitoring			
Self-Assessment			
	How will you implement the new ideas you have?	Who do you need to communicate with?	How will you monitor implementation and success? (What would success look like?)
Implementation			

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feedback

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NATIONAL CENTER ON
Early Childhood
National Centers

Program Management and Fiscal Operations

SESSION EVALUATION

Meeting Title: Early Head Start Child Care Partnership

Thank you for participating. We are always striving to improve our programs and services. Please take a moment to tell us how we did by answering the questions below. When you are finished, click the "Submit" button at the bottom of the first page to record your responses. You will be taken to the next page throughout the survey and change your responses until you click "Submit".

Your responses will be anonymous and your feedback will be kept confidential.

Please enter your session title:
[Text Field]

Please enter the date of the session:
[Text Field]

Your ROLE:
☐ Head Start / Early Head Start Staff
☐ Child Care Staff
☐ Federal Staff

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/nihгда-06-16
- ② When prompted, enter the following session title:
"Oversight Planning"

Thank you for supporting our ongoing monitoring.





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