It’s A New Day

The Five Year Grant Application and How Data Tells our Story

It’s a New Day

Five-Year Project Period

What do we know?

• OHS is transitioning grants from indefinite project periods to five year project periods in accordance with Section 641 of the Head Start Act of 2007
• ACF-IM-HS-13-02 describes changes to funding practices and key elements of the five year period
Post 5 Year Award

• Governance Screener

• Health and Safety Screener

• Audit Webinar

What do we know (cont)

• ACF-IM-HS-14-02 provides additional information regarding federal oversight of five year grants

• Application Instructions for Five Year Head Start Grants found on HSES

Purpose of the New Application Instructions

• Deliver guidance to grantees with expectations for planning comprehensive services and reporting program impacts

• Provide alignment between the grant application and the Five Year Oversight Plan

• Offer one set of instructions for all grantees
Emphasis on....

- Strong Planning systems
- Use of data for informing program improvement
- Development of measurable impacts
- Development of long range goals and objectives
- Strong Governance systems

Systems Are Linked
Program Planning in Head Start

**Planning: Goal Development**

- Community Assessment
- Self-Assessment

**Planning: Implementation**

- Develop Plan of Action and Budget that Reflect Goals
- Continually Respond With Course Corrections

**Ongoing Monitoring**

- Implement Plan of Action
- Evaluate Progress through Self-Assessment

### Role of Governance in Planning

**Governing Body/Tribal Council**
- Legal & fiscal responsibilities

**Policy Council**
- Sets program direction

**Management Staff**
- Oversees day-to-day operations

### Linking Planning, OGM, and SA

#### Program Planning
- Review & analyze Community Assessment & other relevant data
- Develop long-term program goals
- Develop objectives
- Set short-term program & fiscal objectives
- Develop plan of action (work plan)
- Prepare action steps for objectives
- Identify measures to monitor (prepare for data collection)
- Plan for regular progress reports to staff, GB & PC
- Develop service plans assuring they reflect new goals/objectives

#### Ongoing Monitoring
- Collect: OGM data (PIR, child outcome data, results of OGM monitoring, 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
- Request SA 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 info needed)
- Recommend: Identify strengths and make recommendations for improvement & enhancement
• “If we have data, let’s look at data. If all we have are opinions, let’s go with mine.”
  
  *Jim Barksdale, former Netscape CEO*

“Anything that is measured and watched improves.”
*Bob Parsons*

• What are the sources of information and data that we have available?

**Elements of an Effective Ongoing Monitoring System**

- Quality data
- Skilled managers who embrace their monitoring responsibilities
- Process for aggregating and analyzing data
- Process for correction of issues
- Culture that understands the importance of continuous improvement
- Effective Ongoing Monitoring
### New Thinking: Self-Assessment

<table>
<thead>
<tr>
<th>Who's involved?</th>
<th>A mix of stakeholders, including GB and PC. Those with an outside perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's different?</td>
<td>Focus on analysis. Ask broader questions that focus on outcomes</td>
</tr>
<tr>
<td>How do we do it?</td>
<td>Use data from OGM. Review multi-year data. Look at outcomes over 5 years</td>
</tr>
<tr>
<td>Why do we do it?</td>
<td>For continuous improvement. To focus on what is achieved in 5-year cycle</td>
</tr>
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### Data & Information

“...Information is not just data collected. Rather, it is data collected, organized, ordered, and imbued with meaning and context.”

-Laurence Prusak

*Managing Information Strategically*

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### PFCE Framework...with a data twist!

[Diagram of PFCE Framework with a data twist]
Which Outcome(s)?

<table>
<thead>
<tr>
<th>Head Start Parent and Family Engagement Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FAMILY WELL-BEING</td>
</tr>
<tr>
<td>Parents and families are safe, healthy, and have increased financial security.</td>
</tr>
<tr>
<td>2. POSITIVE PARENT-CHILD RELATIONSHIPS</td>
</tr>
<tr>
<td>Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.</td>
</tr>
<tr>
<td>3. FAMILIES AS LEARNERS</td>
</tr>
<tr>
<td>Parents and families advance their own learning interests through education, training, and other experiences that support their parenting, career, and life goals.</td>
</tr>
<tr>
<td>4. FAMILY ENGAGEMENT IN TRANSITIONS</td>
</tr>
<tr>
<td>Parents and families advocate for their child’s learning and development as they transition to new learning environments, including home, early childhood programs, and public schools. Parents and families partner with teachers and other service providers to ensure children are successful in these environments, and HS to kindergarten through elementary school.</td>
</tr>
<tr>
<td>5. FAMILY CONNECTIONS TO ONGOING SUPPORT</td>
</tr>
<tr>
<td>Parents and families form connections with peers and mentors in broad or informal social networks that are supportive and/or educational and that influence or facilitate action on behalf of children’s development.</td>
</tr>
<tr>
<td>6. FAMILIES AS ADVOCATES AND LEADERS</td>
</tr>
<tr>
<td>Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children’s development and learning experiences.</td>
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</table>

Results-Based Accountability™

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much did we do?</td>
<td>How well did we do it?</td>
</tr>
</tbody>
</table>

Is anyone better off?

#  
%

Trying Hard is Not Good Enough – Mark Friedman

Measurement of EFFECT

Measures of effect measure changes in knowledge or behavior as a result of the activity. They track whether your activities have made a difference.
### Outcome: Families as Lifelong Educators

Are we offering activities to help parents enhance the knowledge, skills and attitudes to be lifelong educators?

Are there specific opportunities we offer for our families of dual language learners?

<table>
<thead>
<tr>
<th>Activities to Promote Outcomes</th>
<th>Indicators of Progress</th>
<th>Indicator Type: Measure of EFFORT or EFFECT</th>
<th>Data Collection Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Partnership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Greater number of families who use library services.</td>
<td>1. Effect</td>
<td>1. Sign-in sheet</td>
<td></td>
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<tr>
<td>2. Parents report higher frequency of reading with their children in their home language.</td>
<td>2. Effect</td>
<td>2. Parent survey</td>
<td></td>
</tr>
<tr>
<td>3. Children sing new songs in their home language at a family story time at the library and during circle time in the classroom.</td>
<td>3. Effect</td>
<td>3. Parent-Teacher Conference</td>
<td></td>
</tr>
<tr>
<td>4. Using materials from the Library, families report high levels of confidence in their ability to encourage each of their children to participate in their home language as they are acquiring English.</td>
<td>4. Effect</td>
<td>4. Focus group with families</td>
<td></td>
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### Data Activities

**Prepare**
- What do you want to know?
  - Need clarification?
  - More familiar?

**Collect**
- How do you want to collect?
  - Why will you collect?
  - What will you do with the data?

**Aggregate and Analyze**
- What information will you share?
  - How do these questions connect to your parent education mission?
  - How will you use the information?

**Use and Share**
- How will you share the information?
  - What do you want people to learn?
  - How will you share it?
## Data Activities

<table>
<thead>
<tr>
<th>A. PREPARE</th>
<th>B. COLLECT</th>
<th>C. AGGREGATE AND ANALYZE</th>
<th>D. USE AND SHARE</th>
</tr>
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<tbody>
<tr>
<td><strong>Activities include:</strong></td>
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<tr>
<td>• Creating a data plan</td>
<td>• Integrating data collection into staff’s everyday workload</td>
<td>• Examining data to identify what is working and what is not working</td>
<td>• Presenting data graphically</td>
</tr>
<tr>
<td>• Identifying data to collect</td>
<td>• Ensuring data turnaround is fast</td>
<td>• Identifying trends</td>
<td>• Establishing systematic solutions to identified problems</td>
</tr>
<tr>
<td>• Establishing methods to collect data</td>
<td>• Catching errors and quickly resolving them</td>
<td>• Connecting different data types and sources to get a “bigger picture”</td>
<td>• Identifying new goals and new critical questions based on the results of data analysis</td>
</tr>
<tr>
<td>• Setting clear roles for stakeholders (parents, governing boards, staff, community members)</td>
<td></td>
<td>• Comparing data</td>
<td>• Sharing results with stakeholders</td>
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<td></td>
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### WHAT IS QUALITY DATA FOR PROGRAMS SERVING INFANTS AND TODDLERS?

Data is the lifeblood of effective programs serving infants and toddlers. To create high-quality programs, stakeholders must have access to consistent, accurate, and timely data on which to base decisions. Data is a key component of improving program quality, ensuring accountability, and attracting funding.

**Data Activities**

- Develop an evidence base that informs decisions.
- Use data to improve program effectiveness and efficiency.
- Use data to measure program impact and outcomes.
- Use data to identify areas for improvement.
- Use data to justify program funding.
- Use data to communicate with stakeholders.

**Examples of Data Collected by Programs**

- Developmental screenings and ongoing assessments of child progress, including progress toward meeting developmental milestones and early intervention outcomes for infants and toddlers with disabilities.
- Neonatal and infant care data.
- Early childhood education and care data.
- Family demographics (including income, education, and employment status).
- Staff qualifications and performance attributes.
- Attendance data (child, staff, and parent attendance).
- Program outcomes (child, family, and community outcomes).

### Create a culture for data use

- Create a culture for data use.
- Foster a data-driven culture among staff and stakeholders.
- Use data to inform decision-making.
- Use data to improve program effectiveness and efficiency.
- Use data to measure program impact and outcomes.
- Use data to identify areas for improvement.
- Use data to justify program funding.
- Use data to communicate with stakeholders.
Steer the use of data throughout the planning cycle including development of a data plan.

Lead teams to get the big picture/integrate program, fiscal, and service area data.

Present data in a way that promotes strategic decision-making.
Tell your story

Guide and model the use of data with individual staff

Report appropriately internally and externally