Measuring What Matters: Making Progress Toward Expected Family Outcomes
You will learn…OHS expectations with regard to data driven family engagement.

...how to apply the four data activities in programmatic planning.

...related tools to support data driven PFCE.
OHS Reference Points for Data Driven PFCE

• 5 Year Grants Application Instructions

• Federal Oversight of 5 Year Head Start Grants (ACF-IM-HS-14-02)

• PFCE Framework
Application Instructions

- **Describe the process** to be used to identify and prioritize PFCE goals and/or objectives.

- **Identify the data, tools, or methods** that will be used to support implementation of and **track progress** toward PFCE goals and/or objectives.

- Describe how **aggregated program data** related to family progress may also be analyzed in support of children’s school readiness goals, *as applicable.*
Ways to Honor Families in Five Year Program Plans

1. Programs could create **program goals** related to one or more of the PFCE Outcomes

2. Programs could outline **objectives** related to PFCE Outcomes that support other program goals

3. Programs outline **family related objectives** that support school readiness goals
Terms and Definitions

**Goals**

Broad, inspirational statements that describe what you seek to accomplish; targets to be reached.

**Objectives**

Subparts of goals that are specific, measureable, attainable, realistic and timely (SMART).

**Expected Outcomes**

Something that you expect to happen as a result of an activity or process.

*See also: Foundations for Excellence: Planning in Head Start*
# Family-related Goals and Objectives: Tracking Progress over Five Years

<table>
<thead>
<tr>
<th>Year 1—Baseline Review</th>
<th>Year 2-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td>Outcomes*</td>
</tr>
<tr>
<td>Objectives</td>
<td>Expected Outcomes</td>
</tr>
<tr>
<td>What does the program want to accomplish?</td>
<td>What does the program plan to do to meet the goal?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*What data will let the program know how they are doing?*
Program Planning: Making Connections

Goals, Objectives and Strategies

Expected Outcomes

- Positive & Goal-Oriented Relationships
- Program Leadership
  - Program Environment
  - Family Partnerships
- Continuous Program Improvement
  - Teaching and Learning
- Professional Development
  - Community Partnerships

Expected Outcomes:

- Family Well-being
- Positive Parent-Child Relationships
- Families as Lifelong Educators
- Families as Learners
- Family Engagement in Transitions
- Family Connections to Peers and Community
- Families as Advocates and Leaders
- Children are ready for school and sustain development and learning gains through third grade

PREPARE
COLLECT
AGGREGATE & ANALYZE
USE & SHARE
Head Start
Program Planning Topics

Foundations for Excellence: Planning in Head Start

November 2014
Data Rationale

Why?
Data Rationale

**Why?**

- Better understand families
- Support staff
- Use data for conversation
- Engage Community
- Continuous Improvement
- Improve family engagement

**What?**

- Prepare
- Collect
- Aggregate & Analyze
- Use & Share
The Four Data Activities
POLL

With which activity are you currently the most confident?

- Prepare
- Collect
- Aggregate & Analyze
- Use & Share
POLL

Which activity poses the biggest challenge to your program?

- Prepare
- Collect
- Aggregate & Analyze
- Use & Share
Data Dread

Aahhhh! One more thing!

I’m not collecting data...what’s in this for me?

What if I can’t help families make progress?
Data Delight

Yay! I can integrate this into what I’m already doing!

Progress is relative and we are learning together

This will make me more successful in my work!
The Four Data Activities

You are here.
The Four Data Activities: Prepare

<table>
<thead>
<tr>
<th>Year 1—Baseline Review</th>
<th>Year 2-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
<td><strong>Outcomes</strong>*</td>
</tr>
<tr>
<td>What does the program want to accomplish?</td>
<td>What were the program results?</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td><strong>Analyzing Progress</strong></td>
</tr>
<tr>
<td>What does the program plan to do to meet the goal?</td>
<td>Was progress made?</td>
</tr>
<tr>
<td><strong>Expected Outcomes</strong></td>
<td>How does the data explain the outcome/results?</td>
</tr>
<tr>
<td>What does the program expect the results will be?</td>
<td>Is the program satisfied with the progress made?</td>
</tr>
<tr>
<td><strong>Data Sources for Tracking Progress</strong></td>
<td><strong>Continuous Improvement</strong></td>
</tr>
<tr>
<td>What data will let the program know how they are doing?</td>
<td>What needs to happen next?</td>
</tr>
<tr>
<td></td>
<td>Course corrections or keep going?</td>
</tr>
</tbody>
</table>
Measuring Effort

What?  How much?

Parent Meetings Offered
Parents Who Participated in Meetings
Measuring Effect

So What Changed?

Parenting Knowledge Increased

To What End?

Increased Connection to Peers
Sample Goal: To insure that all HS/EHS families have the knowledge and skills to effectively parent their children beginning in the prenatal period through age 5.

<table>
<thead>
<tr>
<th>Program planning term</th>
<th>Example statement...</th>
<th>...reworded as a question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td>Include an evidence-based parenting approach in monthly Parent Meetings. Reach 40% of all parents in year one, and 10% more each following year.</td>
<td>What percent of parents participated in monthly evidence-based parenting approach? How much did parent participation increase annually?</td>
</tr>
<tr>
<td><strong>Expected Outcomes</strong></td>
<td>Participating parents will have increased parenting knowledge and skills, and increased meaningful connections with other families.</td>
<td>To what extent did parents increase their knowledge of parenting? To what extent did parents increase their parenting skills? Did parents make meaningful connections?</td>
</tr>
</tbody>
</table>
Effort Questions

EFFORT → effect
Effort Questions

EFFORT

effort

EFFECT

effect
**Family-related Goals and Objectives: Tracking Progress**

<table>
<thead>
<tr>
<th>Year 1—Baseline Review</th>
<th>Year 2-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
<td><strong>Outcomes</strong>*</td>
</tr>
<tr>
<td>What does the program want to accomplish?</td>
<td>Was progress made?</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>How does the data explain the outcome/results?</td>
</tr>
<tr>
<td>What does the program plan to do to meet the goal?</td>
<td>Is the program satisfied with the progress made?</td>
</tr>
<tr>
<td><strong>Expected Outcomes</strong></td>
<td><strong>Analyzing Progress</strong></td>
</tr>
<tr>
<td>What does the program expect the results will be?</td>
<td>What were the program results?</td>
</tr>
<tr>
<td><strong>Data Sources for Tracking Progress</strong></td>
<td><strong>Continuous Improvement</strong></td>
</tr>
<tr>
<td>What data will let the program know how they are doing?</td>
<td>What needs to happen next?</td>
</tr>
<tr>
<td><strong>Courses corrections or keep going?</strong></td>
<td></td>
</tr>
</tbody>
</table>
Data Tools and Methods for Tracking Progress

What do you already use?
Data Collection Options

Secondary data

Program Information Report (PIR) Data
Data Collection Options

- Secondary data
- Interviews
- Focus groups
- Surveys
- Observations
Data Tools Considerations

Research-based measures

**VALIDITY**
Are you measuring what you think you are?

**RELIABILITY**
Are you measuring the same thing each time?
MEASURING WHAT MATTERS:
TOOLS FOR TRACKING PROGRESS WITH FAMILIES
CONFERENCE VERSION
The Four Data Activities

Prepare
Collect
Use and Share
Aggregate and Analyze

You are here.
### Year 1—Baseline Review

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Expected Outcomes</th>
<th>Data Sources for Tracking Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the program want to accomplish?</td>
<td>What does the program plan to do to meet the goal?</td>
<td>What does the program expect the results will be?</td>
<td>What data will let the program know how they are doing?</td>
</tr>
</tbody>
</table>

### Year 2-5

<table>
<thead>
<tr>
<th>Outcomes*</th>
<th>Analyzing Progress</th>
<th>Continuous Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>What were the program results?</td>
<td>Was progress made? How does the data explain the outcome/results? Is the program satisfied with the progress made?</td>
<td>What needs to happen next? Course corrections or keep going?</td>
</tr>
</tbody>
</table>

---

**Family-related Goals and Objectives: Tracking Progress**

- **PREPARE**
- **COLLECT**
- **AGGREGATE & ANALYZE**
- **SHARE & USE**
The Four Data Activities

- Collect
- Aggregate and Analyze
- Making Meaning
- Analysis Techniques
- Staffing and Capacity
Approaches to Data Analysis

Quantitative

Qualitative

PREPARE

COLLECT

AGGREGATE & ANALYZE

USE & SHARE
Aggregation
Disaggregation
Descriptive Data paints a picture of what IS......
Statistical Analyses: *Descriptive Statistics*

- Sometimes all you need to do is count
- Sometimes you may need software to help you analyze
- Descriptive statistics can be building blocks
- CAUTION: they don’t show cause
Qualitative Analysis: Structuring coding, finding themes
Putting the pieces together...
### Year 1—Baseline Review

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Expected Outcomes</th>
<th>Data Sources for Tracking Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the program want to accomplish?</td>
<td>What does the program plan to do to meet the goal?</td>
<td>What does the program expect the results will be?</td>
<td>What data will let the program know how they are doing?</td>
</tr>
</tbody>
</table>

### Year 2-5

<table>
<thead>
<tr>
<th>Outcomes*</th>
<th>Analyzing Progress</th>
<th>Continuous Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>What were the program results?</td>
<td>Was progress made? How does the data explain the outcome/results? Is the program satisfied with the progress made?</td>
<td>What needs to happen next? Course corrections or keep going?</td>
</tr>
</tbody>
</table>
### Program Planning Term

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Goals</td>
<td>What does the program want to accomplish?</td>
</tr>
<tr>
<td>2. Objectives</td>
<td>What does the program plan to do to meet the goal?</td>
</tr>
<tr>
<td>3. Expected Outcomes</td>
<td>What does the program expect the results will be?</td>
</tr>
<tr>
<td>4. Data Tools and Methods for Tracking Progress</td>
<td>What data will let the program know how they are doing?</td>
</tr>
<tr>
<td>5. Outcomes</td>
<td>What were the program results?</td>
</tr>
<tr>
<td>6. Analysing Progress</td>
<td>Was progress made? What other data would be useful to look at? What do you think about the progress made? What else?</td>
</tr>
<tr>
<td>7. Continuous Improvement</td>
<td>What needs to happen next? Course corrections or keep going? What else?</td>
</tr>
</tbody>
</table>

### Example

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Goals: To ensure that all HS/EHS families have the knowledge and skills to effectively parent their children beginning in the pre-natal period through age 5.</td>
<td></td>
</tr>
</tbody>
</table>
| 2. Objectives:  
  - Objective 1: Increase the number of Parent Meetings from nine per program year to eighteen.  
  - Objective 2: Utilize an evidence-based parenting approach during at least twelve of the eighteen Parent Meetings.  
  - Objective 3: Forty percent of all parents will participate in the first year and 10% more parents will participate each subsequent year. |
| 3. Expected Outcomes: Participating family members will form meaningful connections with other parents and increase their parenting knowledge and skills. |
| 4. Data Tools and Methods for Tracking Progress: The program will summarize data from program calendars and sign-in sheets. At the conclusion of the evidence-based parenting approach series, the program will conduct two focus groups of parents who have participated in at least five meetings. The program will collect short surveys from each parent before and after each Parent Meeting. The program will also look at the child assessment data of participating parents. |
| 5. Outcomes: The program conducted 8 Parent Meetings utilizing the evidence-based parenting approach in the first year and reached 30% of all parents, half of which were new to the program. An average of 20 parents came to each Parent Meeting, with low attendance of 17 and a high attendance of 26.  
  - 75% of participating fathers and 90% of participating mothers increased their knowledge about parenting.  
  - Parents who participated in focus groups reported increased connections with other families. Spring child assessments of social-emotional development were higher for the children of parents who participated in the evidence-based parenting approach than for those whose parents didn’t participate in those meetings. |
| 6. Analysing Progress: The program made progress in terms of the quality of parent experiences. Participants in the evidence-based parenting approach will be outreaching to more parents which will help increase the network and support to more families.  
  - The program would like to know if the difference in child social-emotional development scores was just a coincidence or really an effect of the evidence-based parenting approach.  
  - The program is satisfied with the progress because they feel there is great potential to continue to grow the evidence-based parenting approach as a valuable way to meet the goal. |
| 7. Continuous Improvement: The program reports that they plan to use their data to improve the Parent Meetings and other family engagement opportunities. They also went to share results with families to provide feedback on the results of their involvement in evidence-based parenting approach and to encourage them to ask other parents to participate.  
  - Their next steps are to include training for more parent facilitators, secure locations for better space and knowledge about engaging parents in the opportunity. |
The Four Data Activities

- Prepare
- Collect
- Use and Share
- Aggregate and Analyze

You are here.
## Family-related Goals and Objectives: Tracking Progress

<table>
<thead>
<tr>
<th>Year 1—Baseline Review</th>
<th>Year 2-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>What does the program want to accomplish?</td>
<td>What were the program results?</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td><strong>Analyzing Progress</strong></td>
</tr>
<tr>
<td>What does the program plan to do to meet the goal?</td>
<td>Was progress made? How does the data explain the outcome/results? Is the program satisfied with the progress made?</td>
</tr>
<tr>
<td><strong>Expected Outcomes</strong></td>
<td><strong>Continuous Improvement</strong></td>
</tr>
<tr>
<td>What does the program expect the results will be?</td>
<td>What needs to happen next? Course corrections or keep going?</td>
</tr>
<tr>
<td><strong>Data Sources for Tracking Progress</strong></td>
<td></td>
</tr>
<tr>
<td>What data will let the program know how they are doing?</td>
<td></td>
</tr>
</tbody>
</table>
Data are just summaries of thousands of stories...tell a few of those stories to help make the data meaningful.

Source: Dan and Chip Heath
Lots of Ways to Use Data

- Program Improvement ✓
- Stakeholder Communications-families and community partners!
- Connecting and Integrating Services Across Partnerships
- Public Relations and Recruitment!! 😊
- Obtaining additional funding through grants!! 😊
Data Audiences

- Study/evaluation participants
- Head Start / Early Head Start families
- Center staff
- Community members
- Funders
- Policy-makers
- Partner and/or vendor organizations
Different Data...Different Audiences

Aggregate Level

Classroom

Center

Grantee
Approaches to Sharing Data

Formal
Programmatic (Memo)
Collaborative
Approaches to Sharing Data

- 97% Transition to Kindergarten
- 42% Higher than average K screening scores
- 42% More parents volunteer in K classrooms
- 28% Fewer referrals to Special Education

Note: Data is fabricated.

Create-A-Graph

Parent Meeting Training Topic Survey

- Family Nutrition: 8
- Positive Parenting Practices: 3
- Sticking to a Budget: 7
- First Aid/CPR: 2
- Depression/Mental Health: 17
- College Career Courses: 8

Teddy Bear Training Topics
Make Your Own Infographics
Making Information Beautiful Has Never Been Easier

START FOR FREE

http://piktochart.com/

EASY TO USE
Tell your story. Make it beautiful. And share it. Our easy-to-use editor will show you how.

PREPARE
COLLECT
AGGREGATE & ANALYZE
USE & SHARE
Take a Moment to Reflect...
Technology Changes
BUT...

Data is
“Not everything that can be counted counts, and not everything that counts can be counted.”

Source: Albert Einstein
...about OHS expectations with regard to data driven family engagement

...about the 4 data activities and how to apply them in program planning.

...about related tools to support data driven PFCE
Evaluation

- Excellent
- Average
- Poor
Please contact us:

NCPFCE@childrens.harvard.edu

or

855-208-0909 (toll free)

www.ncpfce.org