Linking Planning, Ongoing Monitoring, Self-Assessment & Data

AGENDA
1. The importance of program planning
2. The Linking Thinking
3. The role data plays in linking the systems
4. Program planning
5. LUNCH
6. Ongoing monitoring
7. Self-Assessment
8. Program planning
Results-Based Accountability™

<table>
<thead>
<tr>
<th>Effort</th>
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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."
Systems Are Linked

Program Planning in Head Start

Role of Governance in Planning

Governance Body/ Tribal Council
- Legal & fiscal responsibilities

Policy Council
- Sets program direction

Management Staff
- Oversees day-to-day operations

Provide Leadership & Strategic Direction
Poll

Which of your systems do you think is strongest?
A: Planning
B: Ongoing Monitoring
C: Self-Assessment

Discuss with colleagues and note why you think so.

Poll

Which of these systems challenges you the most?
A: Planning
B: Ongoing Monitoring
C: Self-Assessment

Discuss with colleagues and note why you think so.
The Role Data Plays in Linking the Systems

How Data Links Planning, OGM, and SA

Program Planning
- Review and analyze Community Assessment & other relevant data
- Write self-assessment report
- Identify measures to monitor (measure for data collection)
- Post for regular progress reports to staff, SA, and PC

Ongoing Monitoring
- Utilize data PIR, data (OGM summaries, results of OGM, OHS monitoring, plan & objectives)
- Utilize & analyze data with managers
- Maintain data measures
- Verify accuracy of and summarize data for review by others
- Data

Self-Assessment
- Utilize information presented (OGM summaries, OHS monitoring results, other info needed)
- Utilize & assess if further info is needed
- Write & submit Self-Assessment report

Program Planning
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 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 and Policy Council
- Develop service plans assuring they reflect new goals/objectives

How Data Links Planning, OGM, and SA

Preparing for Data Collection

What do I want to know?
- What data do I need to collect to show 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?
Becoming a Planning Expert
An Activity

Program Goals and Objectives

- Program goals are:
  - BROAD Statements (Your Destination)
    - Beyond Current Expectations
    - Responsive
    - Organization-wide
    - Aspirational
    - Dynamic
  - Carried out through an Action Plan (Your Road Map)
  - Recognized and Accepted as Important by All

- Objectives are:
  - SMART parts of Goals (Your Mile Markers)
    - Specific
    - Measurable
    - Attainable
    - Realistic
    - Timely

Thinking 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?
Aligning Program & SR Goals

- **ACE Head Start program will** implement research-based strategies to support the development of language and literacy skills in order to help children be ready for kindergarten and to maximize their potential to read at age level.

- Objective

  - **To strengthen the ability of teachers and parents to increase the vocabulary of enrolled children as measured by improvement in scores on child assessment measures. Mean scores will improve by 50% by the end of the program year.**

- School Readiness Goal

  - **Children will** build, use, and comprehend increasingly complex and varied vocabulary.

Develop Your Plan of Action

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<thead>
<tr>
<th>Action Step</th>
<th>Person Responsible</th>
<th>Timeline</th>
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Reviewing **Real** Program Goals and Objectives

An Activity

- **Goals**
  1. 
  2. 
  3. 
Reviewing *Your* Program Goals and Objectives
An Activity

**Goals**
1. 
2. 
3. 

Reflect on 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

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 SA team
• Refer persistent systems issues to SA

How Data Links Planning, OGM, and SA

Elements of an Effective Ongoing Monitoring System
Finding the OGM elements

Performance Measurement Categories

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# %

Trying Hard Is Not Good Enough – Mark Friedman

Leading From Strengths

Professor Ronald Fry, Case-Western Reserve University
Asking the Right Questions OGM

1. **Lead with strengths**
   - What does the data show is working well?
   - Why does it work well?

2. **Identify the challenges**
   - What’s not working well?
   - Why is it not working well?

3. **Analyze data through dialogue**
   - What aspects of “what is working” could help us find a solution?
   - What factors have been considered in reaching a solution?
   - What else do we need to know before we decide?

4. **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?

5. **Check-in & follow up**
   - What data will we need to monitor and how often?
   - How will we make sure the changes are working?
   - Is it a short-term or long-term solution?

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Quarterly Summary of Ongoing Monitoring Results

- What are we monitoring? (e.g. system performance)
- What particular objectives/indicators were monitored?
- Who conducted?

- What did we find?
  - What areas of concern/discrepancy/weakness/deficiency were identified? (Check all that apply)
  - What were the factors contributing to the concern/discrepancy/weakness/deficiency?
  - What was done about the concern/discrepancy/weakness/deficiency?

- What course correction needed?
  - Did you fix the issue? Yes/No
  - How did you fix it?

- Follow-up:
  - Did you follow up?
  - If so, was the corrective action effective?

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Annual Progress on Program Goals & Objectives

**Goal:**

**Objective:**

**Summary of Progress** (to be completed as part of ongoing monitoring)

**Questions to be answered by Self-Assessment Team**

As the goal still appropriate? Where are our recommendations? If yes/no revisions to goals and objectives?
Annual Summary
Ongoing Monitoring Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Target Indicator</th>
<th>Area Source</th>
<th>Area of Impact</th>
<th>Area of Influence</th>
<th>Area of Review</th>
<th>Area of Control</th>
<th>Area of Need</th>
<th>Area of Self-Assessment</th>
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Reflect on 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

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

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

Recommend
• Identify strengths & make recommendations for improvement & enhancement

How Data Links Planning, OGM, and SA

New Thinking: Self-Assessment

<table>
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<tr>
<th>Who’s involved?</th>
<th>A mix of stakeholders, including GB and PC Those with an outside perspective</th>
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<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 Lead with strengths 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>
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Annotated Reading

As you read the handout, use these symbols to note:

+ = Affirms my prior understanding
! = Surprises me
? = Raises a question or I want to know more
* = Something I can use

The Components of the Self-Assessment Process

The Manager's Role in SA: A Board Game
Performance Measurement Categories

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Is anyone better off?

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Asking the Right Questions

Professor Ronald Fry, Case-Western Reserve University

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Asking the Right Questions SA

- Lead with strengths: Where do 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?
- Identify the challenges: Where did we fall short of our expectations? Why did we fail to meet 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? How can we look at this? Where can we innovate?
- Make recommendations: How do the recommendations support program goals and objectives? What other resources would the program need to implement our recommendations? How will you prioritize your recommendations? What will success look like?
Elements of SA Report

• Introduction
• Methodology
• Key findings
• Recommendations

Reflect on Self-Assessment

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2. What do you want to change?
3. What new ideas do you have?

Program Planning
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Previewing the Linking Self-Assessment Toolbox

Overview
Self Assessment by linking results of a program’s ongoing monitoring process. It includes a template to compare the traditional Self Assessment process with this updated method.

Tip Sheets
1. Self Assessment Tip Sheet – This tip sheet, available on the Linking Self-Assessment Toolbox Review tool contains a concept of linking the traditional assessment to the program’s ongoing monitoring, but also highlights the need for data collection, and measures to monitor the program’s progress.
2. Developing a plan of action – This tip sheet provides an overview of developing a plan of action that includes the core components of planning, staff, governance, and decision-making. It also provides guidelines for developing a plan of action.

Final Activity