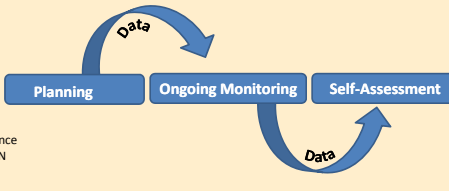




THE NATIONAL CENTER ON
Program Management
and Fiscal Operations

Linking Planning, Ongoing Monitoring, Self-Assessment & Data



NIHSDA Conference
Bloomington, MN
June 10, 2014






THE NATIONAL CENTER ON
Program Management
and Fiscal Operations


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

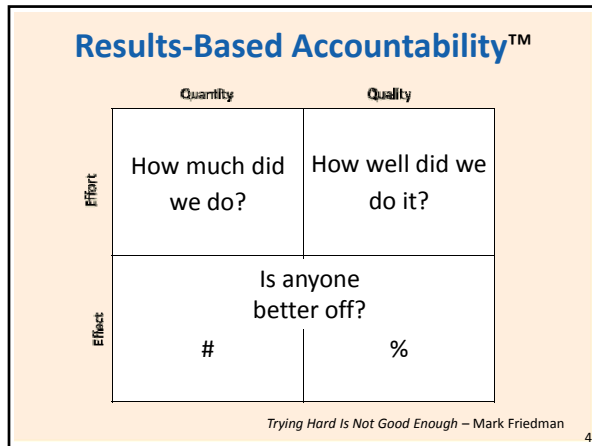


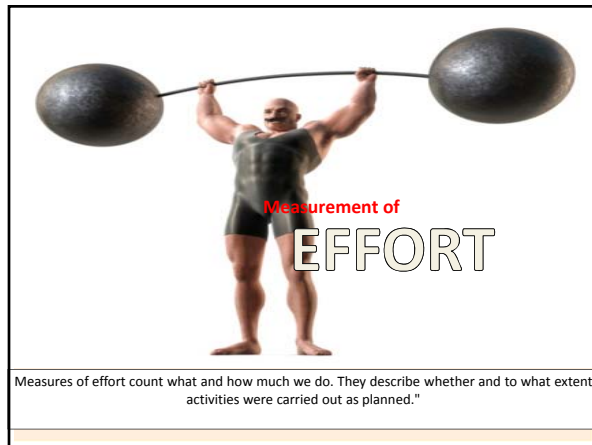


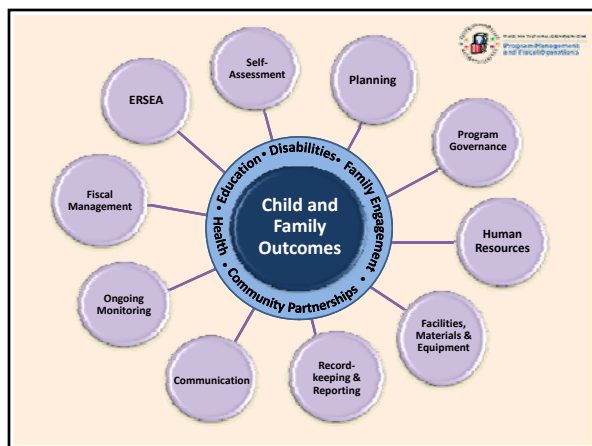
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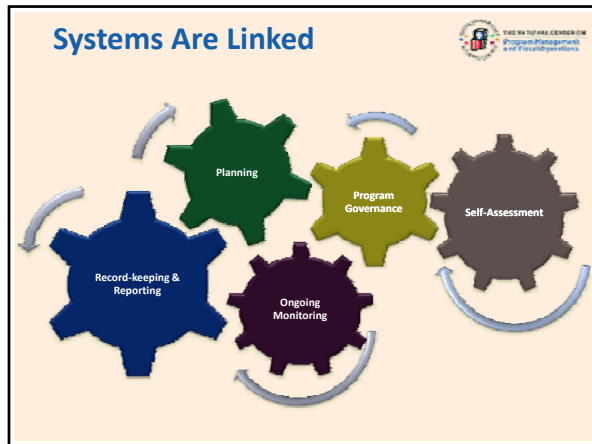


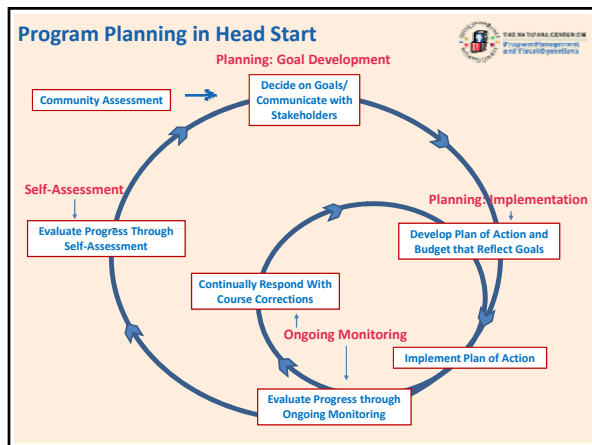


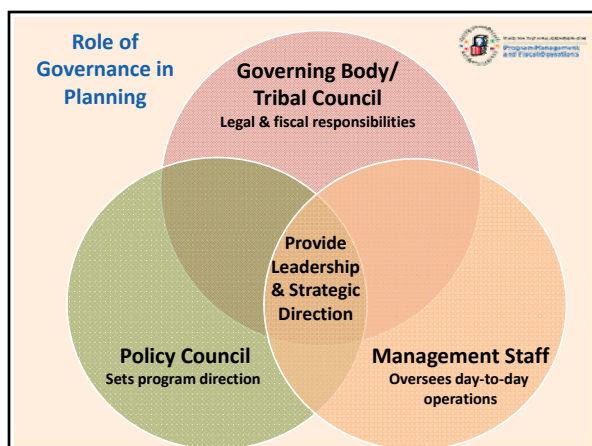


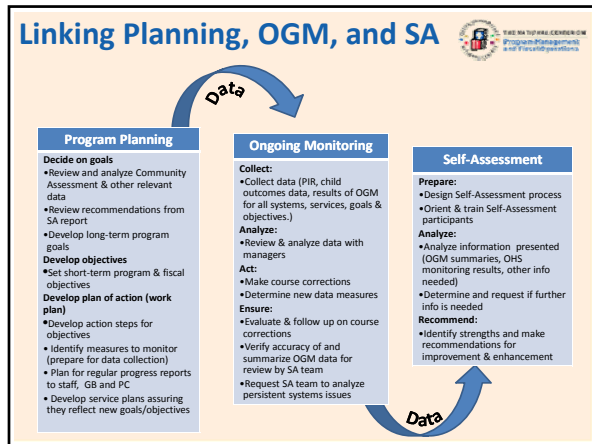












Poll

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?

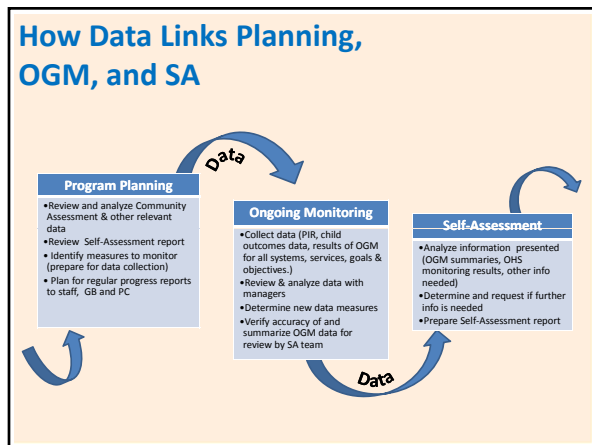
A: Planning
B: Ongoing Monitoring
C: Self-Assessment

Discuss with colleagues and note why you think so.



The Role Data Plays in Linking the Systems







Program Planning

Program Planning

Decide on goals

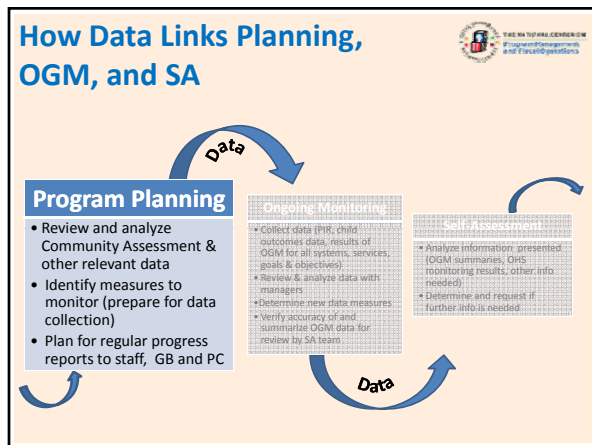
- Review and analyze Community Assessment & other relevant data
- Review recommendations from Self-Assessment report
- Develop long-term program goals

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



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?

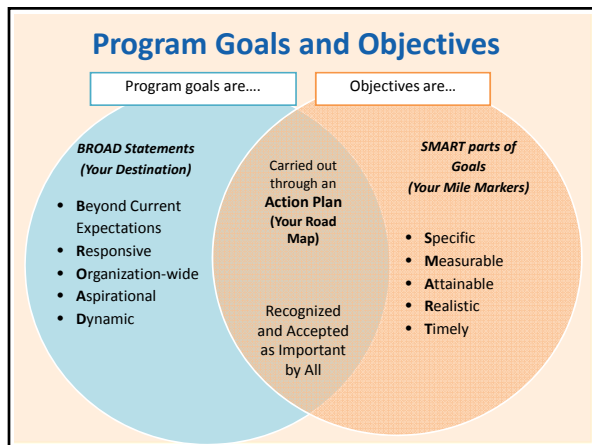
What data will answer these questions?



Becoming a Planning Expert

An Activity






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.



• 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.



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

Develop Your Plan of Action

Action Step	Person Responsible	Timeline

Reviewing Real Program Goals and Objectives An Activity



Reviewing Your Program Goals and Objectives
An Activity




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





STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
Program Management
and Evaluation Services

Ongoing Monitoring

Collect

- Collect data (PIR, child outcomes data, results of OGM for all systems, services, goals & objectives.)

Analyze

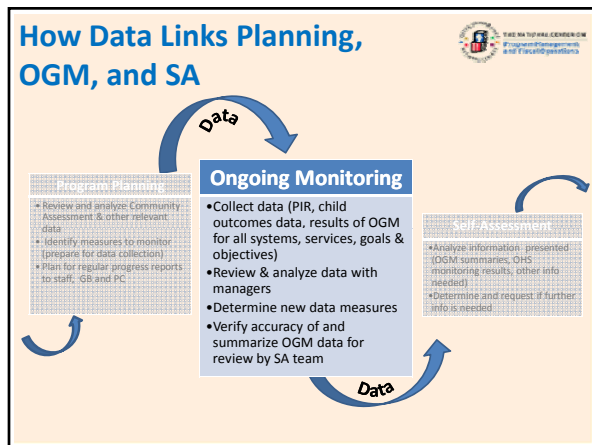
- Review & analyze data with managers

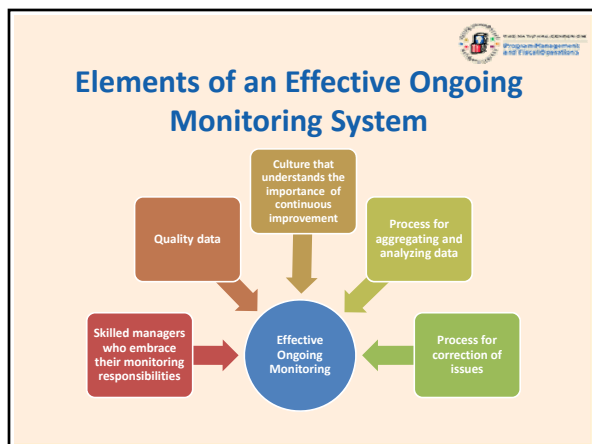
Act

- 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







Finding the OGM elements



Performance Measurement Categories

	Quantity	Quality
Effort	How much did we do?	How well did we do it?
Effect	Is anyone better off?	
	#	%

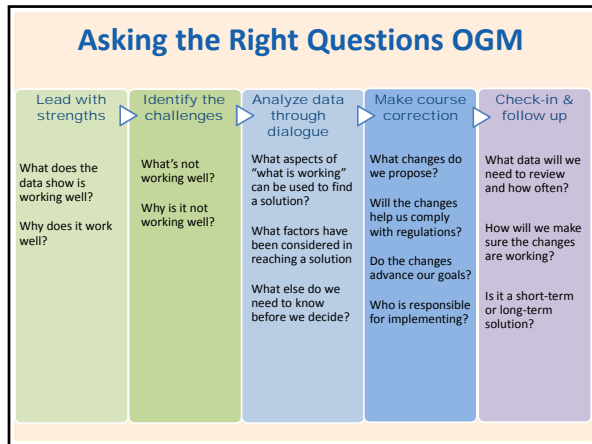
Trying Hard Is Not Good Enough – Mark Friedman


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Leading From Strengths



Professor Ronald Fry, Case-Western Reserve University






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Quarterly Summary of Ongoing Monitoring Results

Name: _____ Monitoring Timeframe: _____

1. What was monitored? (service, system, goal/objective)	
Click here to enter text.	
2. What particular element was monitored?	Who monitored it?
Click here to enter text.	Click here to enter text.
3. What did you find?	
a) What strengths did you identify? (Exceeding regulations and innovating)	
Click here to enter text.	
b) What areas of concern did you find? (Not meeting regulations, not effective)	
Click here to enter text.	
c) Was course correction needed?	
Yes <input type="checkbox"/> (If yes, briefly describe the course correction)	
Click here to enter text.	
d) Through your follow up, did you find that the corrective action was effective?	
Yes <input type="checkbox"/>	
No <input type="checkbox"/> (If no, explain why it was ineffective and describe your next course correction strategy)	




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Annual Progress on Program Goals & Objectives

Goal:
Objective:
Summary of Progress (to be completed as part of ongoing monitoring)
<p>Questions to be answered by Self-Assessment Team</p> <p><i>Is the goal still appropriate? What are our recommendations (if any) for revisions to goals and objectives?</i></p>


Annual Summary

Ongoing Monitoring Results




Service Area	Sample Indicators	Data Sources	Areas of Strengths (Exceeding expectations and meeting)	Areas of Concern (Not meeting expectations or not effective)	Systemic Issues to Refer to Self-Assessment
Child Health & Development	The program establishes the health status of all children and assures follow up and referral services. Child health and development data is used in curriculum and program planning.				
Education & Early Childhood Development	The program establishes a system for developing school readiness goals and for tracking and reporting progress on them. The program's curriculum is effective in supporting the five domains of school readiness. The program individualizes early childhood development services for all children.				
Disabilities	The program has IEPs in place for all children with disabilities and services are being delivered in the least restrictive environment. Where IEPs developed and services provided in a timely manner?				

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

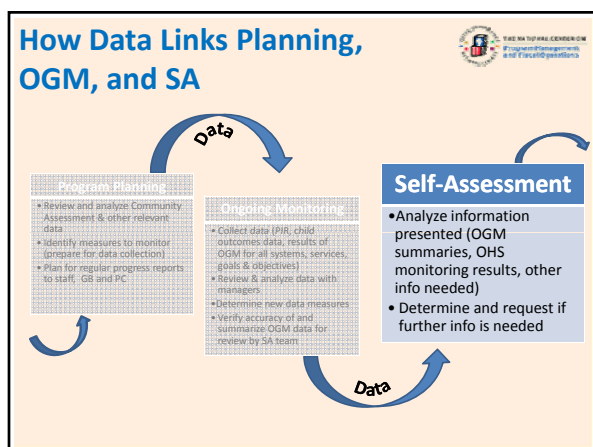
- Design Self-Assessment process
- Orient & train Self-Assessment participants

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






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

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

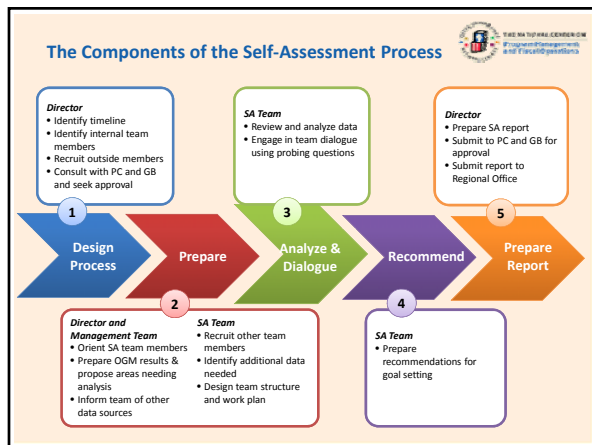
Tip Sheet: Linking Ongoing Monitoring with Self-Assessment

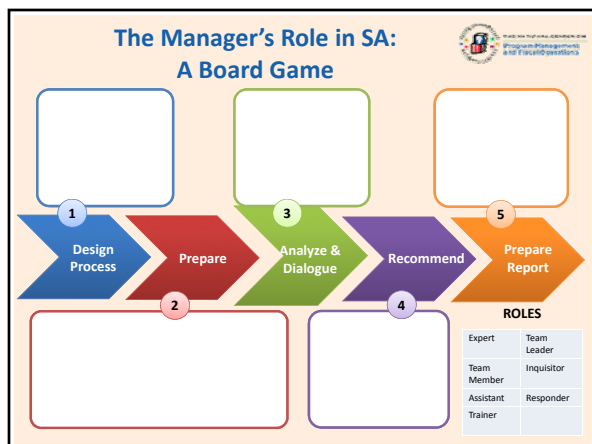
In the *New Thinking about Self-Assessment: Integrating Ongoing Monitoring and Self-Assessment* a process is outlined for conducting an annual Self-Assessment that reduces data gathering and favors using ongoing monitoring information already collected and aggregated throughout the year. This tip sheet outlines how a program can use results of ongoing monitoring to prepare for its annual Self-Assessment. With recommendations from this tip sheet, Self-Assessment team members can maximize their time reviewing, analyzing, and asking thought-provoking questions about program data which lead to recommendations that strengthen program quality.

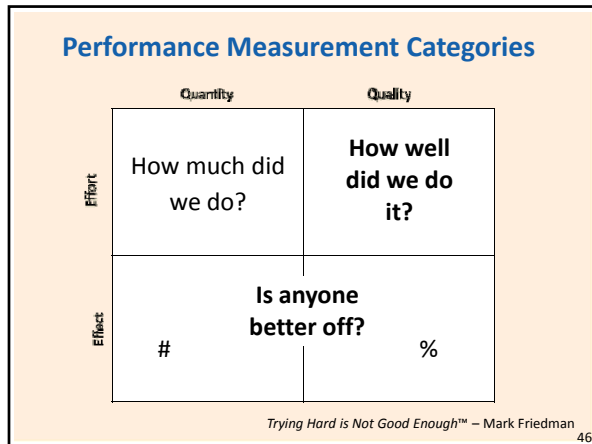
Keep in mind that as managers, you and other members of the management team play critical roles throughout the Self-Assessment process. As outlined in this tip sheet, the management roles shift from content expert to objective team member at three important points during the Self-Assessment process. The HeadStart Director's role is to lead and ensure the integrity of the ongoing monitoring to Self-Assessment process.

Step 1

- Collect data regularly. Aggregate and analyze data during OGM
- Record data in the Quarterly Summary of Ongoing Monitoring
- Ensure that the best and most accurate data is used
- Provide consistent data that answers key program questions regarding current progress towards goals








Asking the Right Questions



Professor Ronald Fry, Case-Western Reserve University






TEXAS A&M UNIVERSITY SYSTEM
Program Management
and Evaluation

Elements of SA Report


- Introduction
- Methodology
- Key findings
- Recommendations



TEXAS A&M UNIVERSITY SYSTEM
Program Management
and Evaluation

Reflect on Self-Assessment

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





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)

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Previewing the Linking Self-Assessment Toolbox

Linking Self-Assessment Toolbox

PMFO has created the following toolbox of materials that can be used by grantees to conduct an Annual Self-Assessment or by Training and Technical Assistance staff who support them.

Overview

1. *New Thinking about Self-Assessment* – This provides an overview of a way to conduct the Annual Self-Assessment by integrating results of a program's ongoing monitoring process. It includes a matrix that compares the traditional Self-Assessment process with this updated method.

Tip Sheets

2. *Self-Assessment Tip Sheet* – This tip sheet, available on the Early Childhood Learning and Knowledge Center (ECLKC) website introduces the concept of changing the traditional approach to the Annual Self-Assessment process.
3. *Linking Ongoing Monitoring with Self-Assessment* – This tip sheet outlines how a program can use results of ongoing monitoring to prepare for its annual Self-Assessment.
4. *Asking the Right Questions* – The Annual Self-Assessment (SA) process provides program leaders and external advisors with an opportunity to review, analyze, and dialogue about the program's Ongoing Monitoring (OGM) results and other data. This tip sheet shares dialogue practices that SA teams use as they explore the stories that the data tells and craft recommendations for new directions.

Final Activity

