

*Welcome!*

# **“Measuring What Matters: Exploring Family Progress”**



THE NATIONAL CENTER ON  
**Parent, Family, and  
Community Engagement**

# Introductions



Hello  
Guten Tag  
Nyob zoo  
Salaam  
Kia ora  
Konnichiwa  
Bonjour

Maḍari  
Guten Tag  
Ni hao ma  
Buenos días  
Osivo  
Cervist

bonjour ciao hey there!  
hola hello  
greetings good morning hi



# Evaluation

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## Instructions:

Please fill out the box in the upper right hand corner of your Presentation Survey with the information located to the left

- Event Name: NIHSDA
- Date: June 12, 2014
- Presenter (s):  
Guylaine Richard
- Presentation:  
Measuring What Matters

# You wanted it? You got it!

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# Your Participation is Key

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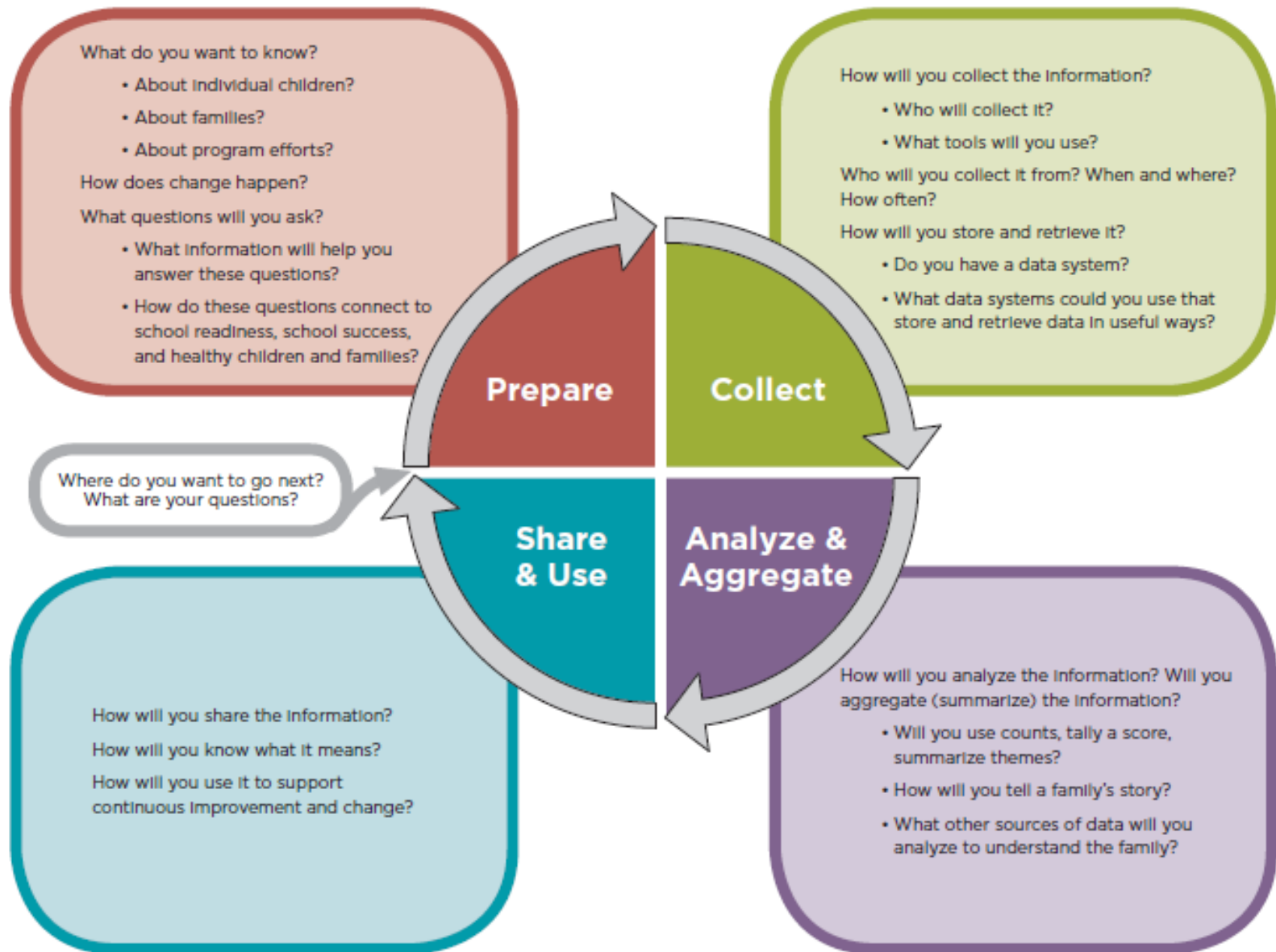
<b>K</b> What I <b>K</b> now	<b>W</b> What I <b>W</b> ant to Know	<b>L</b> What I <b>L</b> earned	<b>D</b> What Will I Do With This knowledge?

# Training Objectives



1. Understand the PFCE Framework in the context of continuous improvement process.
2. Share language and definitions related to the process of measuring progress on family outcomes.
3. Understand the continuous improvement activities that will help programs assess and enhance their current measurement process.
4. Explore questions to support choosing instrument(s) for measuring family progress.

# The Four Data Activities: Guiding Questions





# The Four R's

## ■ Measuring What Matters Document – Page 6

- Responsible
- Respectful
- Relevant
- Relationship-based

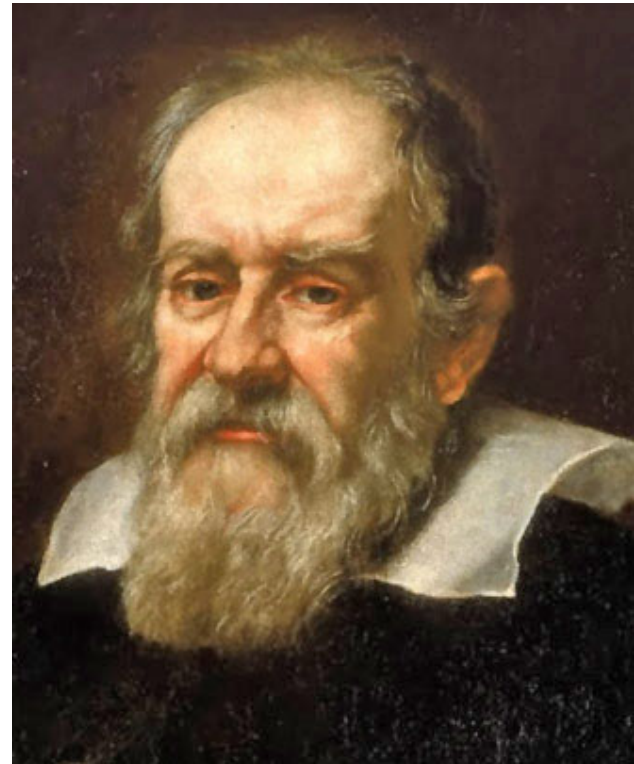


# Why is this important?

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“Measure what is measurable, and make measureable what is not so.”

-Galileo Galilei



“No one will ever convince me that Head Start/Early Head Start programs aren’t successful in helping families. But we don’t know how successful we are. Every program has feel-good stories of parents who make huge progress. But we don’t know what families fall in that category, what we are doing to partner and support them and what’s happening with the others...” - Regional Office Manager

# What is Data?

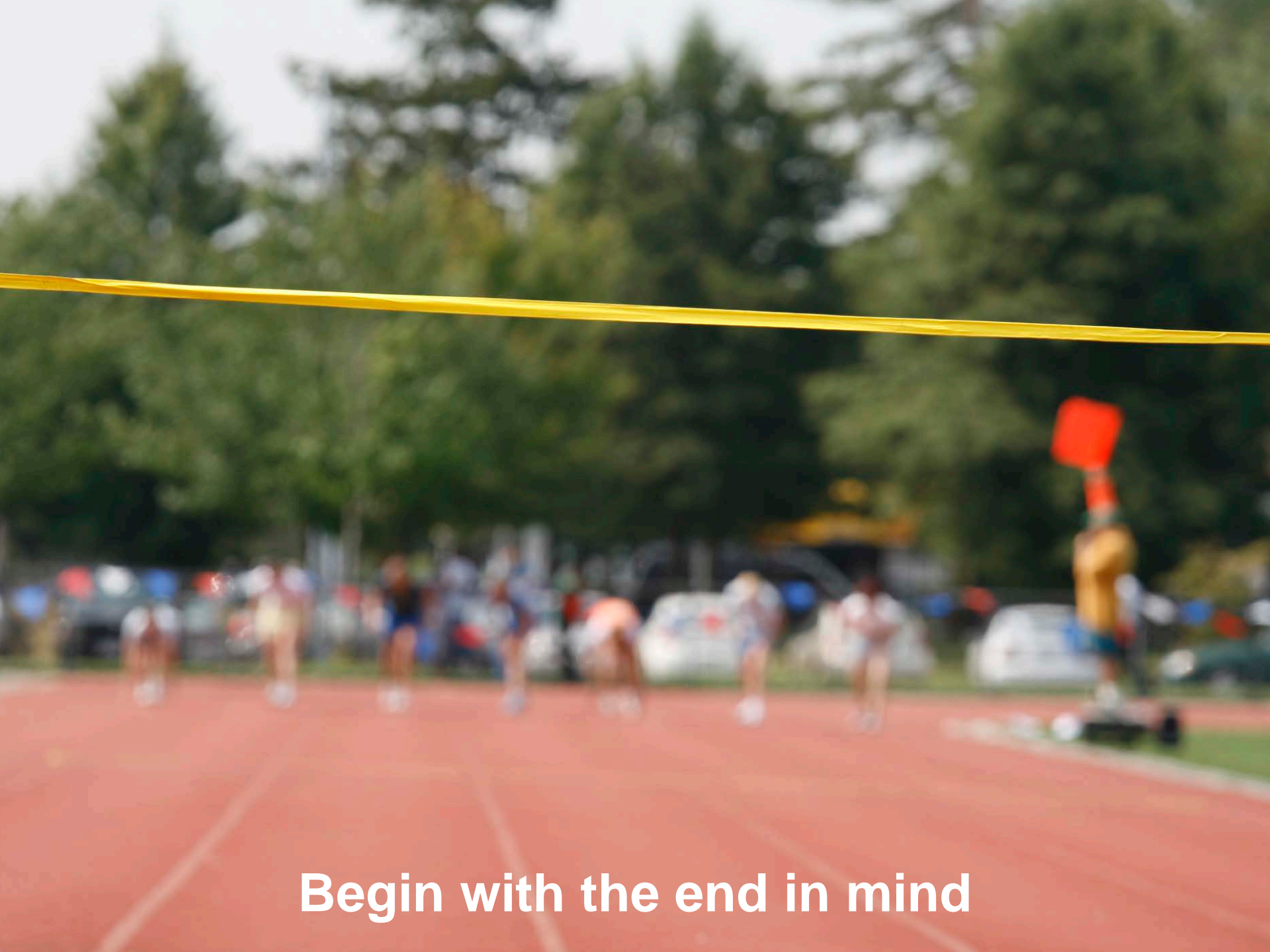
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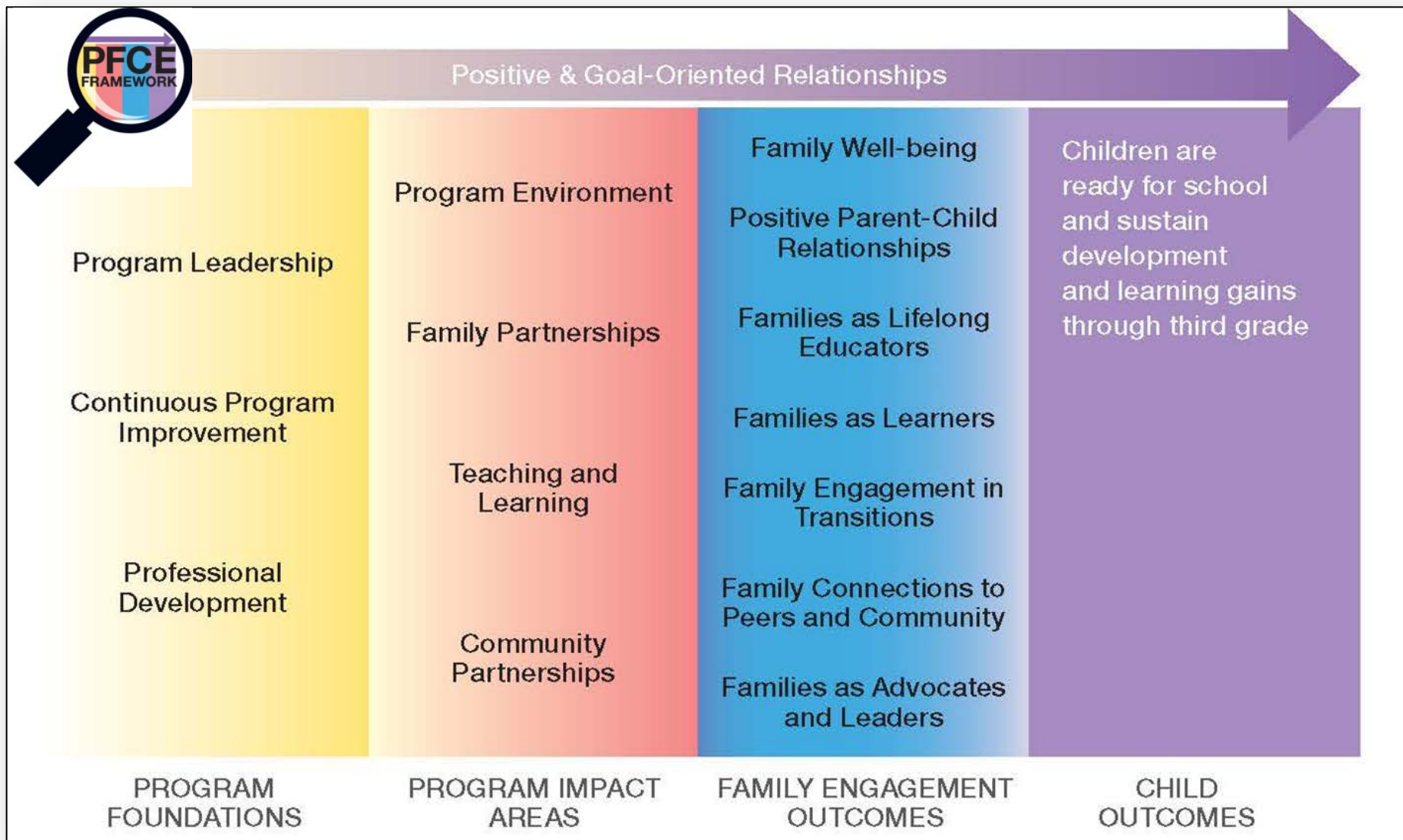






**Begin with the end in mind**

# PFCE Framework...with a data twist!



# Head Start Parent and Family Engagement Outcomes

## 1. FAMILY WELL-BEING

Parents and families are safe, healthy, and have increased financial security.

## 2. POSITIVE PARENT-CHILD RELATIONSHIPS

Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.

## 3. FAMILIES AS LIFELONG EDUCATORS

Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.

## 4. FAMILIES AS LEARNERS

Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.

## 5. FAMILY ENGAGEMENT IN TRANSITIONS

Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.

## 6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY

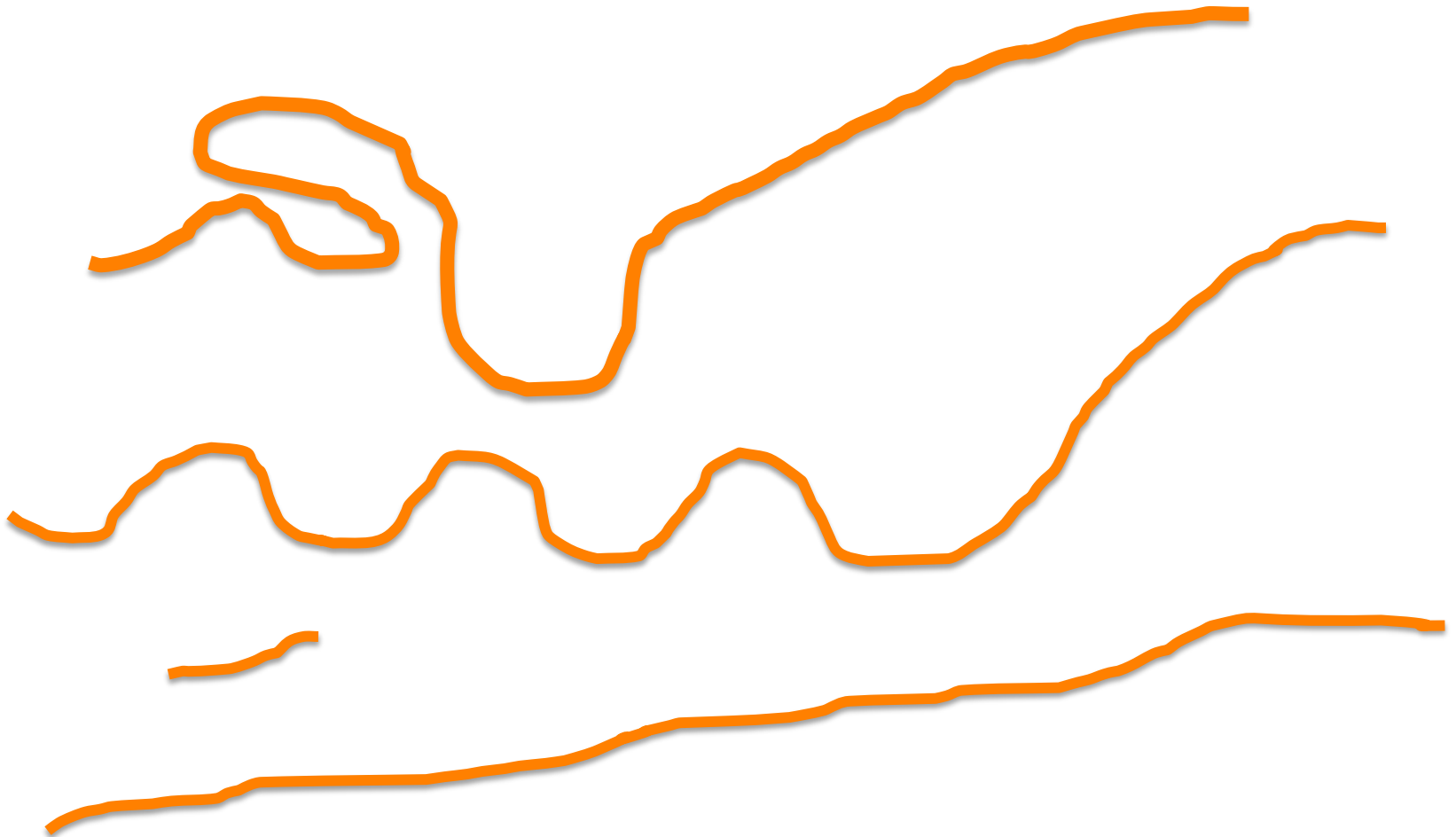
Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.

## 7. FAMILIES AS ADVOCATES AND LEADERS

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.



**Family Progress is different for each family:**





Measurement of

EFFORT

Measures of effort count what and how much family programming is offered. They describe whether and to what extent activities were carried out as planned.

# Involvement



# Engagement



# 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.

# Identifying what matters...

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# Reflections During the Final Home Visit

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# Video Debrief

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- What efforts did you observe?
- What effects did you observe?
- What was the relationship in support progress towards achieving family and child outcomes?
- Where there any missed opportunities?  
If yes, what were they?

# When we actively ENGAGE families...

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*...All Benefit.*

- **Children** will be healthier and more ready for kindergarten
- **Families** will be healthier and more engaged in your program & in the public school
- **Programs** will achieve higher levels of quality
- **Communities** will provide stronger supports to the next generation

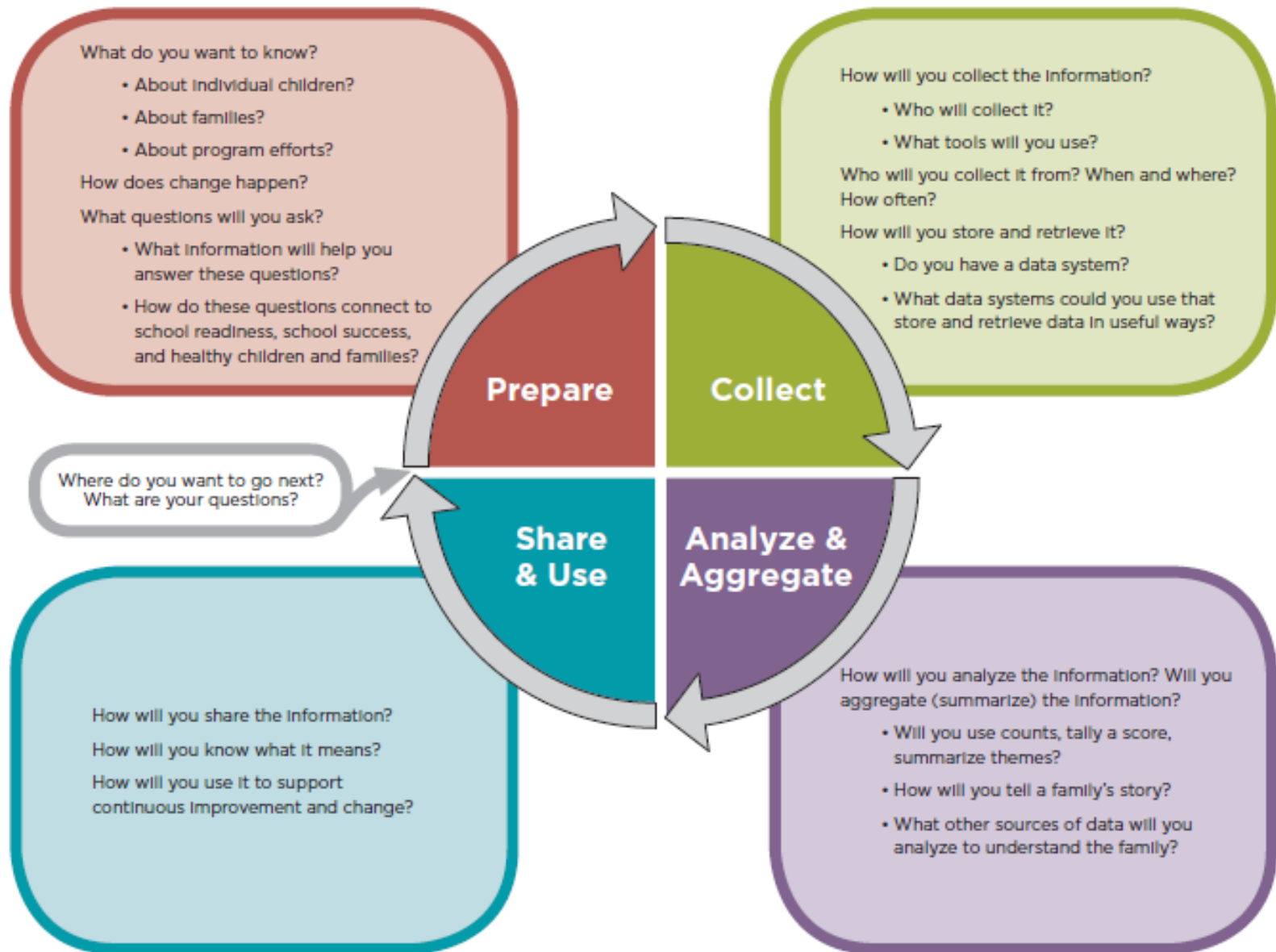


# What's our next move!?


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# The Four Data Activities: Guiding Questions



# Prepare

- 
1. What do you want to know?
  2. How does change happen?
  3. What question(s) will you ask?

# What do you want to know about your families progress and why?

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# Which Outcome(s)?

Head Start Parent and Family Engagement Outcomes	
1. FAMILY WELL-BEING	Parents and families are safe, healthy, and have increased financial security.
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# Your turn!

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# ***Is My Program Making Progress Toward Family Outcomes? (A Tool in Development)***

*Office of Head Start 2<sup>nd</sup> National Birth to Five Leadership Institute*

*April 30, 2013*

## **Conference Version**



# 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?

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



**Outcome:**  
**Question(s):**

Activities to Promote Outcomes	Indicators of Progress	Indicator Type: Measure of EFFORT or EFFECT	Data Collection Methods

# Activity Instructions

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- In your group, choose another program activity that supports the Families of Dual Language Learners as Lifelong Educators Outcome.
- Give one example that would indicate your program's progress toward achieving this Outcome.
- Categorize your program activity as effort or effect.
- Discuss in your group, how you would move “effort” program activities to “effect” activities.
- Document the data collection methods that support your activity.
- Share your insights with the full group.

# Unpack

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# It all Matters!



# Family Outcomes Measurement

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# Examples of Data Tools/Sources

Family Goal-Setting Sheets

FINANCE  
CAREER  
FAMILY  
LEISURE

Open-ended  
questionnaires  
for families

Tools for Family  
Strengths-Based  
Assessment

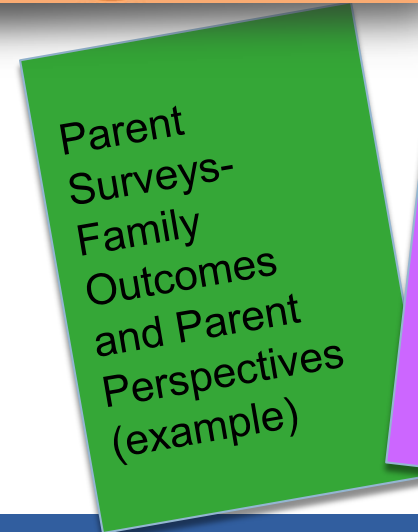
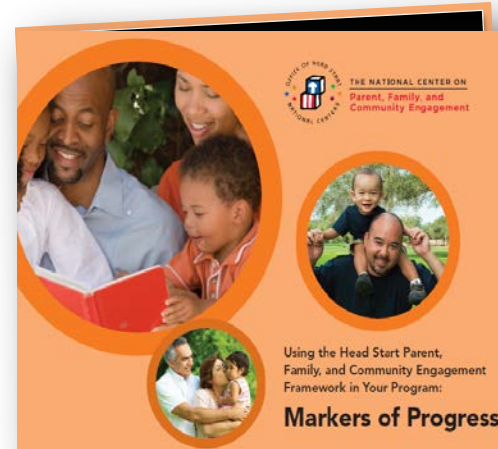
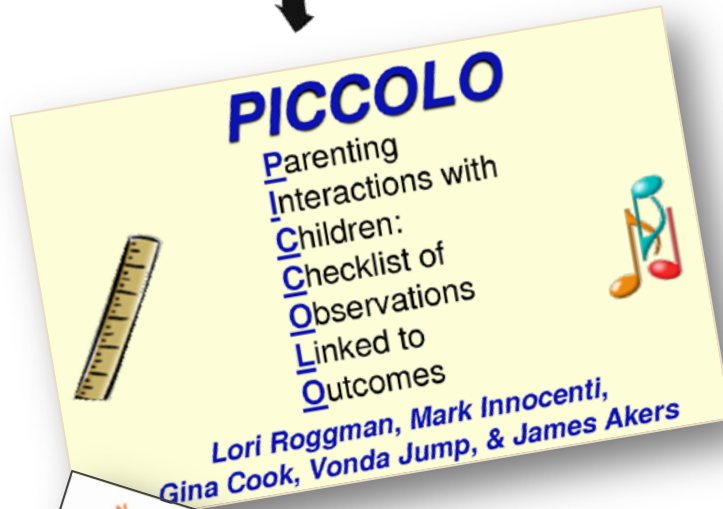
Electronic  
Intake  
Applications

family  
portfolio

Self-Sufficiency  
Continuum—  
ROMA

Evaluation &  
Intervention Tools

# How do programs measure & track outcomes?



# How do I choose an instrument based on my program's question?

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1. What does this instrument measure?
2. Who does it measure it for?
3. What are the efforts and / or effects the instrument measures?
4. How does it measure?
5. How are you going to record and compile it?
6. How are you going to use it?



# 1. What does this instrument measure?

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## 2. Who does it measure it for?

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### 3. What are the efforts and / or effects the instrument measures?

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## 4. How does the instrument measure?

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## 5. How are you going to record and compile it?

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## 6. How are you going to use it?

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# How will I know if this instrument is actually answering my question?



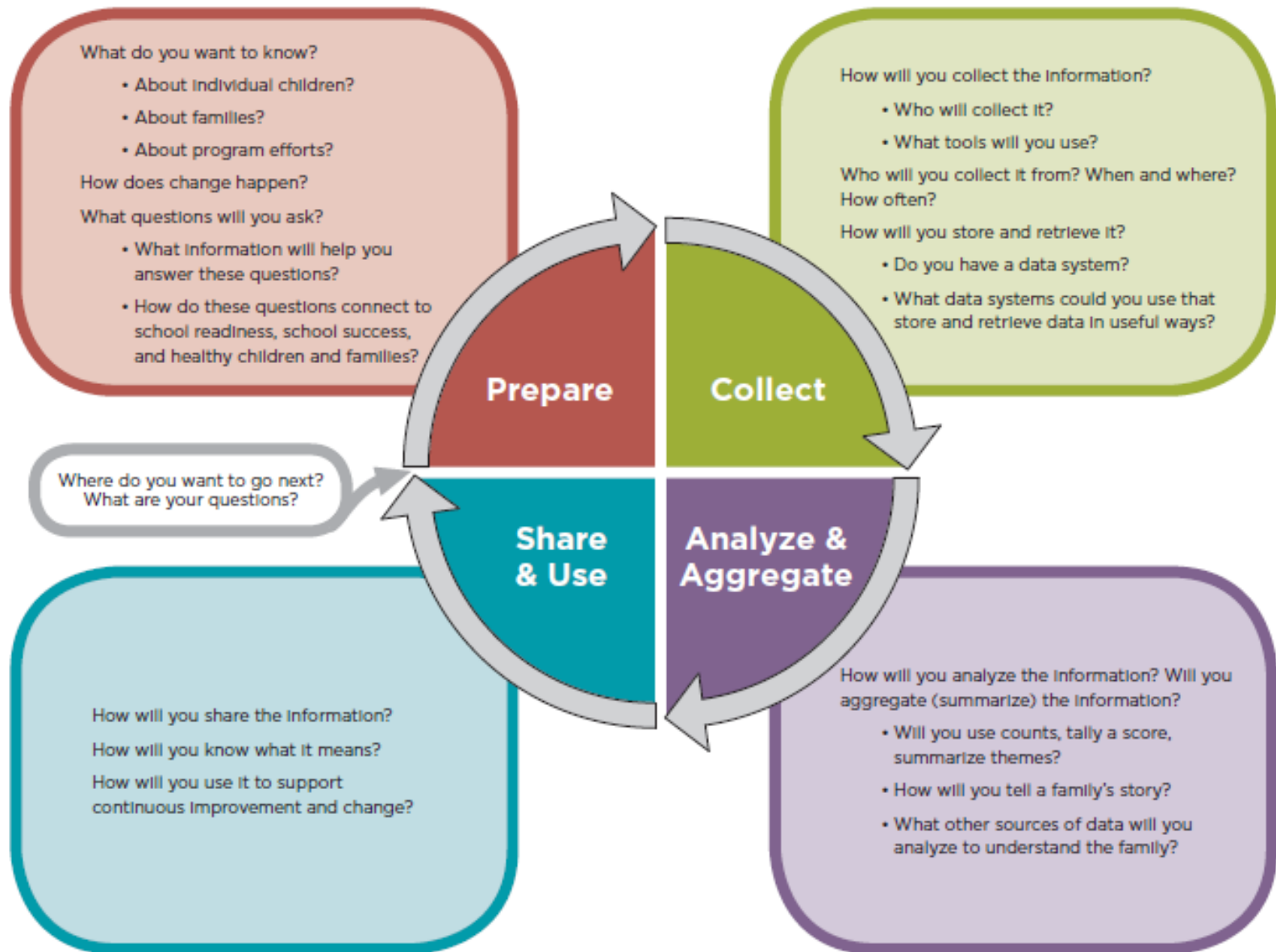
# What is left to discuss?

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# The Four Data Activities: Guiding Questions



<b>K</b> What I <b>K</b> now	<b>W</b> What I <b>W</b> ant to Know	<b>L</b> What I <b>L</b> earned	<b>D</b> What Will I Do With This <b>k</b> nowledge?

# Ah-ha moments?

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You'll get mixed up, of course, as you already know.  
You'll get mixed up with many strange birds as you  
go.

So be sure when you step.  
Step with great tact and remember that  
Life's a Great Balancing Act.  
Just never forget to be dexterous and deft.  
And never mix up your right foot with your left.

-Dr. Seuss, Oh the Places You'll Go



# Evaluation and Wrap-up

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# Evaluation

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Guylaine Richard
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Measuring What Matters

# Thank you!

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**[www.ncpfce.org](http://www.ncpfce.org)**