Welcome!

“Measuring What Matters: Exploring Family Progress”
Introductions
Evaluation

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!
Your Participation is Key
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>What I <strong>K</strong>now</td>
<td>What I <strong>W</strong>ant to <strong>K</strong>now</td>
<td>What I <strong>L</strong>earned</td>
<td>What Will I Do With This <strong>knowledge</strong>?</td>
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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

**Prepare**
- What do you want to know?
  - About individual children?
  - About families?
  - About program efforts?
  - How does change happen?
- What questions will you ask?
  - What information will help you answer these questions?
  - How do these questions connect to school readiness, school success, and healthy children and families?

**Collect**
- How will you collect the information?
  - Who will collect it?
  - What tools will you use?
  - Who will you collect it from? When and where? How often?
- How will you store and retrieve it?
  - Do you have a data system?
  - What data systems could you use that store and retrieve data in useful ways?

**Share & Use**
- Where do you want to go next? What are your questions?
- How will you share the information?
- How will you know what it means?
- How will you use it to support continuous improvement and change?

**Analyze & Aggregate**
- How will you analyze the information? Will you aggregate (summarize) the information?
  - Will you use counts, tally a score, summarize themes?
  - How will you tell a family’s story?
  - What other sources of data will you analyze to understand the family?
The Four R’s

- Responsible
- Respectful
- Relevant
- Relationship-based
Why is this important?

“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?
Begin with the end in mind
PFCE Framework...with a data twist!
<table>
<thead>
<tr>
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<th>Head Start Parent and Family Engagement Outcomes</th>
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<td>FAMILY WELL-BEING</td>
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<td>Parents and families are safe, healthy, and have increased financial security.</td>
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<td>Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.</td>
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<td>Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.</td>
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Family Progress is different for each family:
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
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...
Reflections During the Final Home Visit
Video Debrief

- 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 \textit{ENGAGE} families...

...\textit{All Benefit.}

- \textit{Children} will be healthier and more ready for kindergarten
- \textit{Families} will be healthier and more engaged in your program & in the public school
- \textit{Programs} will achieve higher levels of quality
- \textit{Communities} will provide stronger supports to the next generation
What’s our next move!? 
The Four Data Activities: Guiding Questions

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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?
## Which Outcome(s)?

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Your turn!
Is My Program Making Progress Toward Family Outcomes?
(A Tool in Development)

Office of Head Start 2nd 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?

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<th>Data Collection Methods</th>
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<td>Library Partnership</td>
<td>1. Greater number of families who use library services.</td>
<td>1. Effort</td>
<td>1. Sign-in sheet</td>
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<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>
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<td>3. Children sing new songs in their home language during story time at the library and during circle time in the classroom.</td>
<td>3. Effect</td>
<td>3. Parent-Teacher Conference</td>
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<td>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.</td>
<td>4. Effect</td>
<td>4. Focus group with families</td>
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Outcome:
Question(s):

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Activity Instructions

- 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
It all Matters!

Outcomes

- Involvement
- Engagement
- Effort
- Effect
Family Outcomes Measurement
Examples of Data Tools/Sources

- Family Goal-Setting Sheets
- Open-ended questionnaires for families
- Electronic Intake Applications
- Family portfolio
- Self-Sufficiency Continuum—ROMA
- Evaluation & Intervention Tools
How do programs measure & track outcomes?

**PICCOLO**
Parenting Interactions with Children: Checklist of Observations Linked to Outcomes
Lori Roggman, Mark Innocenti, Gina Cook, Vonda Jump, & James Akers

**Scaled Assessment**
(from Tools to Strengthen Families and Communities)

Parent Surveys—Family Outcomes and Parent Perspectives (example)

Others?
How do I choose an instrument based on my program’s question?

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?
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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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<td>What Will I Do With This knowledge?</td>
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Ah-ha moments?
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
Evaluation

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- Presenter(s): Guylaine Richard
- Presentation: Measuring What Matters
Thank you!

Please contact us:

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