

Welcome!

“Measuring What Matters: Exploring Family Progress”



1

Introductions



2

You wanted it? You got it!



3

K What I Know	W What I Want to Know	L What I Learned	D What Will I Do With This Knowledge?
<ul style="list-style-type: none"> Families goals and priorities change Written format allows us to see what progress they are making – steps they have taken Look at the data to see if we are doing what we need Sometimes challenges keep families from making progress – takes a long time to see progress Quantitative data is harder to identify than qualitative data Multiple measure you can measure Need to update data when you see progress Data can be self-report or actual behavior change 	<ul style="list-style-type: none"> What factors should you measure? How do you assess behavior change? What comparisons do you make (length in program, if of children) At what level do we look at the data – individual, program, etc. How do we make gathering all this data useful for families? Best tools to use for collecting meaningful data? (e.g. p-c-re) How do we substantiate family growth to our program efforts? At what point in program year should we collect data so it is reliable What are the questions we want to answer? 		

Training Objectives

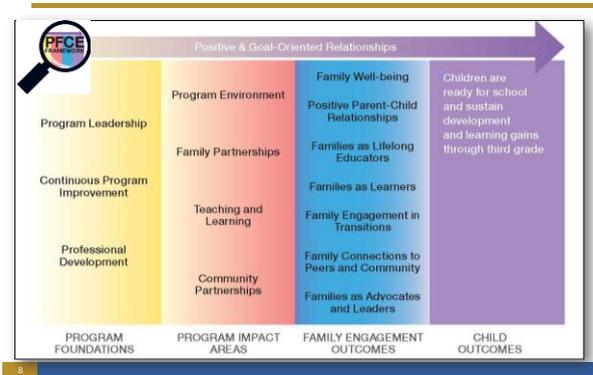


1. Understand the PFCE Framework in the context of continuous improvement process.
2. Share language and definitions related to the process of measuring progress on family outcomes.
3. Understand the continuous improvement activities that will help programs assess and enhance their current measurement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

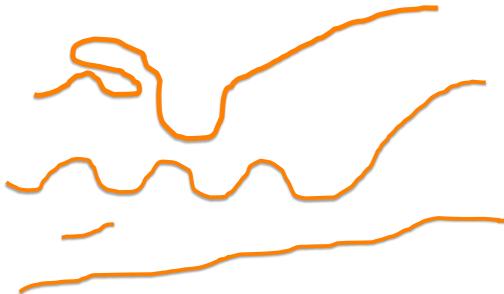
“No one will ever convince me that Head Start/Early Head Start programs aren’t successful in helping families. But we don’t know how successful we are. Every program has feel-good stories of parents who make huge progress. But we don’t know what families fall in that category, what we are doing to partner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



PFCE Framework...with a measurement lens!



Family Progress is different for each family:





Measurement of
EFFORT



Involvement



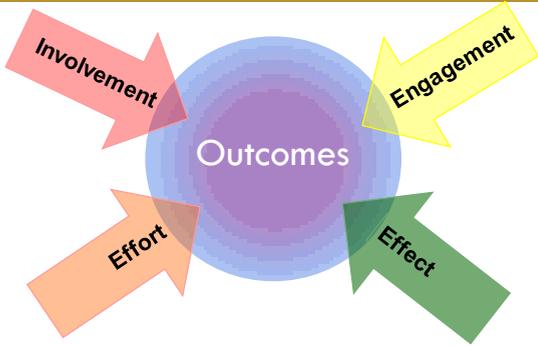
Engagement



Measurement of
EFFECT



It all Matters!



16

As you watch the video, consider:

1. What are the efforts made?
2. What is the effect?

17

How do we get started?



18

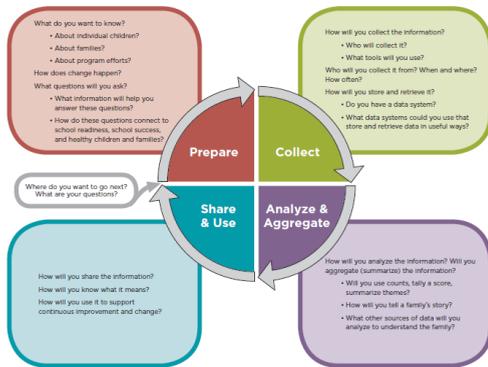
Examples of Data Tools/Sources



How do programs measure & track outcomes?



The Four Data Activities: Guiding Questions



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?

28

1. What does this instrument measure?



29

2. Who does it measure it for?



30

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



31

4. How does the instrument measure?



32

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



33

6. How are you going to use it?



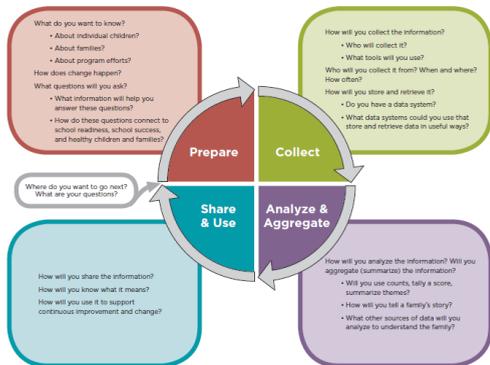
34

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



35

The Four Data Activities: Guiding Questions



36

K What I Know	W What I Want to Know	L What I Learned	D What Will I Do with this knowledge?

37

Ah-ha moments?



38

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



39

Evaluation and Wrap-up



40

Thank you!



Please contact us:

NCPFCE@childrens.harvard.edu

Or

855-208-0909 (Toll Free)

www.ncpfce.org

41
