



THE NATIONAL CENTER ON  
Program Management  
and Fiscal Operations

# Head Start A to Z Ongoing Monitoring

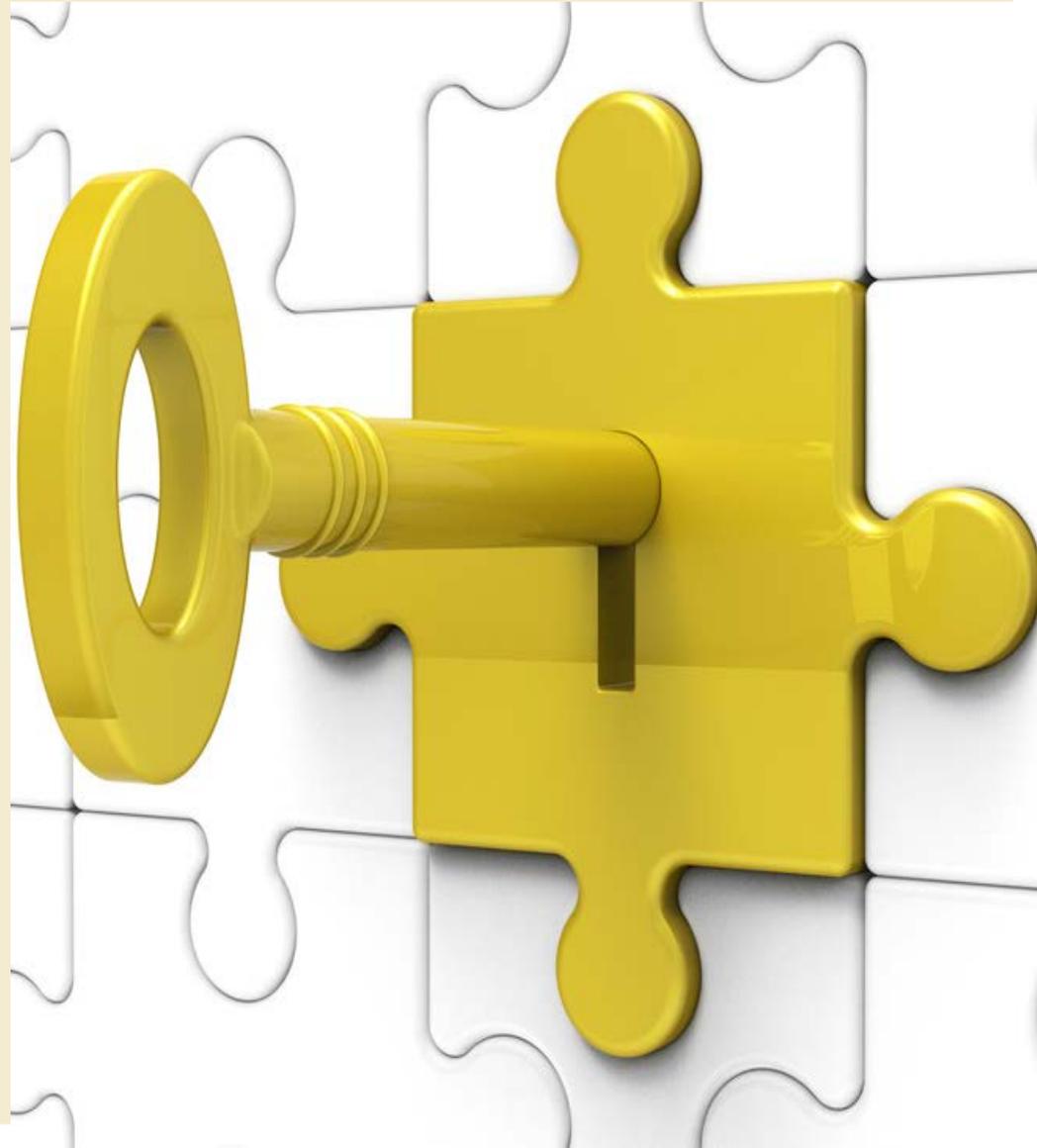


# Key Message



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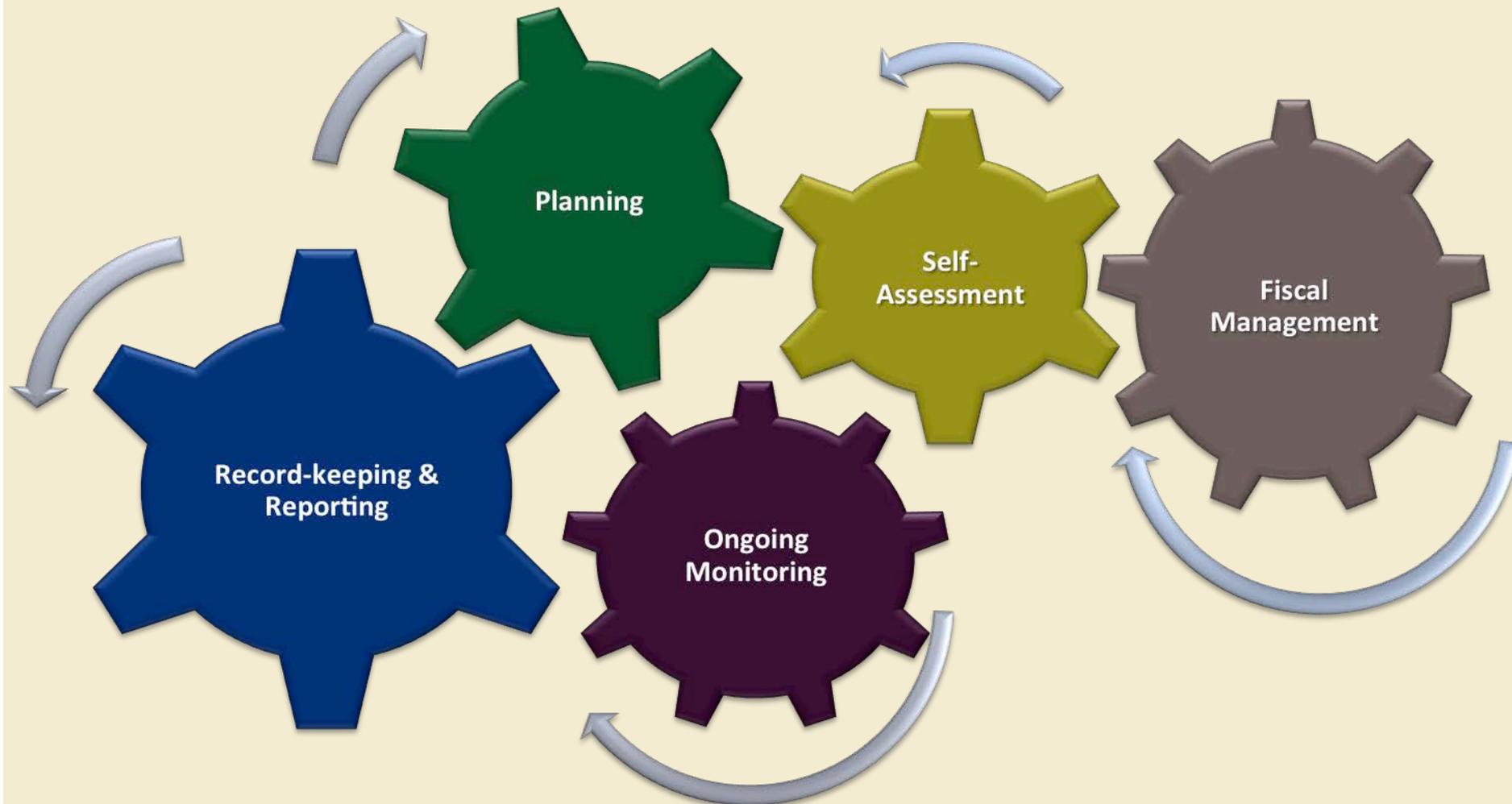
Systems-thinking provides a fresh perspective and a “big picture lens” that taps into a higher level of analyzing, problem solving, and strategizing.







# Systems Are Linked





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# *Nifty Notes*



# Outcomes

- Demonstrate the importance of Ongoing Monitoring as a system that is essential to ensuring continuous improvement
- Define the elements of an effective ongoing monitoring system
- Use a strength-based model to examine issues and determine appropriate corrective action

# The OGM Huddle



1. Write **YES** on the **blue** post it note.
2. Write **NO** on the **yellow** post it note.
3. Form a huddle of 5.
4. I will read a statement.
5. Huddle and decide to agree or disagree with the statement.
6. Place the appropriately colored Post-it note on the magnifying glass.
7. The magnifying glass will ascend from the huddle.



# Linking OGM, SA and Planning



## Program Planning

### Decide on goals

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

### Develop objectives

- Set short-term program & fiscal objectives

### Develop 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, GB, and PC
- Develop service plans ensuring they reflect new goals/objectives

## 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
- Request SA team to analyze persistent systems' issues

## 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 and make recommendations for improvement & enhancement



# Program Planning Cycle

Planning: Develop, Revise Review Goals

Conduct or Update  
Community Assessment

Every 5 Years: Decide on Broad Goals  
and Initial Short-Term Objectives  
-----  
Annually: Review Goals and Revise if  
Necessary. Generate Objectives and  
Expected Outcomes

Self-Assessment

Evaluate Progress through  
Self-Assessment

Planning: Implementation

Develop an Action Plan and  
Budget that Reflect Goals

Continually Respond with  
Course Corrections

Ongoing Monitoring

Implement an Action Plan

Evaluate Progress through  
Ongoing Monitoring



# Results-Based Accountability

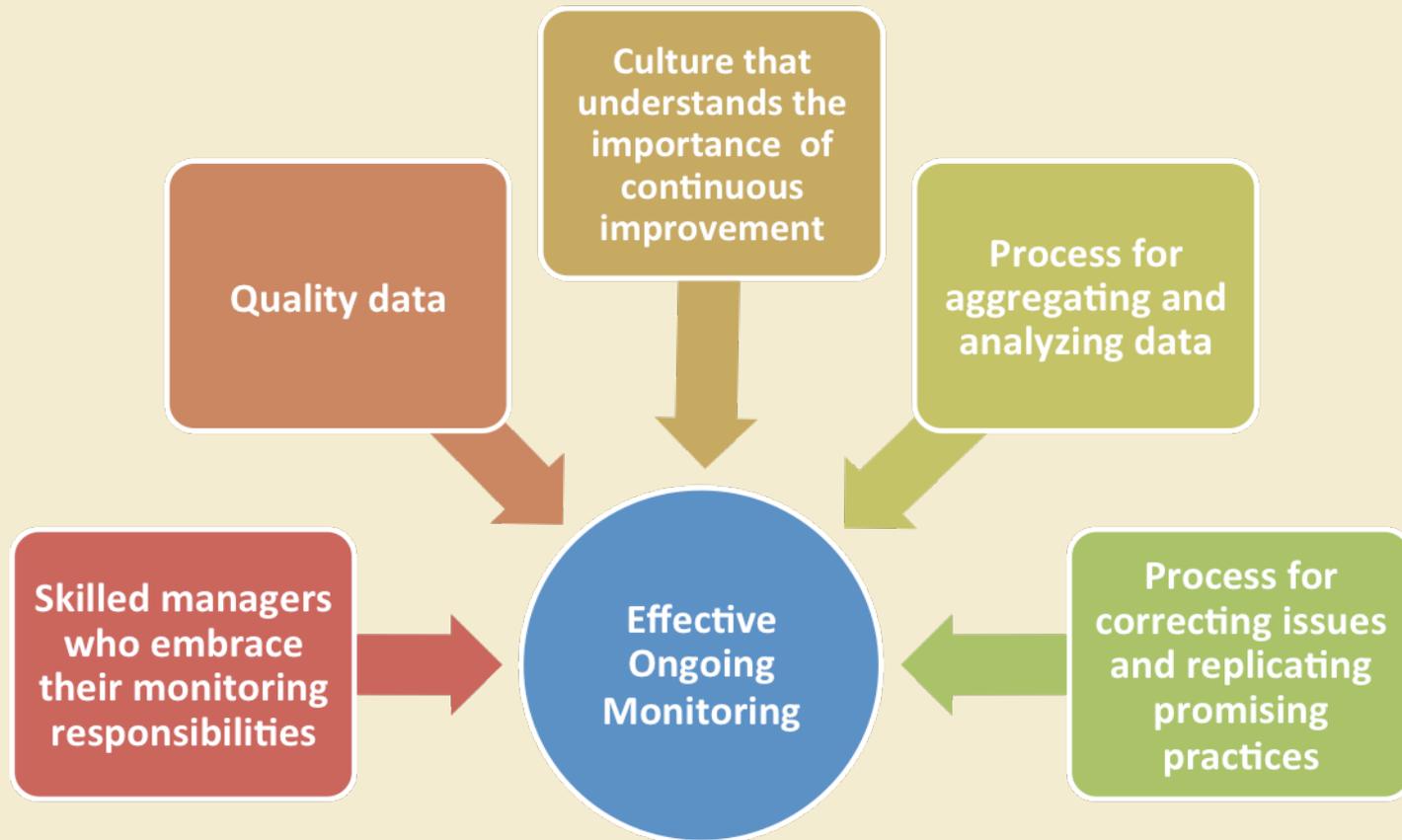


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	Quantity	Quality
Effort	How much are we doing?	How well are we doing it?
Effect	Will children, families, and community be better off? #	Will children, families, and community be better off? %

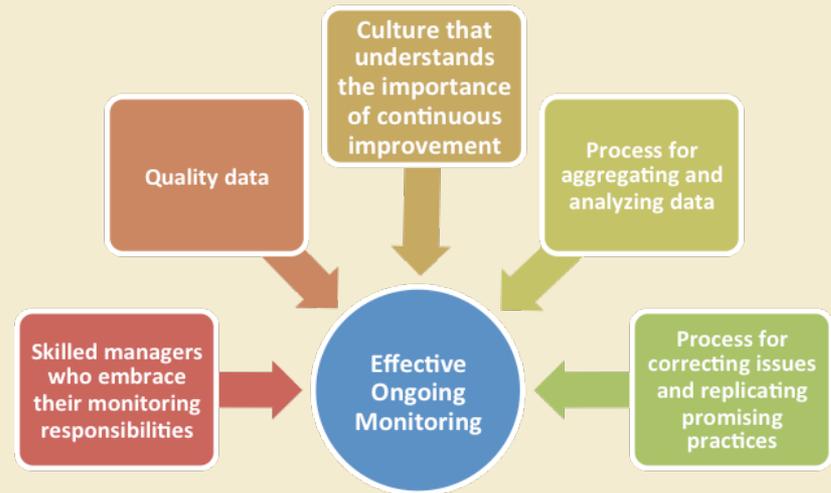
Adapted from *Trying Hard is Not Good Enough* – Mark Friedman

# Elements of an Effective Ongoing Monitoring System

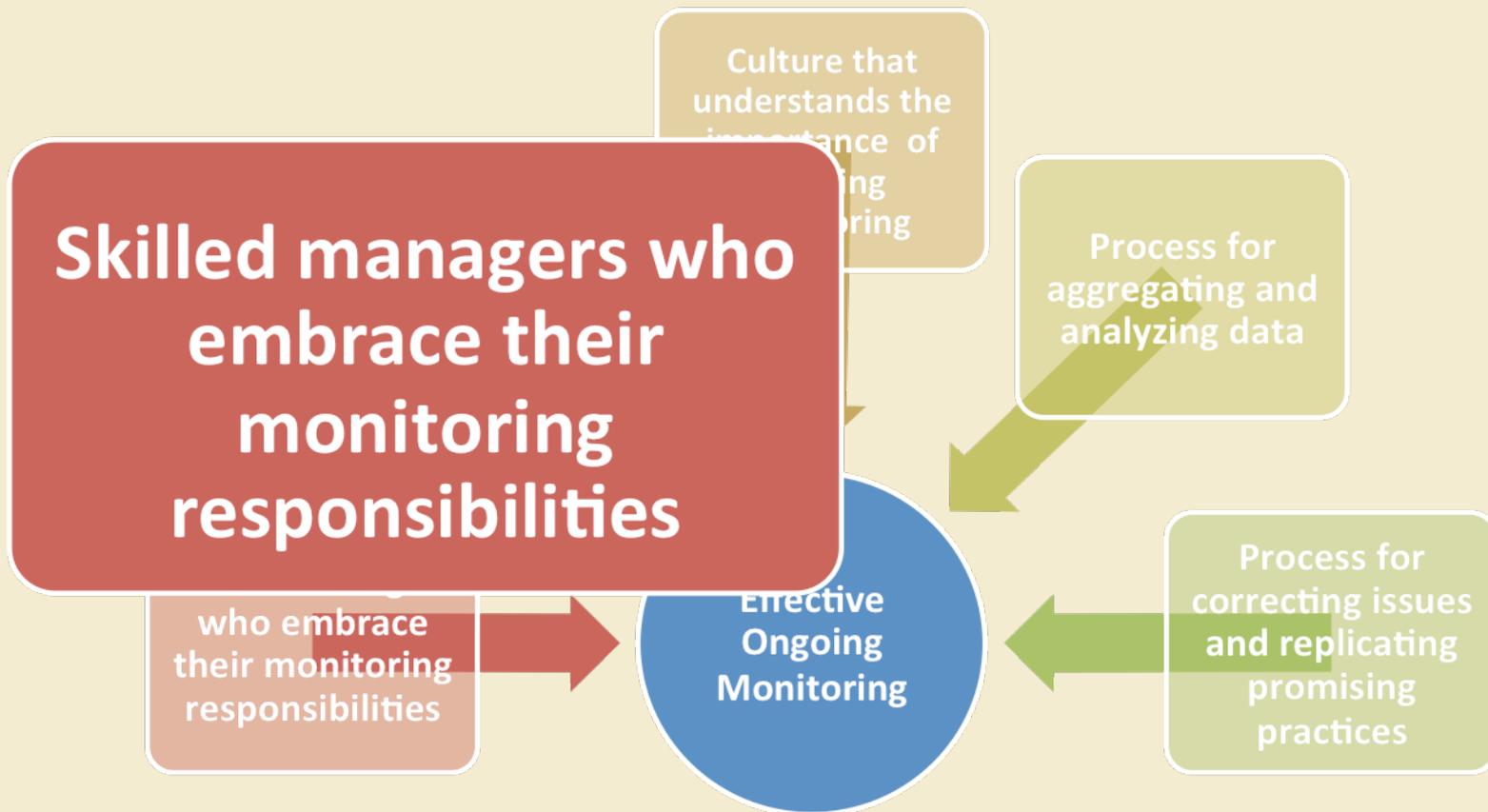


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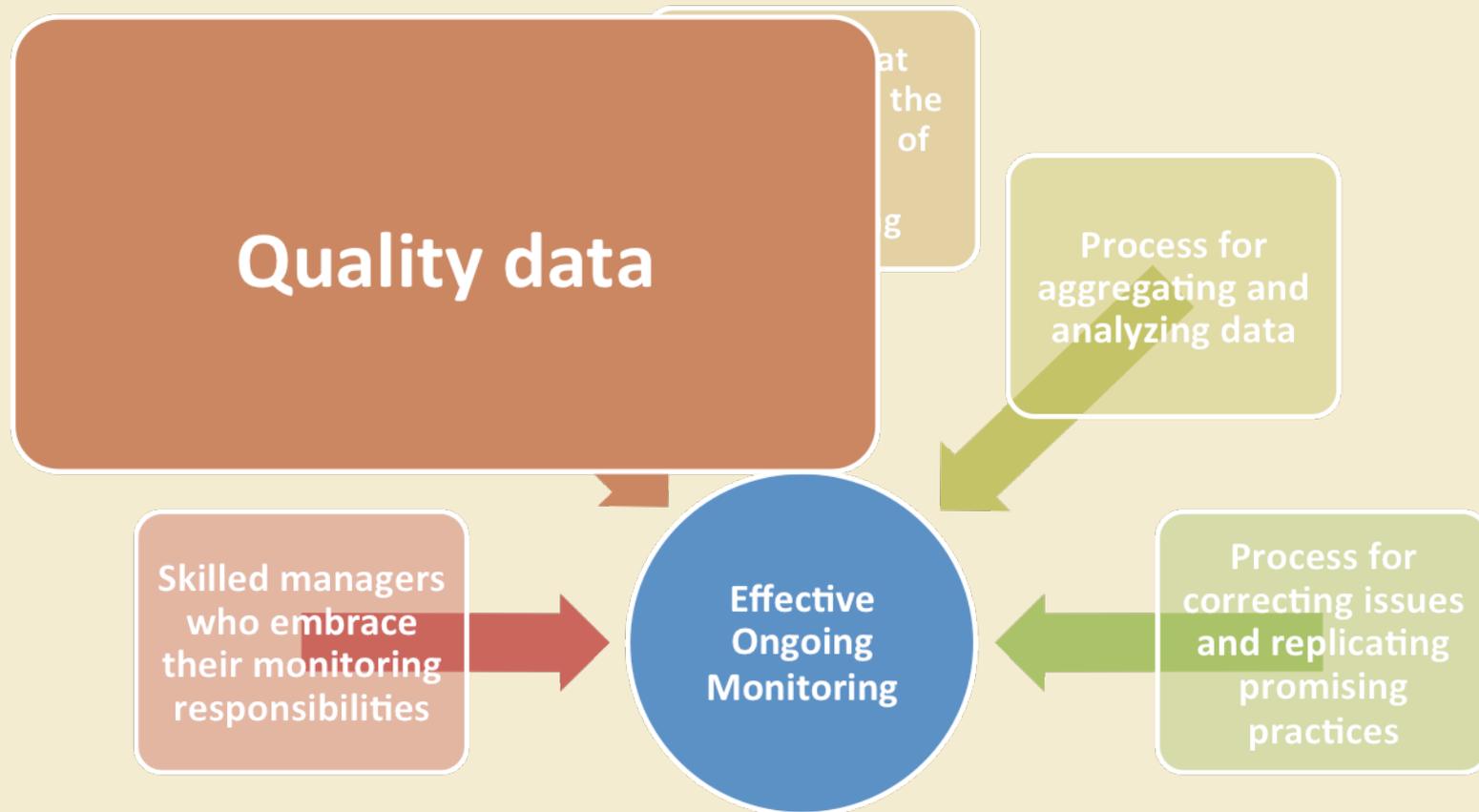
Why are these elements important for an effective OGM system?



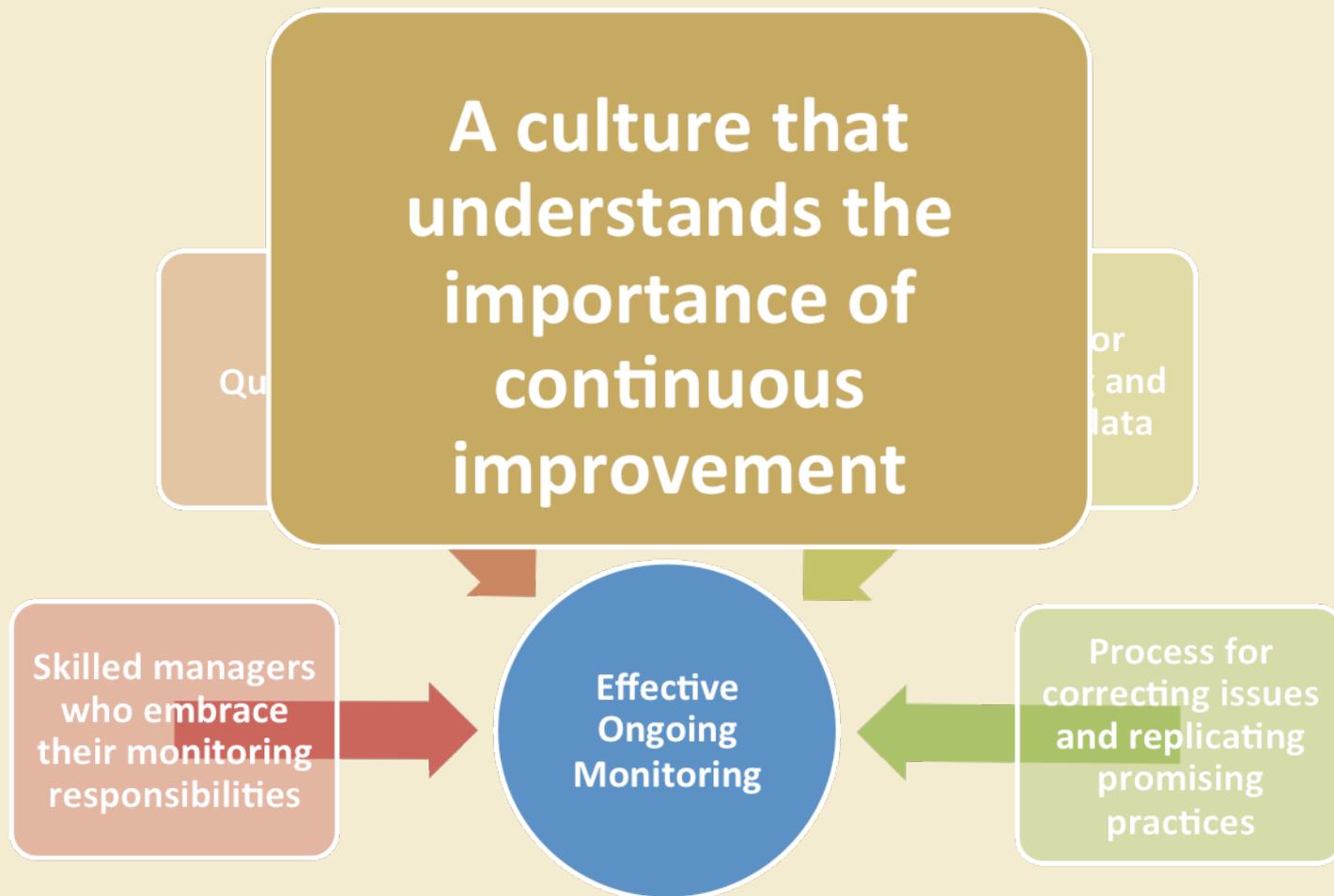
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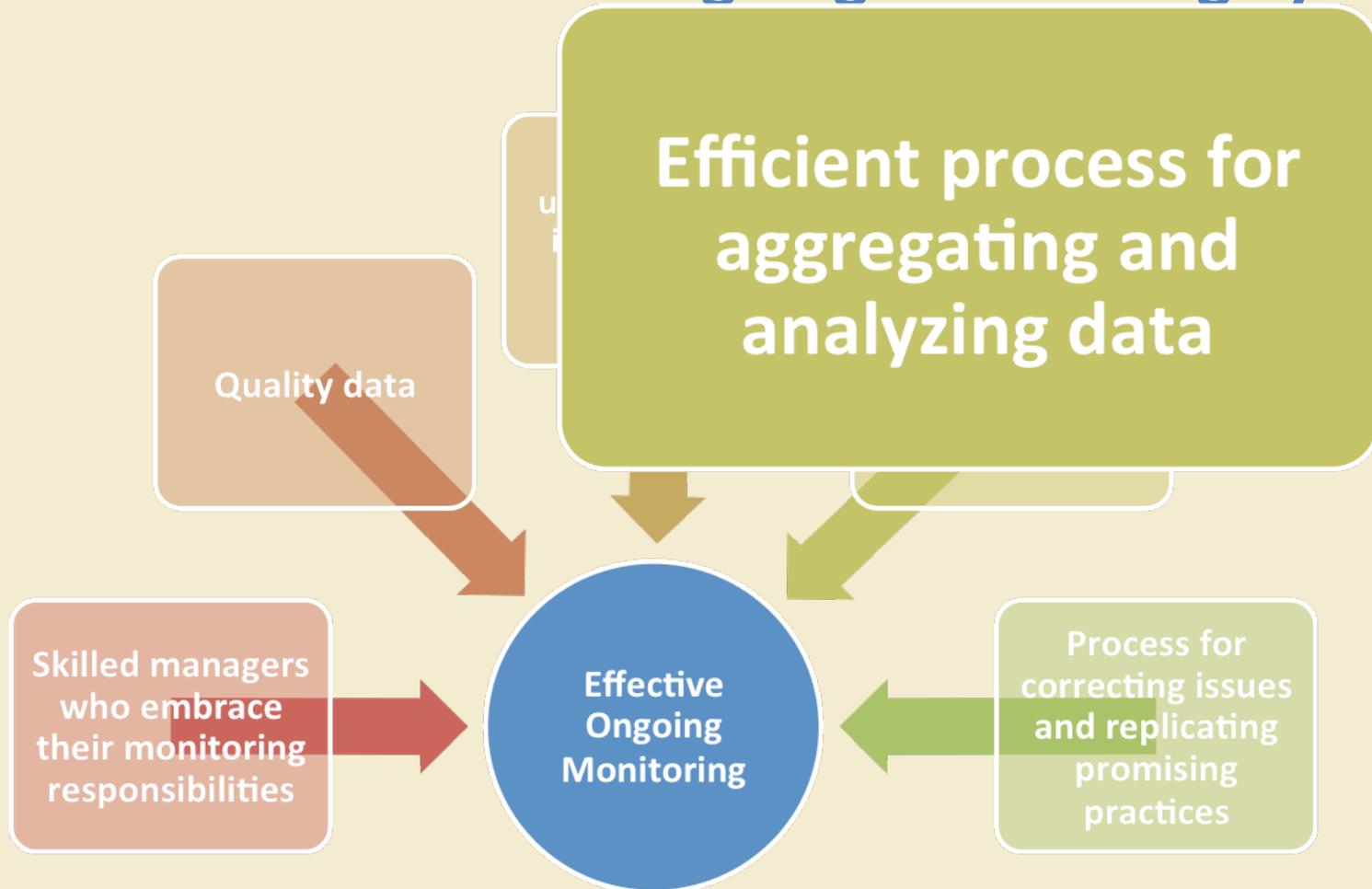
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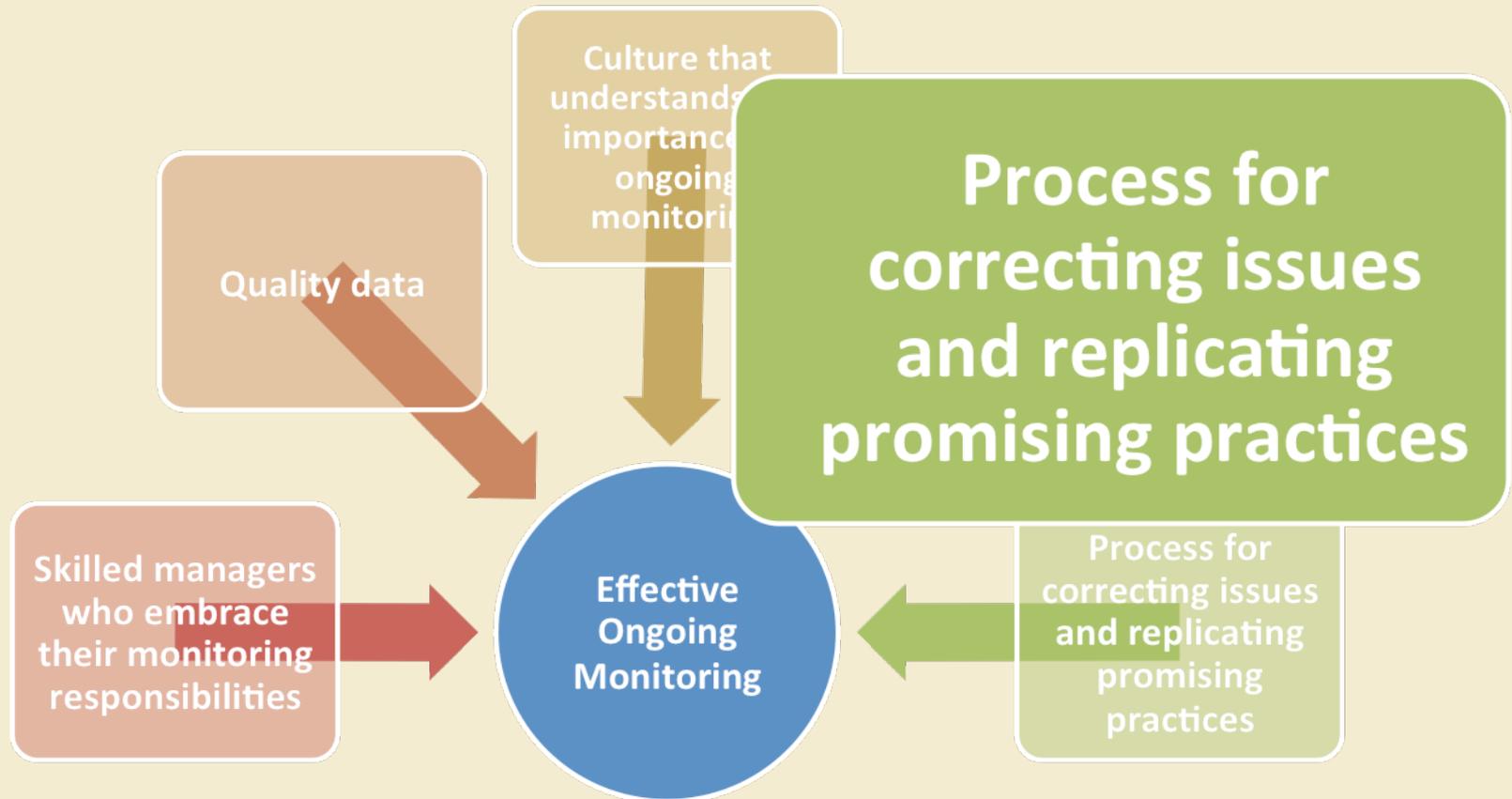
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# Let's Buzz



**As a Head Start leader  
*HOW* can you ensure  
that you have an  
effective OGM system  
in place?**

# OGM: Asking the Right Questions

## Lead with strengths

What does the data show is working well?

Why does it work well?

## Identify the challenges

What's not working well?

Why is it not working well?

## Analyze data through dialogue

What aspects of "what is working" can be used to find a solution?

What factors have been considered in reaching a solution?

What else do we need to know before we decide?

## 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?

## Check-in & follow up

What data will we need to review and how often?

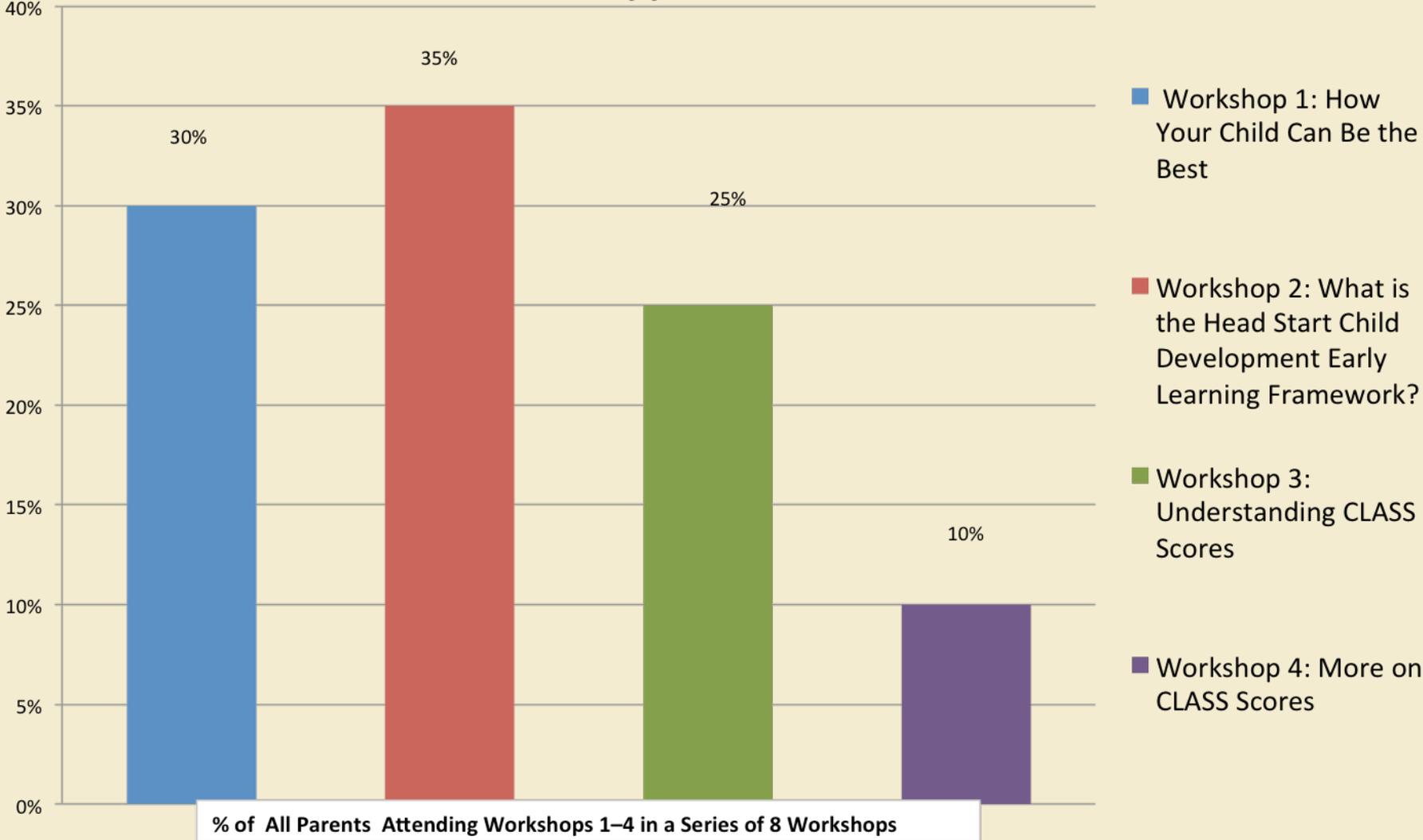
How will we make sure the changes are working?

Is it a short-term or long-term solution?

# Parent Engagement

Workshops Series Title:

*“ How Parents Can Support School Readiness Goals ”*



# Do you have an OGM Plan?

