



TRIBAL MANAGEMENT INSTITUTE

Tuesday, March 19 – Friday, March 22, 2019 ♦ Kansas City Marriott Downtown ♦ Kansas City, MO



Data-Driven Decision Making: Using Data to Create Aligned Contributions

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Andrew Williams, Office of Child Care Policy Director

Melissa Madrid, National Center on Tribal Early Childhood
Development Technical Assistance Specialist, Region IX

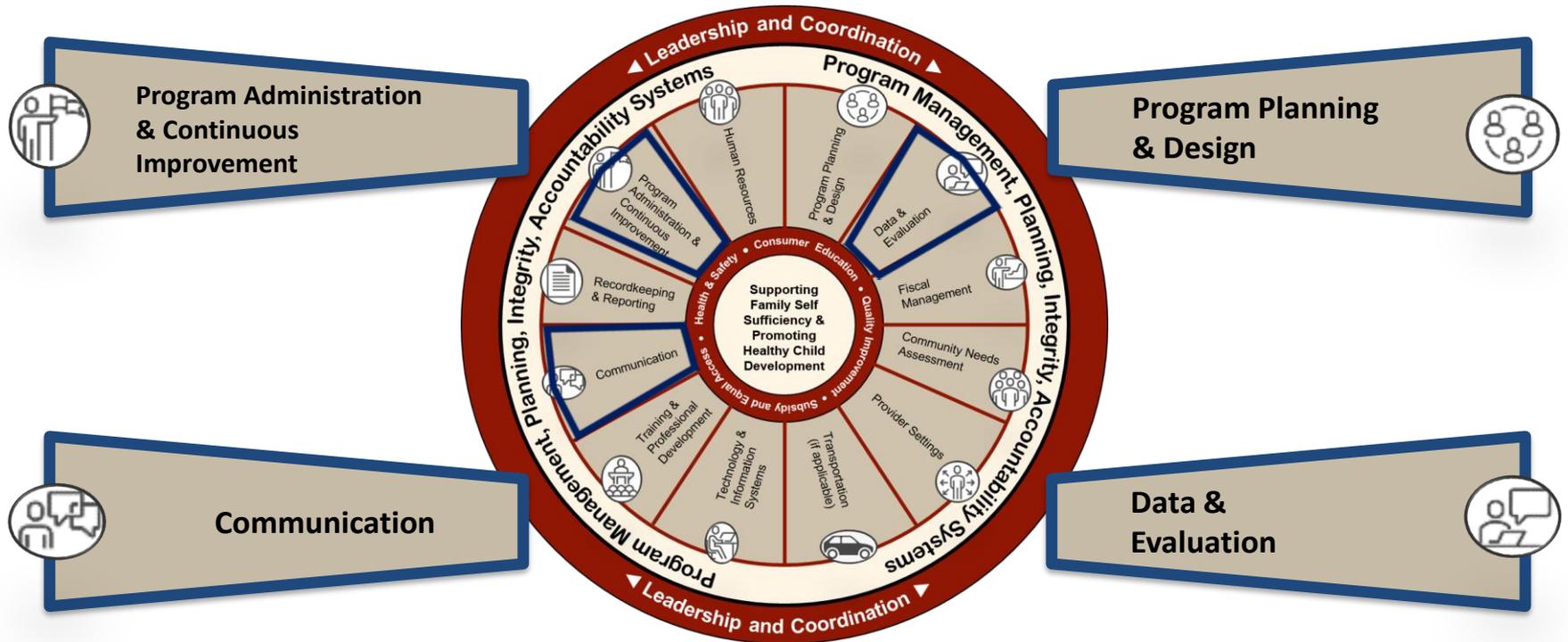


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Tribal Child Care Management Systems Framework





Session Objectives

- Learn about aligning action with partners to move from talk to action.
- Identify what is critical to measure when assessing progress toward a goal.
- Use meaningful data, including the ACF 700 data, to assess progress toward goals and change course as needed.
- Learn about the Results-Based Accountability (RBA) framework.





A Story: Keeping Children Healthy



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Why Is This Happening?



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Why Is This Happening?



- Toys are not being disinfected.
- Teachers aren't making children wash their hands.
- Teachers are not washing their own hands.





Why Is This Happening?



- Parents are sending children to school sick.
- Parents are not picking up their children when called.
- School policies are not strict enough about keeping a sick child home.





Why Is This Happening?



- Children not eating properly.
- Parents are not encouraging healthy foods or adequate sleep.
- The weather is responsible.





Why Is This Happening?



- Hand soap and paper towels are running out in the bathroom.
- Bad luck is responsible.





Results-Based Accountability

Trying Hard Is Not Good Enough

*How to Produce Measurable Improvements
for Customers and Communities*

Mark Friedman

- Emphasizes the use of data to inform decisions
- Introduces a process for moving from a desired result to concrete action steps, which can be changed when needed
- Uses common language and encourages using common sense and finding common ground

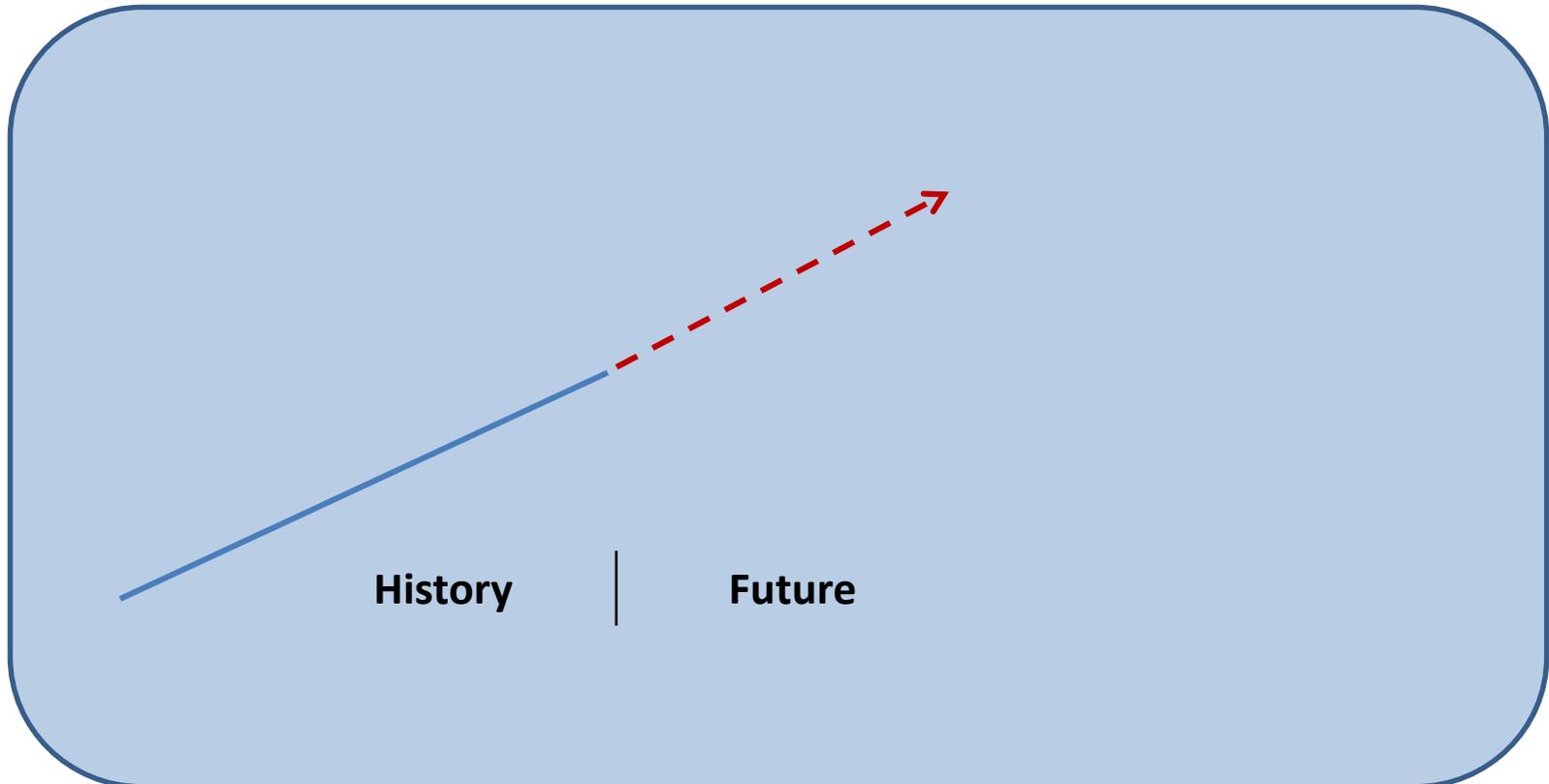


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Results-Based Accountability



Adapted from Friedman, M. (2005). *Trying hard is not good enough: How to produce measurable improvements for customers and communities*. Santa Fe, NM: Parse Publishing.

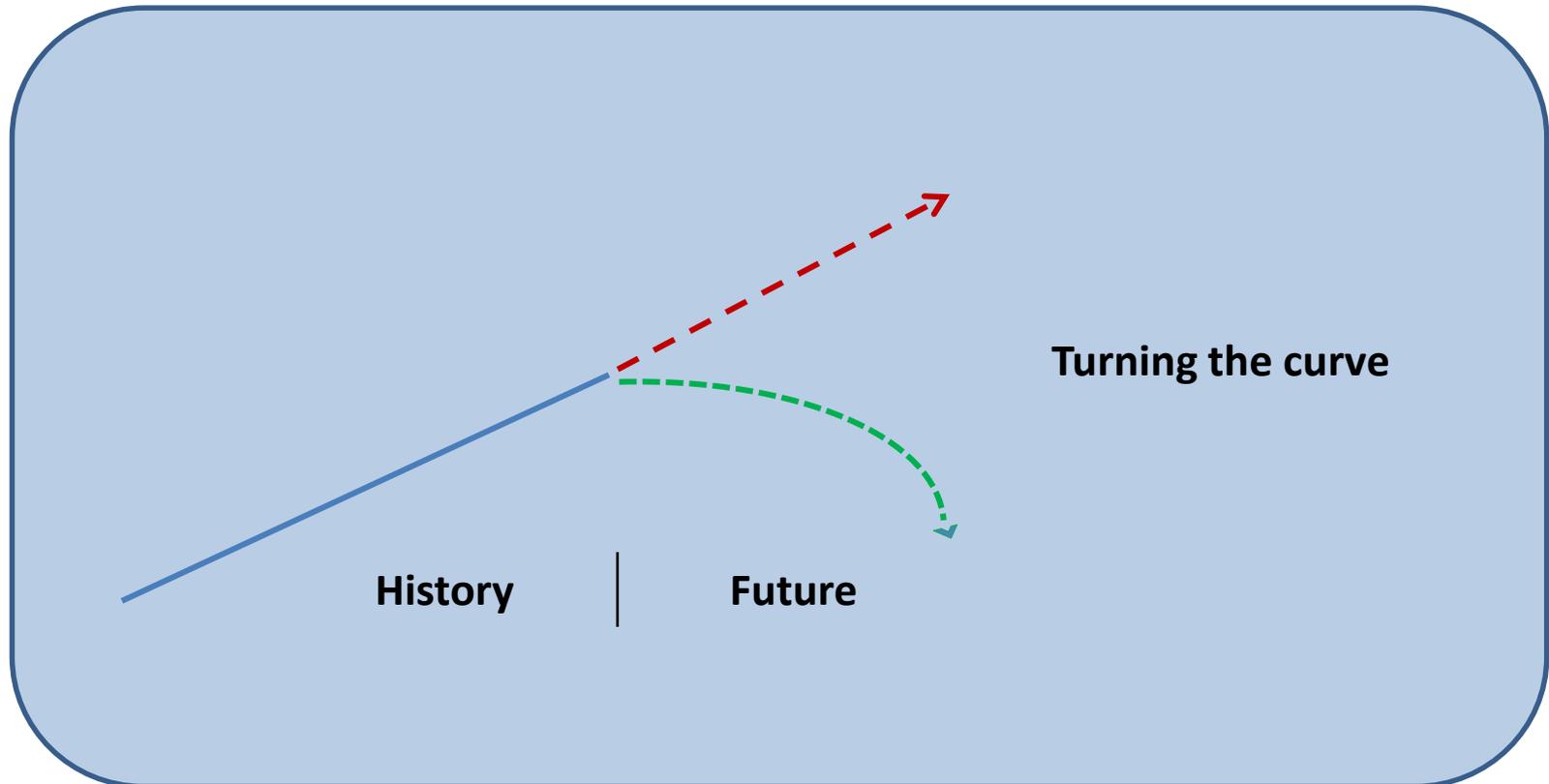


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Results-Based Accountability



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Use Common Language

Idea	Label
A broad primary outcome that describes either a condition of well-being for children, providers, or families, or a level of performance for an agency or early childhood system	Final goal (results)
An approach (plan, methods, and actions) that has a reasoned chance of improving results or reaching a goal	Tribal program strategy
The tribe's perspective on the expected results or outcomes of implementing a strategy or strategies; in some cases, this may be described as a measure that quantifies the achievement of a result	Progress indicator





Identify Ends and Find Common Ground



Final goal (results)



Strategies

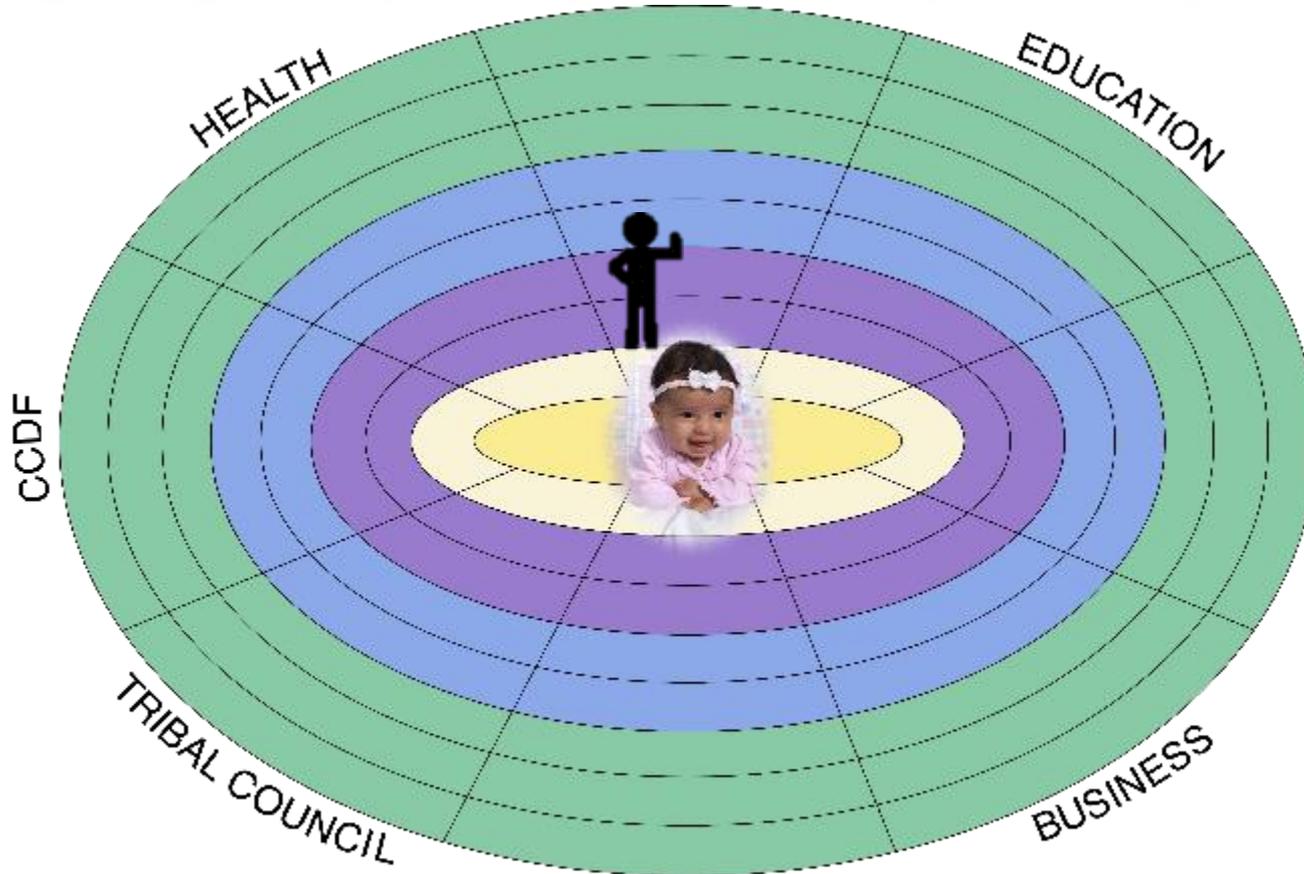


Baseline



Expected indicators



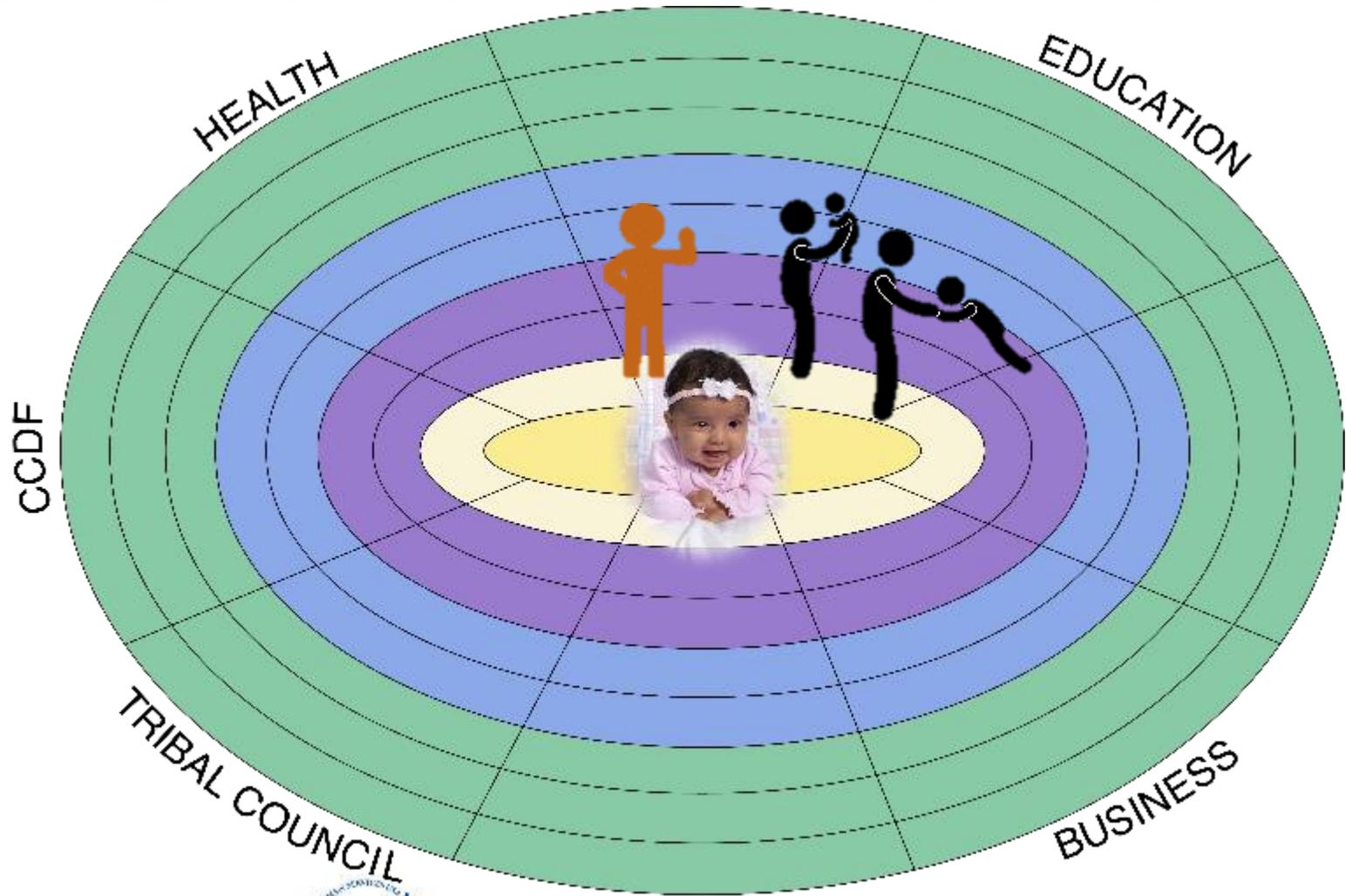


Adapted from: Pillsbury, J. *Results Based Facilitation: Moving From Talk to Action. Book Two.* Sherbrooke Consulting, Inc., 2013, p. 94-95.



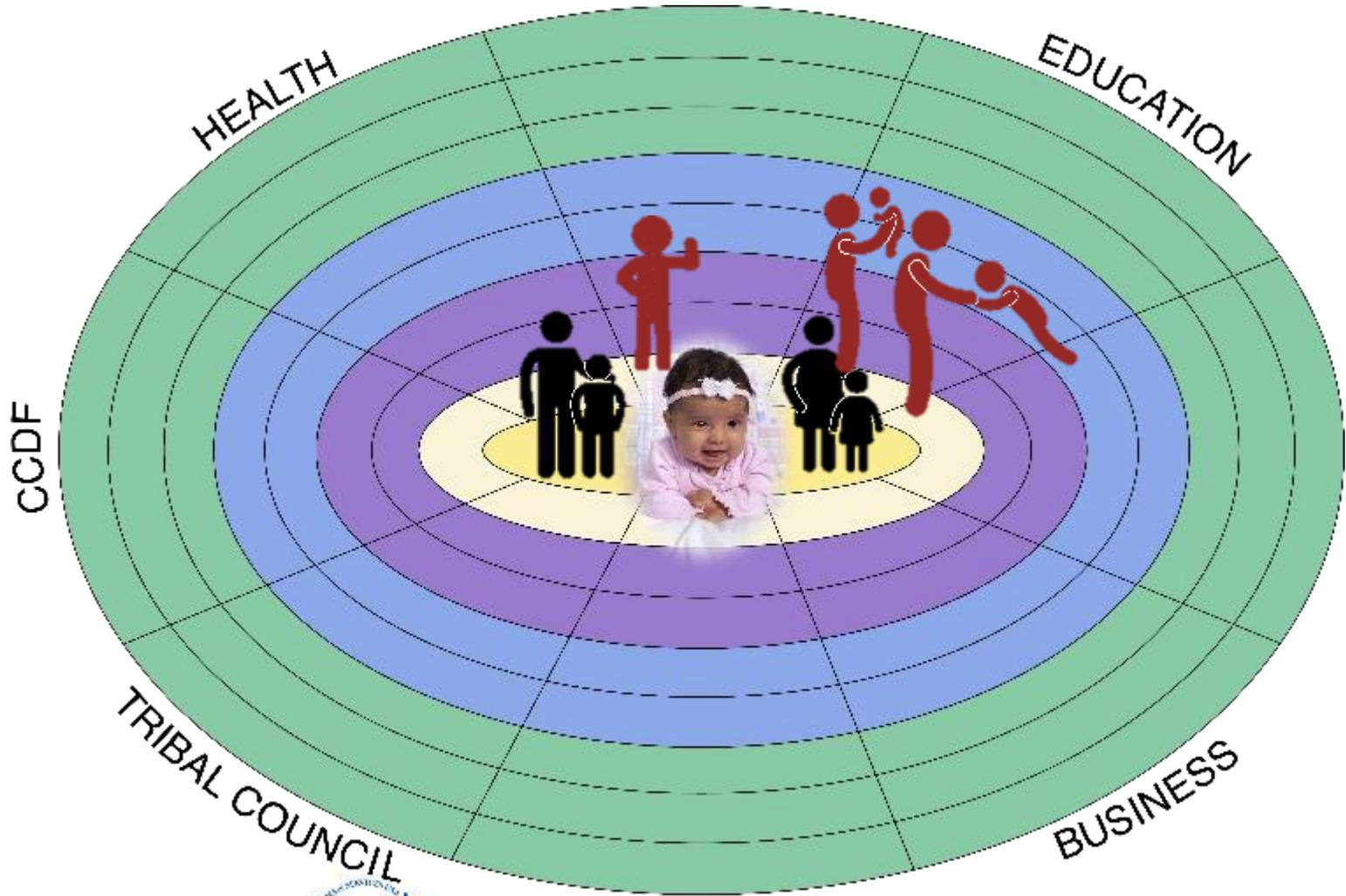
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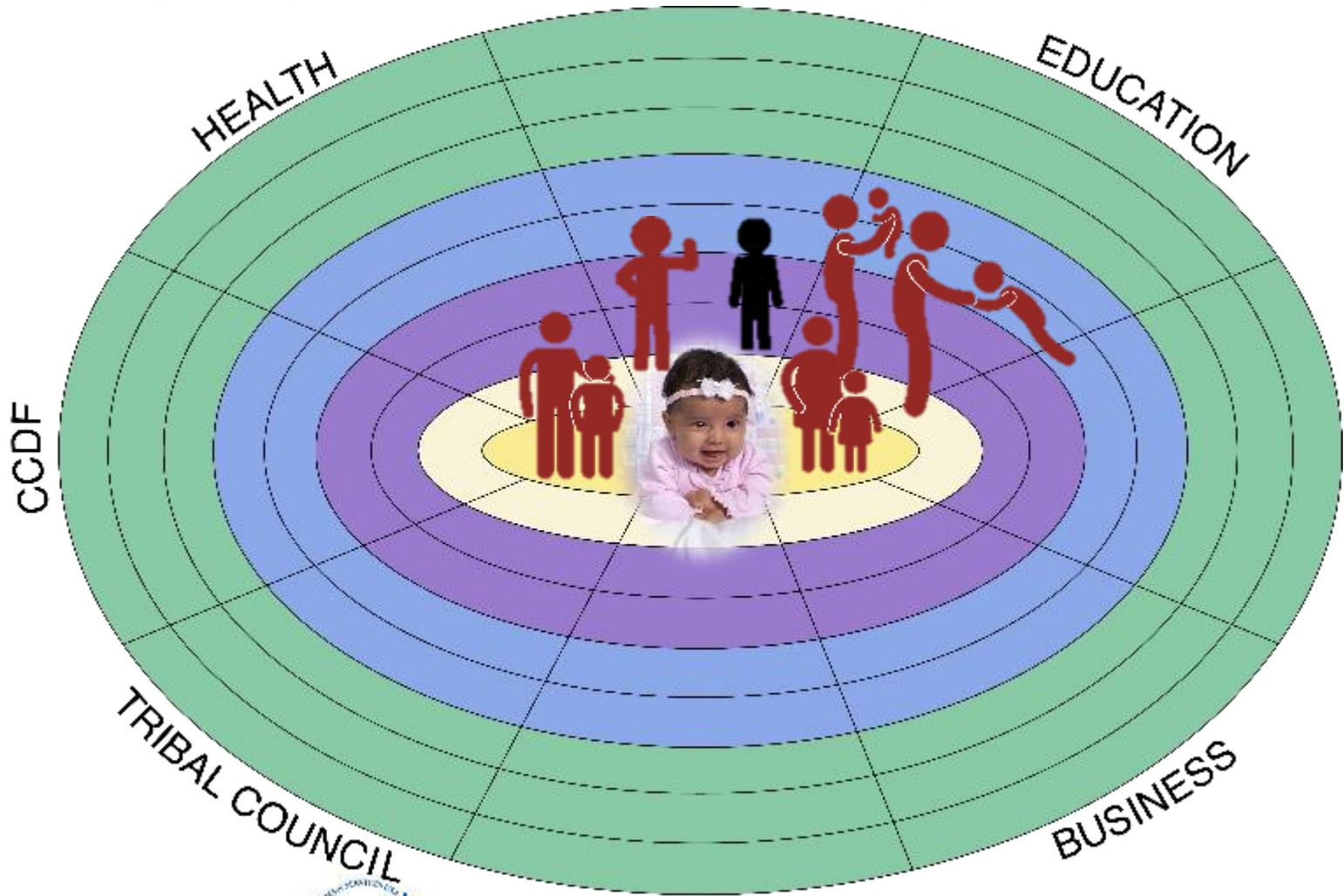
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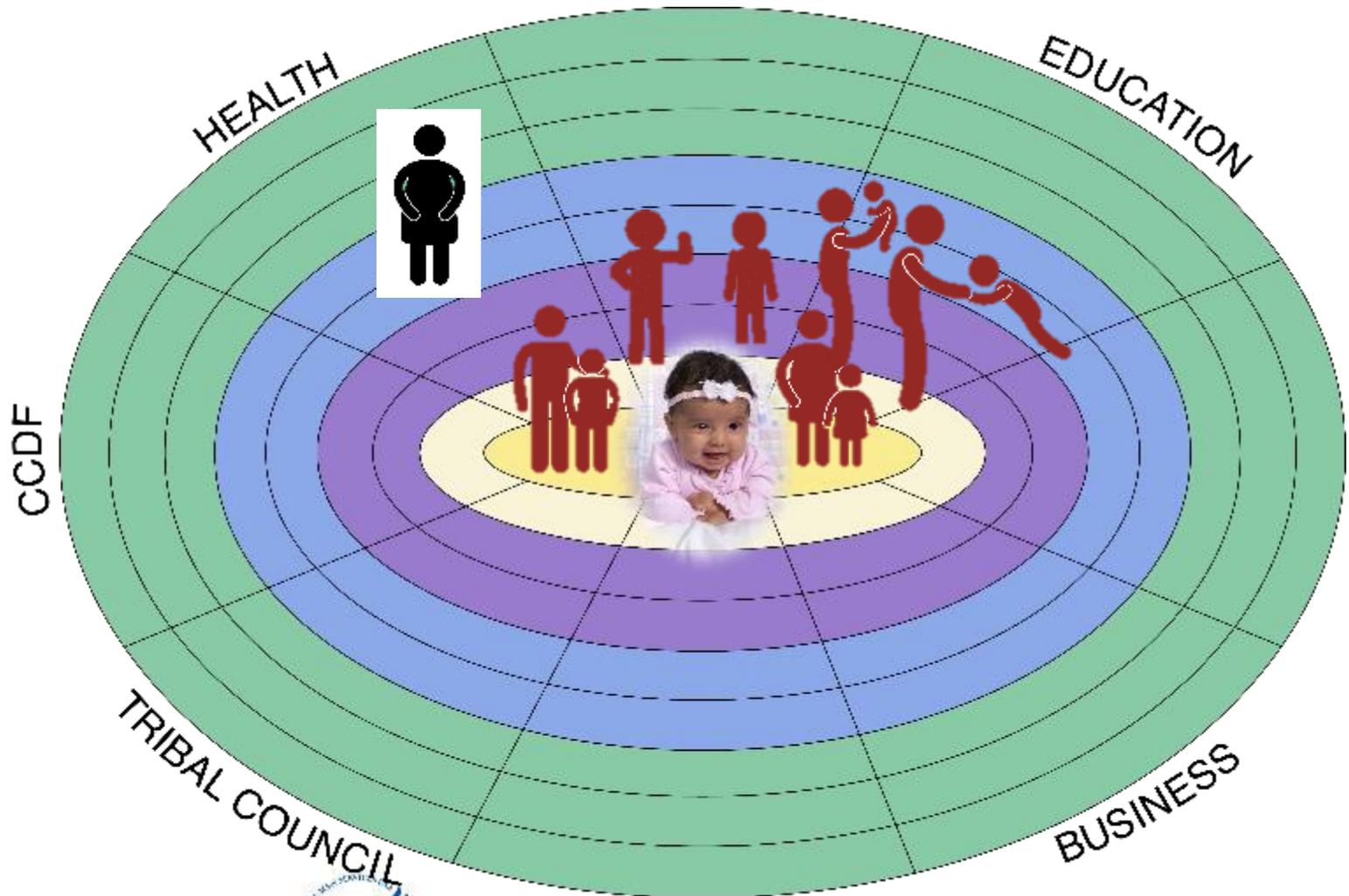


Agreeing on the Data



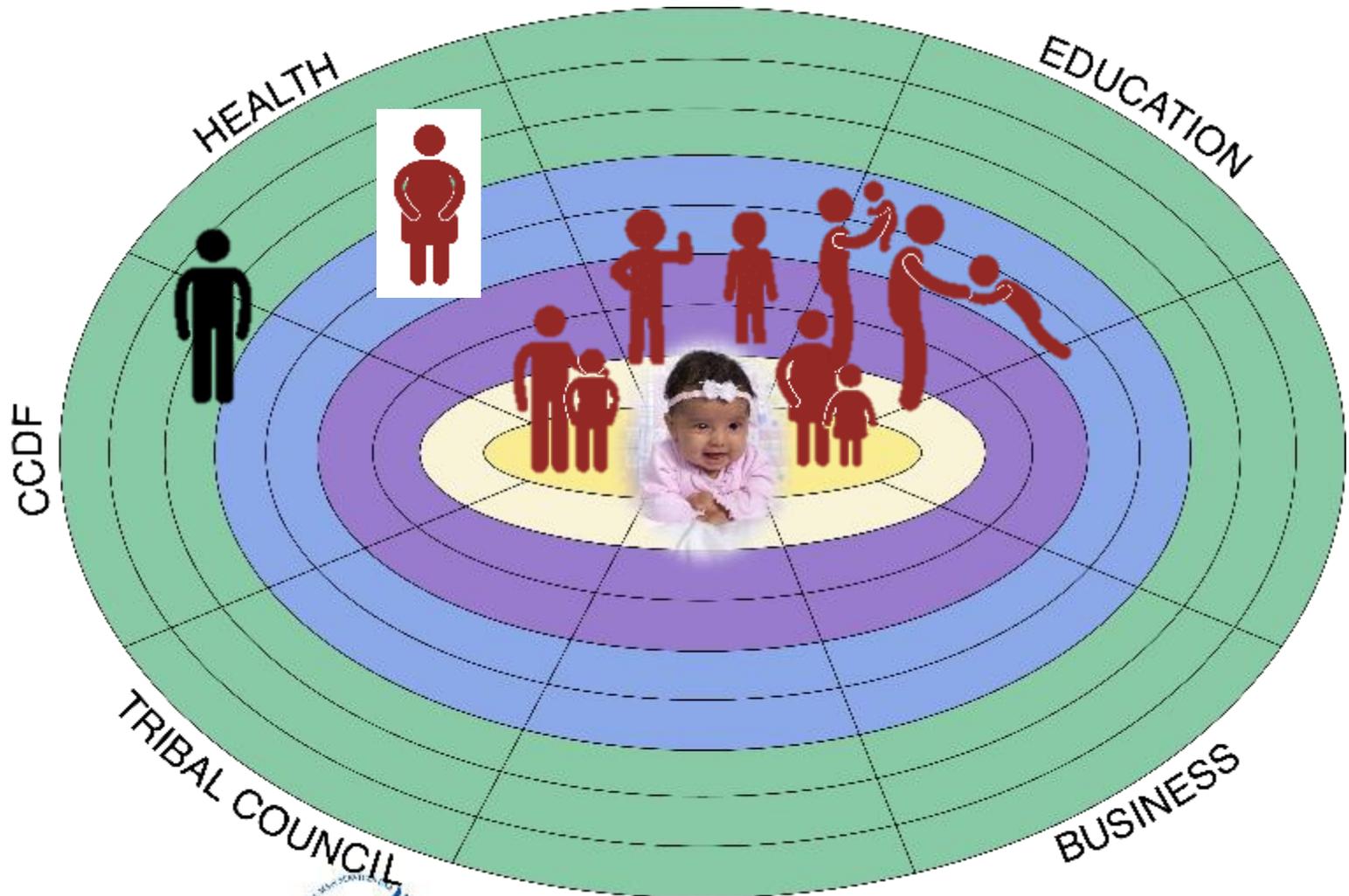
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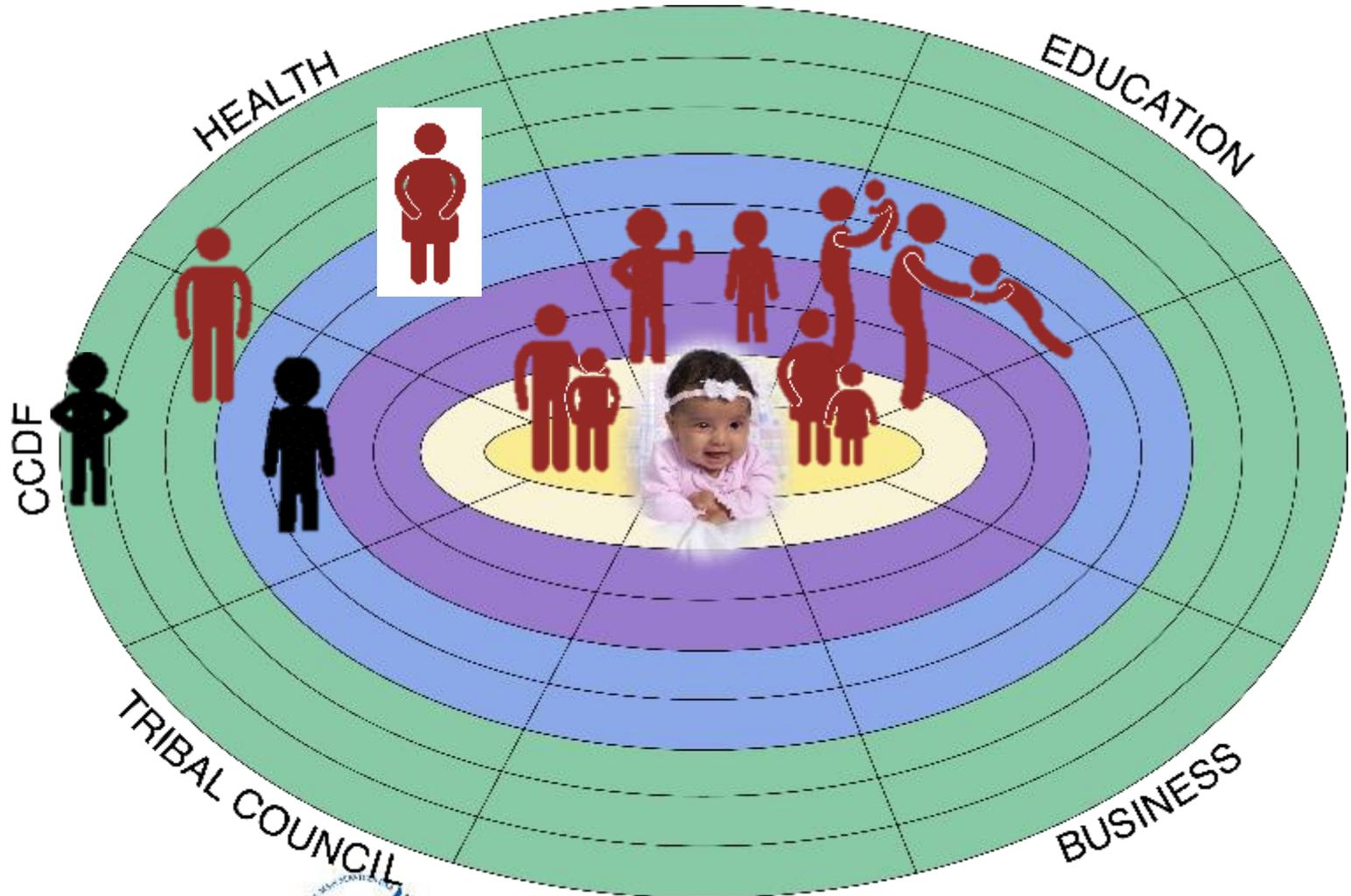
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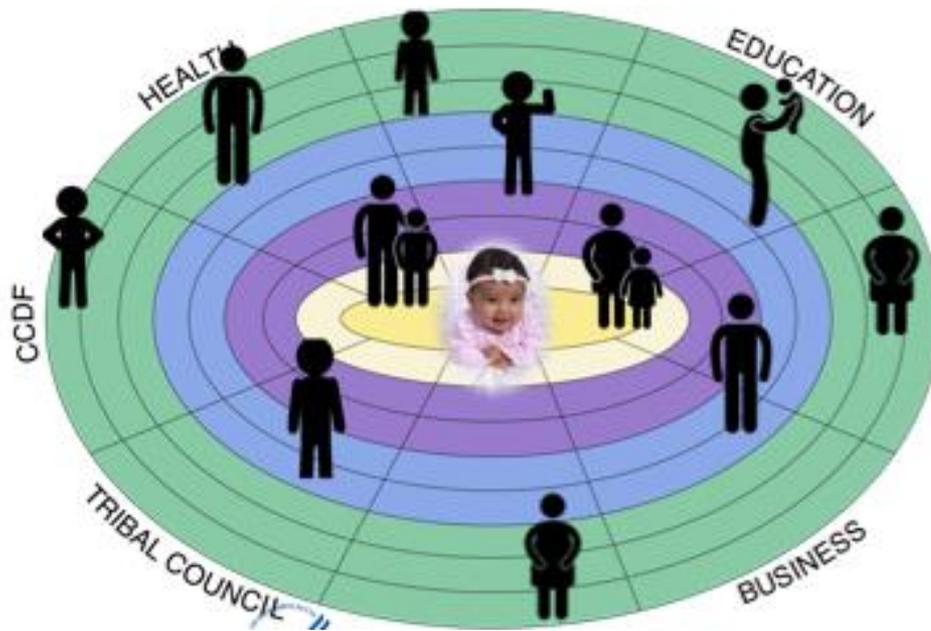


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Who Are Your Partners?



Multiple partners and connections are needed for large scale change.

Each contribution is important and ensuring diverse perspectives strengthens our outcomes.



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What Sectors Do Your Partners Represent?

- Head Start
- Resource and Referral
- Public and Private Entities
- High Quality Providers
- Public agencies that serve low-income parents
- Public health and Child Care Health Consultants
- Law Enforcement Agencies
- State Identification Bureaus
- State-Tribal Relationships
- Faith Based Providers
- Community based providers
- Private entities
- Child care and early childhood development programs
- TANF
- Public education
- Employment services/workforce development
- Child Care Licensing
- State Advisory Council
- CACFP
- Statewide after-school network
- McKinney-Vento state coordinators and local liaisons





Question for Brianna

Could you share some examples of times when you think a Child Care and Development Block Grant tribal grantee would benefit from reaching out to multiple partners to achieve a goal?



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How Will the Progress Be Measured?

- Counting the number of parents who attend the healthy-lifestyle classes
- Analyzing satisfaction ratings for the health and safety classes that staff attend
- Identifying the number of children who have to see a doctor because of an infection





Answer Three Critical Performance Questions

	Quantity	Quality
Effort	<p>How much did we do? (How much service did we deliver?)</p>	<p>How well do we do it? (How well did we deliver the service?)</p>
Effect	Is anyone better off?	
	<p>(How much change for the better did we produce?)</p> <p>Number (#)</p>	<p>(What quality of change for the better did we produce?)</p> <p>Percentage (%)</p>

Source: Friedman, M. (2005). *Trying hard is not good enough: How to produce measurable improvements for customers and communities*. Santa Fe, NM: Parse Publishing.





How Will the Progress Be Measured?

- Counting the number of healthy lifestyle classes offered to parents
- Analyzing the satisfaction ratings for health and safety classes that staff attend
- Identifying the number of children who can't attend child care because of an illness
- Counting the number of staff who called in sick because of an illness





Answer Three Critical Performance Questions

	Quantity	Quality
Effort	How much did we do? (How much service did we deliver?) Counting the number of healthy lifestyle classes offered to parents	How well do we do it? (How well did we deliver the service?)
Effect	Is anyone better off?	
	(How much change for the better did we produce?)	(What quality of change for the better did we produce?)

Source: Friedman, M. (2005). *Trying hard is not good enough: How to produce measurable improvements for customers and communities*. Santa Fe, NM: Parse Publishing.





How Will the Progress Be Measured?

- Counting the number of healthy lifestyle classes offered to parents
- **Analyzing the satisfaction ratings for health and safety classes that staff attend**
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Answer Three Critical Performance Questions

	Quantity	Quality
Effort	<p>How much did we do? (How much service did we deliver?)</p> <p>Counting the number of healthy lifestyle classes offered to parents</p>	<p>How well do we do it? (How well did we deliver the service?)</p> <p>Analyzing satisfaction ratings for health and safety classes that staff attend</p>
Effect	Is anyone better off?	
	<p>(How much change for the better did we produce?)</p>	<p>(What quality of change for the better did we produce?)</p>

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	Quantity	Quality
Effort	<p>How much did we do? (How much service did we deliver?)</p> <p>Counting the number of healthy lifestyle classes offered to parents</p>	<p>How well do we do it? (How well did we deliver the service?)</p> <p>Analyzing satisfaction ratings for health and safety classes that staff attend</p>
Effect	Is anyone better off?	
	<p>(How much change for the better did we produce?)</p> <p>Identifying the number of children who can't attend child care because of an illness</p>	<p>(What quality of change for the better did we produce?)</p> <p>Counting the number of staff who called in sick because of an illness</p>

Source: Friedman, M. (2005). *Trying hard is not good enough: How to produce measurable improvements for customers and communities*. Santa Fe, NM: Parse Publishing.





Good News!



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Question for Andrew

How does the Office of Child Care use data in their policy and budget work?



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Part 2: Building a Visual Representation of Results in the Center



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Session Objectives

- Engage in small-group discussions with their peers.
- Discuss and strategize how Child Care and Development Fund (CCDF) requirements can be met by partnering with stakeholders and collaborating on a result.
- Explore existing data or new data that could be used to measure progress toward a result.
- Apply selected Results-Based Accountability principles.





Population Accountability Contrasted with Performance Accountability

- **Accountability for all populations**
 - “All children are ready for school”
- **Performance accountability**
 - “All children supported by the subsidy program are in high-quality child care”

Source: Friedman, M. (2005). *Trying hard is not good enough: How to produce measurable improvements for customers and communities*. Santa Fe, NM: Parse Publishing.



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Ideas to Explore

- The CCDF final rule identifies areas where data should be used to make decisions.
- Building the supply of high-quality care should meet the needs of underserved populations such as the following:
 - Infants and toddlers
 - Families experiencing homelessness
 - Children with special needs
 - Children in need of non-traditional hours of care





Ideas to Explore

- Establishing reimbursement rates that provide equal access and support quality
- Addressing shortages of child care providers
- Identifying goals and activities to improve quality
- Identifying and preventing fraud as well as intentional and unintentional program violations





Question for Melissa

How might tribal Lead Agencies use the Tribal Data Tracker when administering CCDF?

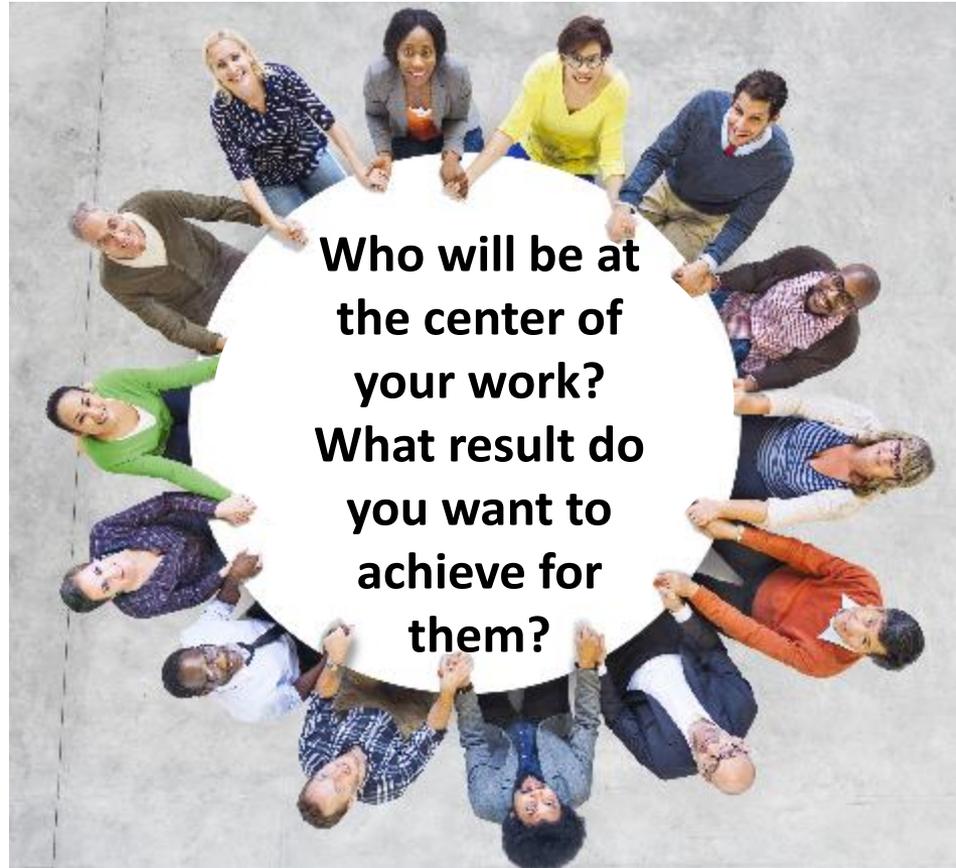


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Building a Visual Representation: Step 1



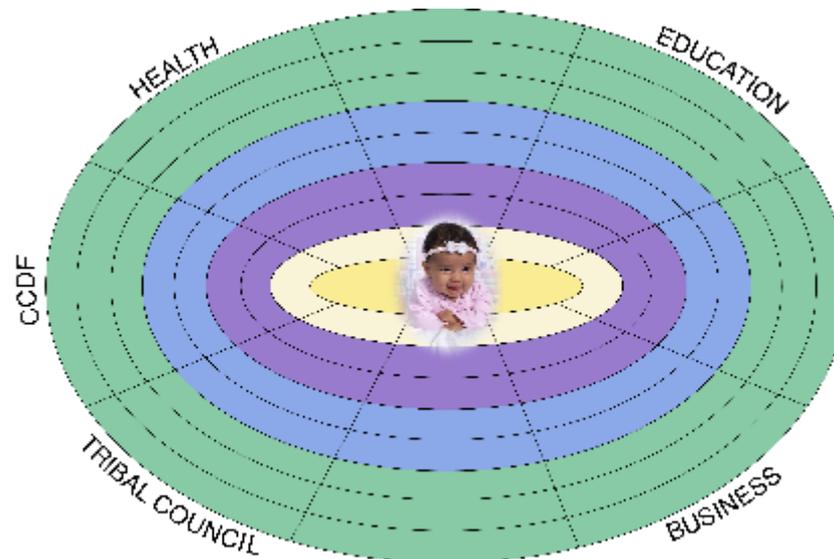
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Building a Visual Representation: Step 2

Identify the partners who might contribute to your result. Mark where they are in relation to both the sector in which they would work and to the child.



Adapted from Pillsbury, J. B. (2013). *Results based facilitation: Moving from talk to action, book two*, pp. 94–95. Arlington, VA: Sherbrooke Consulting, Inc.



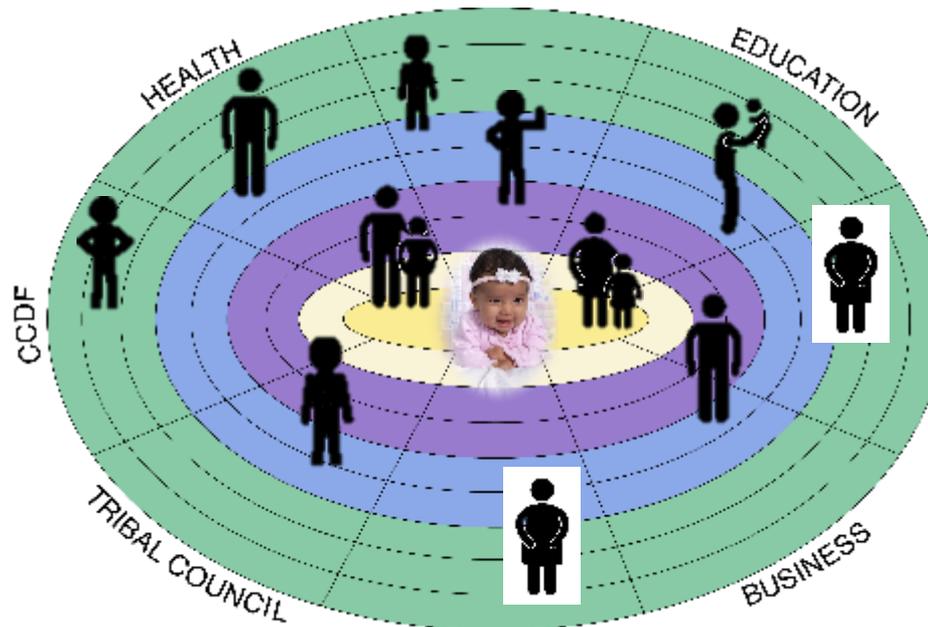
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Building a Visual Representation: Step 3

Identify the potential contributions each partner might make.



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Building a Visual Representation: Step 4

- Identify how you will measure the progress you are making.
- Remember the three key questions:
 - How much will we do?
 - How well will we do it?
 - What difference will it make?





Final Thoughts on This Process

- You are not alone in doing this work.
- Although each person makes a separate contribution, together, they all hold themselves accountable for sharing a common performance measure.
- Shared performance measures strengthen alignment and contribute to improved results.





Resources on RBA:

Websites:

RBA Implementation Guide <http://www.raguide.org>
Results Leadership Group: <http://resultsleadership.org>

Books:

Friedman, Mark. Trying Hard Is Not Good Enough: How to Produce Measurable Improvements for Customers and Communities. Booksurge, 2009.

Luecking, Adam. The Holy Grail of Public Leadership and the Never-Ending Quest for Measurable Impact. Results Leadership Group, 2013.

Friedman, Mark. Turning Curves: An Accountability Companion Reader. Parse Publishing, 2015.

McIntyre-Lanner, Anne. Stop Spinning Your Wheels: Using Results –Based Accountability to Steer Your Agency to Success. Fourth Quadrant Publishing, 2016.



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For More Information on the Result in the Center Chart:

Online: Pillsbury, J. B. (n.d.) *The theory of aligned contributions: An emerging theory of change primer.*

Retrieved from

<http://www.sherbrookeconsulting.com/products/TOAC.pdf>

In print: Pillsbury, J. B. (2013). *Results based facilitation: Moving from talk to action, book two*, pp. 94–95. Arlington, VA: Sherbrooke Consulting, Inc.



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Thank You



**National Center on Tribal
Early Childhood Development**



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