Please have your PQA and Leading Indicator Reports with you for this webinar.

Planning With Data

bob McNeil
WA 21st CCLC
10.21.16

Please dial-in:
866.740.1260
2073334
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Logistics

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- Dial *6 to mute yourself. Please stay muted when you are not speaking.
Logistics

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- Dial *6 to mute yourself. Please stay muted when you are not speaking.
- Dial *7 to unmute yourself.
Logistics

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- Dial *7 to unmute yourself.
- Enter a message in the chat box if you need assistance. The chat only goes to the meeting’s chairperson.
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- Dial *7 to unmute yourself.
- Enter a message in the chat box if you need assistance. *The chat only goes to the meeting’s chairperson.*
- Click the “Raise Hand” button if you wish to speak.
Objectives

Participants will be able to:

- **REVEAL** program’s current strengths and areas for improvement by accurately reading data.

- **REFINE** program’s goals within a broader change initiative.

- Create a plan to **REALIZE** the program’s goals through a sustained professional learning community.
Agenda

Welcome

REVEAL

▪ Reading the Data
▪ Professional Learning Community
▪ Goal Setting
▪ Planning with Data Scenarios

REALIZE

▪ Implementation Plans

Closing Reflection
Youth Program Quality Intervention (YPQI)

**ASSESS**
Collect data about your program.

**PLAN**
Create an improvement plan based on data.

**IMPROVE**
Carry out your plan. Train and coach staff.
YPQI – Your Participation to Date

“Fist of Five”

- How do you feel about your participation to date in YPQI?
  - 1 = I feel disconnected from the process or have not been involved much to date
  - 3 = I’ve been involved some, but I’m still not sure where we’re headed with all of this.
  - 5 = I’ve been participating actively throughout and am ready to make an improvement plan!
READYTALK POLL
YPQI – Your Participation to Date

“Fist of Five”

- How do you feel about your participation to date in YPQI?
READYTALK POLL
How Many Planning with Data Conversations have you ever had with your staff?
What opening activity have you used in your Planning with Data Staff Mtgs?

THE NUMBER GAME

Moon Ball

Paper Airplane Challenge
How do we move from ASSESS to PLAN?

- REVEAL
- REFINE
- REALIZE
READING DATA
The Pyramid of Program Quality

**ENGAGEMENT**
- Planning
- Choice
- Reflection

**INTERACTION**
- Belonging
- Collaboration
- Leadership
- Adult Partners

**SUPPORTIVE ENVIRONMENT**
- Warm Welcome
- Active Engagement
- Encouragement
- Session Flow
- Skill-Building
- Reframing Conflict

**SAFE ENVIRONMENT**
- Emotional Safety
- Healthy Environment
- Emergency Preparedness
- Accommodating Environment
- Nourishment

**YOUTH VOICE IN GOVERNANCE**
**PROFESSIONAL LEARNING COMMUNITY**
Where do the scores come from?

**Program Self Assessment**

- Program Offering 1: Healthy Habits
- Program Offering 2: Robotics
- Program Offering 3: Smart Girls
- Program Offering 4: Bridge Builders
- ....

**External Assessment**

- Program Offering 1
- Program Offering 2
- ....
Score Reports: Keep in Mind

- Observation scores represent a snapshot – this has limitations and value.
- These are aggregates where multiple observations occurred.
- The overall story is more important than the individual numbers.
- **What you do with it matters** (how you step up to action).

*Reference: ‘How to Interpret PQA Data’ handout*
Reading the PQA Report

Program Observation Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>Score Set 1</th>
<th>Score Set 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Safe Environment</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>II. Supportive Environment</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>III. Interaction</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>IV. Engagement</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
# Reading the PQA Report

## Summary Report

<table>
<thead>
<tr>
<th></th>
<th>Score Set 1</th>
<th>Score Set 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. SAFE ENVIRONMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Safety</td>
<td>5.00</td>
<td>4.67</td>
</tr>
<tr>
<td>Healthy Environment</td>
<td>4.50</td>
<td>5.00</td>
</tr>
<tr>
<td>Emergency Preparedness</td>
<td>4.10</td>
<td>4.17</td>
</tr>
<tr>
<td>Accommodating Environment</td>
<td>5.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Nourishment</td>
<td>5.00</td>
<td>4.33</td>
</tr>
<tr>
<td><strong>II. SUPPORTIVE ENVIRONMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warm Welcome</td>
<td>4.67</td>
<td>4.56</td>
</tr>
<tr>
<td>Session Flow</td>
<td>5.00</td>
<td>4.60</td>
</tr>
<tr>
<td>Active Engagement</td>
<td>4.50</td>
<td>4.33</td>
</tr>
<tr>
<td>Staff support youth in Skill-Building</td>
<td>4.80</td>
<td>4.44</td>
</tr>
<tr>
<td>Encouragement</td>
<td>4.33</td>
<td>4.11</td>
</tr>
<tr>
<td>Reframing Conflict</td>
<td>X</td>
<td>1.00</td>
</tr>
<tr>
<td><strong>III. INTERACTION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Belonging</td>
<td>3.75</td>
<td>3.67</td>
</tr>
<tr>
<td>Collaboration</td>
<td>4.00</td>
<td>3.22</td>
</tr>
<tr>
<td>Leadership</td>
<td>3.67</td>
<td>2.56</td>
</tr>
<tr>
<td>Adult Partners</td>
<td>4.50</td>
<td>3.00</td>
</tr>
</tbody>
</table>
# Reading the PQA Report

## Detailed Report

### I. SAFE ENVIRONMENT

<table>
<thead>
<tr>
<th></th>
<th>Score Set 1</th>
<th>Score Set 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emotional Safety</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Positive emotional climate</td>
<td>5.00</td>
<td>4.33</td>
</tr>
<tr>
<td>2. Lack of bias</td>
<td>5.00</td>
<td>5.00</td>
</tr>
<tr>
<td><strong>Healthy Environment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Free of health and safety hazards</td>
<td>5.00</td>
<td>5.00</td>
</tr>
<tr>
<td>2. Clean and sanitary</td>
<td>4.00</td>
<td>5.00</td>
</tr>
<tr>
<td>3. Adequate ventilation and lighting</td>
<td>5.00</td>
<td>5.00</td>
</tr>
<tr>
<td>4. Comfortable temperature</td>
<td>4.00</td>
<td>5.00</td>
</tr>
<tr>
<td><strong>Emergency Preparedness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Posted emergency procedures</td>
<td>5.00</td>
<td>5.00</td>
</tr>
<tr>
<td>2. Accessible fire extinguisher</td>
<td>3.00</td>
<td>3.67</td>
</tr>
<tr>
<td>3. Visible first-aid kit</td>
<td>3.00</td>
<td>3.67</td>
</tr>
<tr>
<td>4. Appropriate safety equipment</td>
<td>5.00</td>
<td>X</td>
</tr>
<tr>
<td>5. Supervised indoor entrances</td>
<td>5.00</td>
<td>4.33</td>
</tr>
<tr>
<td>6. Supervised access to outdoors</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Figure 2 - Service Production Map


- Leader Engagement
- Staff Engagement
- Youth Engagement

Transfer Outcomes
Comprehensive Performance Report

Figure 2 - Service Production Map


Leader Engagement → Staff Engagement → Youth Engagement

Transfer Outcomes

Surveys
Managers
Staff
Youth

Observations

YPQA
Reading the PQA Report
Getting to know your DATA?

How have you invited your teams to review data reports?

- PQA
- Leading Indicator
- Other data?

- How have you made the data sharing fun? Engaging?
Network-Level PQA Data: Scavenger Hunt!

1. Find the **highest and lowest** domain-level Ext Assmt scores?
2. For **each domain**, find something
   - You are curious about
   - To celebrate
   - To strengthen
Site-Level PQA Data: Scavenger Hunt!

Which areas are you more closely aligned with the Ext Assmt and where is the most discrepancy?
Site-Level PQA Data: Scavenger Hunt!

1. Find the network’s **highest and lowest domain-level** scores?

2. Which areas are you more closely aligned with the network and where is the **most discrepancy**?

3. For each **domain**, find something
   - You are curious about
   - To celebrate
   - To strengthen
Leading Indicator Data: Scavenger Hunt!

1. Which **domain** has the most room for improvement?
   - Partnership Practices
   - Instructional Practices
   - Organizational Practices
   - Youth Outcomes

2. What are our center strengths?

3. For each **domain**, find something
   - You are curious about
   - To celebrate
   - To strengthen
Site-Level PQA Data

- How have you facilitated this activity in the past?
- Do you provide data to your staff prior to the PWD mtg? or during the PWD mtg?
- What have your teams’ responses been to this activity in the past?
# Reading the Data – All Together

<table>
<thead>
<tr>
<th></th>
<th>Data Source 1: PQA Data</th>
<th>Data Source 2: Manager &amp; Staff Survey</th>
<th>Data Source 3: Youth Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Celebrate!</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>What strengths do you see?</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Share!</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>What are you most proud of that you want to share &amp; whom would you want to share it with?</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grow!</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>What are you excited to grow and improve?</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*6=Mute  *7=Unmute
What is the most important part of the Youth Program Quality Intervention (YPQI)?

**ASSESS**
Collect data about your program.

**PLAN**
Create an improvement plan based on data.

**IMPROVE**
Carry out your plan. Train and coach staff.
What is the **most important** part of the YPQI?

**ASSESS**
Collect data about your program.

**PLAN**
Create an improvement plan based on data.

**IMPROVE**
Carry out your plan. Train and coach staff.

**STAFF CONVERSATION**

**STAFF CONVERSATION**
How to facilitate the 5 Why’s?

Outcome Statement

Why 1

Why 2

Why 3

Why 4

Why 5
Benefits of 5 Why’s
Reading the Data and Sharing the Story

- What do the data reveal that is most important to you?
- How will you take the story back to your colleagues?
- How will you engage your program staff in a data-driven discussion?
PROFESSIONAL LEARNING COMMUNITY

REVEAL
The process of discovery
Professional Learning Community

A group of professionals gathered in a safe, intentionally collaborative community to improve practice.
Professional Learning Community

Where each individual is engaged as a change agent in developing…

- Strong Lines of Communication
- Capacity Around Data
- Continuous Improvement Feedback Loop

…in a low stakes accountability environment.
Where does change happen? – Theory of YPQI

Institution has **organizational capacity** to support professional development aligned with values.

With **interpersonal capacity**, teams share values, practices, and establish a safe space.

All members of PLC have **personal capacity** to reflect and adapt their practice.
Where does change happen? – Theory of YPQI

Policy Context

Network Leaders

Organizational Setting

Managers

Instructional Setting

Staff

Youth

Where do you fit within this framework?

What setting(s) do you interact with?

How can you be an active change agent from your vantage point?
Change agents work to ensure that all of the following are present for success:

Vision  Skills  Incentives  Resources  Action Plan  CHANGE
Managing Complex Change
(Ambrose 1987)

Think of a change that you were a part of that did not succeed.

- What exactly happened?
- What was successful about the effort?
- What was not successful?
- What of the above do you think was missing?
Managing Complex Change  
*(Ambrose 1987)*

- **Vision**
- **Skills**
- **Incentives**
- **Resources**
- **Action Plan**
- **CHANGE**

Vision | Skills | Incentives | Resources | Action Plan | Confusion
--- | --- | --- | --- | --- | ---

Vision | Skills | Incentives | Resources | Action Plan | Anxiety

Vision | Skills | Resources | Action Plan | Gradual Change

Vision | Skills | Incentives | Resources | Action Plan | Frustration

Vision | Skills | Incentives | Resources | Action Plan | False Starts

*6=Mute  *7=Unmute*
SETTING GOALS
Goal Statements Should Be:

- **Specific**
- **Measurable**
- **Actionable**
- **Realistic**
- **Time-bound**
Strengthen these goal statements:

- Youth will make plans everyday in program.

- All youth will have an opportunity to lead by the end of the program year.

- By June 1\textsuperscript{st}, instructional collaboration among program staff will be encouraged and supported.
Strengthen these goal statements:

- Youth will make plans everyday in program.
  - By February 1\textsuperscript{st}, all staff will facilitate at least 2 planning strategies, daily, in each program offering.

- All youth will have an opportunity to lead by the end of the program year.
  - By April 1\textsuperscript{st}, all staff will provide all youth at least one opportunity to lead, daily, in each program offering.

- By June 1\textsuperscript{st}, instructional collaboration among program staff will be encouraged and supported.
  - Each staff meeting will provide opportunities for staff to present their instructional collaborative efforts and impact.
Revising Your Goals

- Go back to the statement at the center of your ‘5 Whys’ poster.
- Turn that statement into a SMART goal statement.
- Share your goal with another team!
SMART Goals in a Professional Learning Community

- **Specific and Supportive** – focused on one thing and related to staff needs.

- **Measurable and Meaningful** – progress can be monitored and is about a substantive change in staff behavior.

- **Attainable and Actionable** – goal is framed as an action that is within staff’s control.

- **Realistic and Relevant** – feels doable and useful to the team.

- **Time-bound and Teachable** – there is an end and progress involves skills/knowledge that can be learned.
Goal Setting Form – EXAMPLE 2 – How has the goal been improved?

**PROGRAM GOAL:**
(What does success look like?)

By February 28th, 2015, we will provide daily opportunities during program activities for youth to set goals and make plans.

**MEASUREMENT:**
(How will you measure progress?)

- Youth or school age PQA scale mastery: Planning
- Local Evaluation Report: 
- Leader indicator: 
- School attendance, Behavior, Grades: 
- Youths have DES (DAP): 
- Other (specify): 

**PROGRESS CHECKS:**
(When will you check in to be sure you’re on track to meet your goal, or to make adjustments to your plan?)

Progress checks will happen via staff meetings after training opportunity in November, through observation and coaching in January, a check-in meeting in January 30th, and a 2nd round of assessment in February.

**ACTION STEPS:**
(What needs to happen?)

<table>
<thead>
<tr>
<th>Staff will attend professional development training on how to create opportunities for setting goals and making plans: Youth Work Methods Workshop – Planning &amp; Reflection.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff members will reflect on Planning &amp; Reflection workshop and discuss how to implement into daily work.</td>
</tr>
<tr>
<td>Each staff member will create two lesson plans that include scheduled and intentional opportunities for youth to set goals and make plans.</td>
</tr>
<tr>
<td>Staff implements new lesson plans that include structured planning time. During implementation process, staff are observed and coached.</td>
</tr>
<tr>
<td>Staff will observe each other during program activities and record anecdotal evidence on opportunities for setting goals and making plans.</td>
</tr>
<tr>
<td>During a staff meeting, review anecdotal evidence and scores to see if opportunities for setting goals and making plans were offered. Did they work? How do they work? Make adjustment to the goal as necessary.</td>
</tr>
</tbody>
</table>

**OUTCOME:**
(What can be expected or achieved when this goal is complete? What will be documented or measured?)

Josie leads PQA scores

**LEADER:**
(Who will be responsible for delivering this action step?)

Carrie will take care of training logistics.

**RESOURCES:**
(What’s needed for success?)

Staff Training: Planning & Reflection

**TIMELINE:**
(When will this step overlap or be completed?)

Nov 30
Dec 7
Dec 21
Jan 3 – Jan 30
Feb 15 – Feb 28

**CREATE AN EFFECTIVE GOAL AND SUPPORTING STEPS**

*6=Mute *7=Unmute
1. Communicate with staff (and youth, volunteers) about goal, what the correlating items are in the tool, and how to measure those items.
1. Communicate with staff (and youth) about goal, what the correlating items are in the tool, and how to measure those items.

2. Train staff (and youth) about the intent of data measurement item(s) that supports this goal.
1. Communicate with staff (and youth) about goal, what the correlating items are in the tool, and how to measure those items.

2. Train staff (and youth) about the intent of data measurement item(s) that supports this goal.

3. Program staff (and youth, volunteers) attend workshops (professional development, get resources) that support this goal.
1. Communicate with staff (and youth) about goal, what the correlating items are in the tool, and how to measure those items.

2. Train staff (and youth) about the intent of data measurement item(s) that supports this goal.

3. Program staff (and youth, volunteers) attend workshops (professional development, get resources) that support this goal.

4. **Share resources/prof development/workshop ideas with staff (and youth, volunteers).**
1. Communicate with staff (and youth) about goal, what the correlating items are in the tool, and how to measure those items.

2. Train staff (and youth) about the intent of data measurement item(s) that supports this goal.

3. Program staff (and youth, volunteers) attend workshops (professional development, get resources) that support this goal.

4. Share resources/prof development/workshop ideas with staff (and youth, volunteers).

5. Create implementation plan to integrate effective strategies into program delivery.
1. Communicate with staff (and youth) about goal, what the correlating items are in the tool, and how to measure those items.

2. Train staff (and youth) about the intent of data measurement item(s) that supports this goal.

3. Program staff (and youth, volunteers) attend workshops (professional development, get resources) that support this goal.

4. Share resources/prof development/workshop ideas with staff (and youth, volunteers).

5. Create implementation plan to integrate effective strategies into program delivery.

6. **Staff (youth, volunteers) schedule observation/reflection opportunities for practicing strategies.**
SMART Goals in a Professional Learning Community

1. Communicate with staff (and youth) about goal, what the correlating items are in the tool, and how to measure those items.

2. Train staff (and youth) about the intent of data measurement item(s) that supports this goal.

3. Program staff (and youth, volunteers) attend workshops (professional development, get resources) that support this goal.

4. Share resources/prof development/workshop ideas with staff (and youth, volunteers).

5. Create implementation plan to integrate effective strategies into program delivery.

6. Staff (youth, volunteers) schedule observation/reflection opportunities for practicing strategies.

7. Staff (youth, volunteers) share impact of using strategies and make adjustments to implementation plan.
1. Communicate with staff (and youth) about goal, what the correlating items are in the tool, and how to measure those items.

2. Train staff (and youth) about the intent of data measurement item(s) that supports this goal.

3. Program staff (and youth, volunteers) attend workshops (professional development, get resources) that support this goal.

4. Share resources/prof development/workshop ideas with staff (and youth, volunteers).

5. Create implementation plan to integrate effective strategies into program delivery.

6. Staff (youth, volunteers) schedule observation/reflection opportunities for practicing strategies.

7. Staff (youth, volunteers) share impact of using strategies and make adjustments to implementation plan.

8. Staff (youth, volunteers) schedule observation/reflection opportunities for practicing strategies.
Planning with Data Scenarios

What challenges in your Planning with Data sessions have you moved through?

How will you set your staff up for successful Planning with Data conversations?
IMPLEMENTATION AND TAKING IT BACK
Resources for Planning with Data Meetings

- The PQA
- PQA Cards or pyramid poster
- Sample Agenda
- Site-level PQA data
- Site-level PQA data worksheets
- Leading Indicator Data
- Change Quotes
- Program Improvement Plan Worksheets
Youth Work Methods Workshops

- Youth Voice
- Planning and Reflection

- Building Community
- Cooperative Learning
- Homework Help

- Active Learning
- Ask - Listen - Encourage
- Reframing Conflict

- Structure and Clear Limits

- Teen Advisory Council
- Introduction to the Active-Participatory Approach

Youth Voice in Governance Professional Learning Community

© 2011, Forum for Youth Investment
Scores Reporter

https://portal.cypq.org//
I. GOAL FORM

Program Goal

1. Program Goal: What does success look like?

2. Measurement: How will you measure progress?
   Select Form
   Other Item

3. Action Steps
   ACTION STEPS: What needs to happen?
   OUTCOME: When this step is completed, what will be done?
   LEADER: Who will be Responsible?
   RESOURCES: What is needed for success?
   TIMELINE / STATUS: When will this step be completed?
   Status
Sample Agenda for Planning with Data Meeting at Your Organization (2-3 hours)

- Change activity (Quotes)
- Review Pyramid of Program Quality
- Read and interpret PQA program self assessment data
  - Include Leading Indicator data as available.
- Choose 3 goals based on data
- Create improvement plan
- Reflect on feelings about moving forward.
Improvement Plan Reminders!

- Use the results of the **REVEAL** portion of the workshop.
  - What were your opportunities for growth?
- Run desired outcomes through the ‘5 Whys’ process.
  - This will help your team figure out action steps.
- Refer to the assessment tool(s).
  - Keep everything anchored in the established standards.
- Push yourselves!
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning or End of Program Year</td>
<td>Peer Based Observations &amp; Scoring Mtg</td>
</tr>
<tr>
<td>Usually within 1 week of observations</td>
<td>Self Assessment Scores Due</td>
</tr>
<tr>
<td>Usually 4 weeks from Scoring Mtg</td>
<td>Planning With Data</td>
</tr>
<tr>
<td>-or when Ext. Assmt Data is available</td>
<td></td>
</tr>
<tr>
<td>Usually within 1 week of PWD staff mtg</td>
<td>Improvement Plan due in Scores Reporter</td>
</tr>
<tr>
<td>ENTIRE PROGRAM YEAR</td>
<td>IMPROVE</td>
</tr>
<tr>
<td></td>
<td>-follow improvement plan</td>
</tr>
<tr>
<td></td>
<td>-focused peer observations</td>
</tr>
<tr>
<td>April 14, 2017</td>
<td>Improvement Plans Due</td>
</tr>
</tbody>
</table>
# Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 18, 2016</td>
<td>PQA Basics</td>
</tr>
<tr>
<td>December 1, 2016</td>
<td>Self Assessment Webinar</td>
</tr>
<tr>
<td>January 23, 2017</td>
<td>Scores Reporter Webinar</td>
</tr>
<tr>
<td>February 10, 2017</td>
<td>Assessment Scores Due</td>
</tr>
<tr>
<td>March 2, 2017</td>
<td>Planning with Data</td>
</tr>
<tr>
<td>April 14, 2017</td>
<td>Improvement Plans Due</td>
</tr>
</tbody>
</table>
Reflection: What Grows and Glows?

What is one way that you will **GLOW** or shine as a change agent in your organization?

What is one area where you still need to **GROW** to be a successful change agent?
Other Questions? [last chance!]

If you have any questions about observations, scoring, improvement plans or due dates: please contact your network lead.

Thank You!

Please take a moment to fill out the webinar feedback form after the call ends.