IES Institute of Education Sciences

REL West
Regional Educational Laboratory West

TRANSCRIPT

Defining and Measuring Progress: Aligning Data and Measures to Outputs and Outcomes of Logic Models

REBECCA LINDGREN

Welcome, everyone! We are so glad to have you join us today for the *Defining and Measuring Progress: Aligning Data and Measures to Outputs and Outcomes of Logic Models*. We really appreciate you spending time with us this morning. We have a great robust discussion prepared for you. Please feel free to ask questions. We're going to be monitoring questions in the chat, so please feel free to ask any questions throughout the presentation, and we will be addressing those either through the presentation or capturing them at the end. Please note that we are recording this webinar, so we will be able to replay it, and you will get a link later. Those who have signed up, you will get a link later to be able to review the webinar or share it with others.

With that, I would love to go ahead and get going. We have a lot of great discussion today. I would like to introduce Dr. Lenay Dunn. Lenay is the Deputy Director of REL West, and she's going to be kicking us off and introducing our other panelists. Thank you again for joining us this morning, and we hope you enjoy the discussion.

DR. LENAY DUNN

Thanks so much, Rebecca. I do see a couple of questions are popping up in the Q&A. There is an opportunity to submit questions. I think it's not through the chat. It's through the Q&A. So, I don't know—Ashley, if you could share a little bit about how folks can submit their questions?

ASHLEY HAYES

Sure, you're absolutely right. If you have any questions, just pop them into the Q&A, and we'll get to them towards the end of the webinar.

DR. LENAY DUNN

Okay, thanks. All right! Today, we're going to talk a little bit about how to connect some of your logic model data and measures to your logic model. I don't know how many of you are that familiar with them. We're going to find out in just a little bit, but we want to make sure you have some understanding of logic models and then thinking about how you could connect your data to it.

We are from the Regional Educational Laboratory West. We're housed at WestEd. We are one of 10 federally funded labs across the country who work with states, districts, schools, organizations, and institutes of higher ed to help think about how to improve outcomes for students, and we do that through the use of research, data, and evidence. Today we're going

to be talking a little bit about how we have worked with a partner in Arizona to improve their use of data through developing a logic model and some measures with it. RELs have three main activities: we conduct applied research with partners; we help share up-to-date, credible research with partners; and we also provide technical support, technical assistance around how to use data, research, and evidence to inform decisions.

I'm joined today by my colleague, Tran Keys. She's a Senior Research Associate for REL West. Thanks, Tran. You're going to be hearing from Tran about how to look at data and measures. She was my partner in this work, so very happy. We're the logic model team. We love working on logic models with folks. We're also joined by our colleague, Jennifer Brown, who's the Director of Head Start programs for the Northern Arizona Council of Governments, and she was our partner in this work. She leads a team of folks who provide Head Start services in Northern Arizona, and you'll get to hear from her about how the process helped her with logic model development and connecting data and measures to those.

Today we're going to focus on a little bit about logic models. We won't spend a lot of time breaking down all the components of a logic model, but we'll highlight some few key pieces. Then we're going to talk mainly about: How do you connect data and measures to know if the program that you are implementing, or the intervention or strategy is having its intended effect? As you see, we have a few partner highlights throughout this webinar today, so that Jennifer can talk about what did this look like for the NACOG Head Start program, and we can pull from the examples that we did with them. We're doing this so you can really get grounded in what it looked like in our work with some partners.

All right, so we're going to start with just some basics about: What is a logic model, and why should you create one? We see that as a foundational piece. We wanted to start by just knowing, on a scale of 1 to 5, where 1 is ***not at all familiar*** and 5 is ***extremely familiar***, how familiar are you with logic models? So, a poll is going to pop up for you, and if you could just let us know on a scale of 1 to 5, how familiar are you with logic models? I see some of your results coming in. Thank you. It's helpful, because it'll help us be able to really customize where we put some of the conversation today. Great! It looks like most of you are in the ***moderately familiar***, so about 35 percent of you were in ***moderately familiar***. Then you're kind of dispersed across that, from ***not at all*** to ***extremely***, so we have a real range here, which is great. We hope that you'll be able to get something out of it, regardless of what range you're in, so thank you for sharing that. That's really helpful information for us.

Let's start with: What is a logic model? Because we want to make sure we're kind of using a shared definition of a logic model. There really are a lot of different kinds of logic models out there to work with, but at its core, a logic model is a graphical representation of the relationships of a program, or a strategy, and its expected outcomes. It kind of lays all of that out so you can see how the strategies are intended to lead to the outcomes. Really, one of its great functions is that it's a framework to help with planning a program, implementing a program, and evaluating a program, so it serves as a road map for all of that. As we'll talk about in a few places during this webinar today, it also should be seen as a living document or a living representation, so that it can be adjusted as the program changes, or as the intended outcomes might shift or change. So, you'll hear a little bit about that as we go through it as well.

Why would you want to create a logic model? These are just a few key reasons, and we're going to hear from Jennifer in just a minute about what motivated NACOG to create one for

their Head Start programs. But one is: it's really an opportunity to create common language. When you have to sit down and lay out, "What is our program at its core? What is it intending to do?" it helps break down some of the barriers that might exist between program staff that have their own areas and help create that common language. It also really makes some clear connections between all the components of a program, so that you can see, if I do these strategies, and I'm intended to get these results, then it helps you kind of step back and say, "Do those seem like reasonable connections?" Then, finally, it really helps inform a program evaluation, so as you're planning for assessing how well a program or strategy is working, having a logic model helps you be able to break that down, especially when you connect the data, the research…and the measures to it.

We're not going to go too in-depth on this. We have a great resource that's included in some of our materials, so we'll make sure that you have access to that, created by colleagues at REL Central—the Regional Educational Laboratory Central—as a program evaluation toolkit. This is adapted from it—this annotated logic model. I just want to highlight a couple of key pieces here and kind of the statements across the top.

One of the things you do is identify the resources. So, what are you bringing to the program? What does it take to run this program or this strategy? Those are the resources you have in place. The activities are what you do—what you offer to the participants in your program, the recipients of your services. The outputs are really the evidence of the implementation. Often in education, we kind of stop here—these are the counts of how many people we're serving, how many trainings we've offered, how many teachers are in our programs, but we don't often go beyond that, so this is important. It shows that you're implementing the program, but we really want to get to outcomes, and those are the boxes to the far right in blue. The short-term outcomes are changes in knowledge, skills, those kinds of shorter-term changes in the way that people are seeing things or experiencing things. Then in the medium term, they're taking that new knowledge or skills to shape the way that they're behaving or acting. It's making changes in policies, practices, other kinds of behavioral changes, which lead to these longer-term outcomes that often span across multiple of the short-term, medium-term, and long-term outcomes. So, you will have more short-term outcomes than you do medium-term, and you'll have more medium-term outcomes than you do long-term. Often, we might only have one long-term outcome that everything is contributing to: What are we ultimately trying to achieve? So that's a quick breakdown of it. We're happy to get more in-depth about some of these. As we go through the webinar today, we're going to talk mostly about measuring the outputs and the outcomes, so we'll give some examples of what that looks like as we go forward.

A couple of things to think about as you're developing a logic model. You really want to ensure that you have a diverse set of representatives to share their perspectives, so you want stakeholders—the people that you've served, the people that are invested in your program or service in multiple ways—you want to bring them into the conversation and have their perspectives included. You also want to have staff from different levels of your organization, or your school, or your program, because you don't want just the leadership to contribute. You really want that common-language opportunity to develop, so program staff, leadership, and then also some consultants. If you have an evaluation consultant, for example, that was a great opportunity to make sure that everyone who is a part of the program is invested in and part of developing the logic model.

When you think about what kind of data that you're going to include when you want to measure your outcomes, you really want to look at what existing data that you have. What

information do you already know about your program? What are you already collecting to understand its impact? That will really help you ensure that the logic model is laying out the program as intended and can leverage the work that you've already done.

And then, finally, consideration. That is a kind of a fun one to think about, depending on your group, is which way you want to develop it. You can develop it from left to right, meaning you think about what resources you have, what activities you offer, what outputs that creates and the outcomes it creates. Or you could start with your outcomes: What is that long-term outcome you're hoping to achieve, and then work backwards of what will it take in the medium-term and the short-term to get there, and what does that mean for the way that the program is developed? Some of that might depend on where you are in the program itself. It could be that you are starting up a program, and you have a lot of flexibility in the design of what it could look like. You might want to start with the long-term in that case, but if it's a well-established strategy or program that you've been doing, you might want to start with listing out the resources and the activities that you do. So, it really kind of depends on where you are with it.

I want to just share a few key questions with you as you develop a logic model of just an opportunity to step back and think about the logic model and what some of the things you have created from it. These logic model reflection questions are—once you've developed your logic model, they're an opportunity to step back and say: Did we develop this the way that we wanted to? Does this reflect what we expect it to about the program? These are just a few key questions for you to consider. They help you think about: Does it show what our priorities are? Does it give us a shared definition of desired results? I think one that's really important is: To what extent can these strategies be sustained? So we've developed out the way we expect the program to be. Are there points in the way that we design the activities, or the way that we expect the outputs to happen, that maybe won't be sustained over time because we don't have sufficient resources? It's just a way to step back and say, "How does this really reflect our program, and how can this help us moving forward and long-term?"

Jennifer, I'd love to just hear from you a little bit about how this process of developing a logic model was for you, and some of the key points that I talked about, how that looked like at your site.

JENNIFER BROWN

Great. Thanks, Lenay. Good morning, everybody! Thank you so much for having me a part of this webinar today. We're excited to talk about our journey of the logic model. NACOG Head Start is a federally funded preschool program. We serve ages infant–toddler, up through five years old. We cover a 27,000 square mile radius within northern Arizona. We're mostly rural and very diverse. Looking at our federally funded program, we're governed by federal performance standards. Within those standards, they prescribe the management of program data and support its availability, usability, integrity, and security. We have to establish procedures on data management, and through ongoing assessment, use data to effectively oversee progress towards addressing program needs, evaluating our compliance, and successfully achieving our program goals that we set out for. We're not new to data collection or using data. What we needed, though, we wanted to look for a way to integrate the data we produced, to make it work for us. In a very large sense, we wanted to learn how our data results in our mission, vision, and values. How do our outputs become our outcomes? Are we asking the right questions? Do our systems align to the goals? So, we embarked on researching.

Our grant writer and researcher had a bit of background in logic models, and he began exploring opportunities for working with outside agencies to help move us and a means to guide our data use. He did a web search. One of the organizations was REL West he ran into, and he said, "You know what, Jennifer? This is the program we need to work with." And we did. We reached out to them, and we're so glad we did. He wasn't wrong. It was the best fit.

We wanted to take our data-driven decisionmaking to the next level. We wanted to ensure that our team had a common understanding of programmatic activities and desired outcomes. This was our time to stop the day-to-day grind of the work we do and engage in a broader leadership team to support their work with programmatic aspects. Time for us to inspect what we expect of our staff. Inspect what we expect. We're firm believers that being able to bring outside expertise increases our team capacity to develop logic models, goals, and objectives, therefore helping us to meet the federal Head Start performance standards. So, I think now we're going to take a look at data and measurement with Tran.

DR. TRAN KEYS

Thank you, Jennifer. I love your overview there. It's reminding me of a great time we had together—Lenay, myself, and our colleague, Erin, so thank you for sharing that.

This next section on the next slide that I'm covering will be very, very high level and very brief. It is because, Lenay mentioned, after a logic model has been developed, it's important to align both data and measures to the logic model. It's so important, so that program staff are able to monitor, they're able to measure the progress, and eventually also to measure the impact of their programs or their interventions. Just a reminder that the title of our webinar is not *Logic Models*, right? It's about defining and measuring progress, and about aligning data and measures to the outputs and outcomes of logic models. It was necessary to kind of front load and remind folks about the components of a logic model. Before Lenay walks us through very concrete examples of how to do so—doing so, meaning aligning data and measures to the logic model—she'll bring in the NACOG example, which is from Head Start with Jennifer Brown and her team, and also some more K12 examples for the broader group here.

I want to provide a very, very brief overview of data and measures, specifically outputs and outcomes. You'll see in the next few slides, we're going to kind of unpack outputs and outcomes. In our work with logic model development with various teams, my colleagues and I have often noticed that actually, there can be confusion between outputs and outcomes, with some folks mixing up the two—calling something that is an outcome, really, that should be an output. And others that are really using the term interchangeably. We felt it was important to unpack outputs and outcomes a little bit.

When we say we're measuring outputs, output measures focus on what was produced. It is not about measuring the effectiveness of your program. It's about what was produced. Outputs can be easily quantified—things that are counted. Lenay gave us some examples about it when she went through the full logic model slide. Outputs capture data about what is done or created, as evidence, she mentions—as evidence that you're carrying out a program. From that logic model overview, outputs are evidence of implementation that you generate. That's really some examples we'll outline in a little bit.

Now, in the next slide, we wanted just to highlight some examples that are from our time with Jennifer and her team. When we talked about outputs, these are very specific—right, Jennifer?—to your program, your Head Start program and the children and families that you

serve. Some output examples are for Jennifer's group about number of funded and licensed spots, number of families served, number of children served. Here's the list. We know that there are many of you on the call who have an early education, early childhood background; these should look very familiar. Those of you who are in more of the K12 space, you'll have different output examples, different outputs for your logic model. So, we wanted to give you just a few examples of Jennifer's team, what they developed.

After examining outputs, then you go into what Lenay mentioned. Now it's about outcomes. And outcomes, in the next slide, is now we're talking about examining the effectiveness of your program, or effectiveness of your—we say program, sometimes people will say their intervention, right? So, outcomes can be measured quantitatively or qualitatively. We mentioned the outputs were mostly about quantitative data. With measuring outcomes, in the example from NACOG in the next slide, we're just going to highlight one strand that we covered, because we covered quite a bit, right, Jennifer? So, the program strand we'll focus on is what is under family engagement and community services. Again, those of you who work with Head Start early education, there are multiple strands. I'm going to lose track of them. Jennifer, forgive me, but I remember we talked about education and child development, for example. There was also a health strand. There's also a children with disability strand. So, multiple strands, and we actually worked on all of those with Jennifer's team.

The example here is about the family engagement and community services strand. The team came up with a short-term outcome of: Families will increase their awareness of available services and supports. This works really well with what Lenay mentioned, that short-term outcomes are about changes in knowledge or skills, right? Spot on. Then we went into medium-term or mid-term outcomes, and one we identified—or Jennifer Brown's team identified—was something called: The families have medical and dental homes. Again, this is a very specific mid-term outcome for Head Start. Just a note for those of you who are not in this field, "medical and dental homes" is a terminology used by Head Start, and it means that families have medical and dental providers that they consider their primary provider. So, very, very important for Head Start work. Lenay mentioned this for long-term outcomes. Sometimes it's really one overarching goal and outcome you want, and that is the case here with the work we do with NACOG, and this is shared across all the strands, not just the family engagement and community services strand that we're showing here, but across all strands, a long-term outcome is that all children and families are ready for kindergarten. That's specifically linked—their long-term outcome was linked to—Jennifer alluded to this earlier—the program goal is for all Head Start programs on school readiness, so, an example from Head Start NACOG.

I'm going to whiz through these next few slides, because they are quite high level. Remember, you will get the slide deck. I want to make sure we have ample time for Lenay to walk us through the alignment of the data and measures with the outputs and the outcomes. But, just some questions for you to think about in your data collection plans. We say this: "What data do you already collect?" We collect a lot of data in our work, don't we? And a lot of it has to do with the fact that we have, for example, funders who fund our programs, and there's an accountability, a compliance aspect, to a lot of the things we do that we have to capture data. So, think about what data you already collect. Then the next part is: What data do you need to start collecting? How will you collect those data? This is very much in alignment to what you put on the logic model as your outputs and especially your outcomes, you want to be able to say that you're collecting—that you *are* collecting, not *say* that—but that you *are* collecting data to support what is in your logic model.

Moving on, we will touch a little bit on data types. Everyone is really familiar with this. There are two broad categories: quantitative data and qualitative data. You'll need both to address the things that you have on your logic model for outputs and outcomes. I'm just going to move on to the next slide, Lenay, because it actually outlines a little bit more about the data sources and collection methods you would use.

When we talk about data sources and collection methods, there are various sources of ways to collect the data. With the quantitative side—I'm sorry, had this in reverse order, but with a quantitative side, you're collecting it through structured surveys. Surveys appear in both qualitative and quantitative, and I'll say a little bit more about that. What you see here, this is extant data. It basically means existing data that you have access to. That's what I alluded to earlier on. So, for example, district databases, we know that Jennifer Brown's team has a database that is very compliant. Basically, they have to collect a lot of records on, so she would tap into that for sure. School districts, you have your SIS—Student Information Systems—a lot of data right from there, so that's existing data. And, of course, we're all familiar with student outcome, student assessment data that you collect, and these are under the quantitative data sources and data collection methods.

On the qualitative side, then you have—I'll just jump to the surveys again; surveys appear in both. A lot of times when we take a survey, multiple questions, there's also a subset of questions that ask you to write in words what you think, what your impressions are. That's the open-ended survey component. That really could be very rich data that you're collecting there. There are also things, of course—you interview folks using a structured or somewhat structured interview guide. And sometimes, it's even more effective to have a focus group. If you wanted to get some interactivity between respondents, a focus group is a good way to capture that. Of course, we do a lot of observation in data collection and research. Then the final two, folks, we like to review documents that are produced by the program, and also artifacts that come out of the program. So, all that, all of this is about data. All this is lumped into ways you can look at data sources and data collection.

In the next slide, we won't go into any great detail, but we wanted to make sure you had some notions of when you're choosing data sources and data collection methods, what types of questions should you be asking? What kinds of things should you be mindful of? Here, for me, is the one…of the five things listed here, I just want to bring your attention to the third one, which is, again, back to the: What do you already have? What can you leverage? Always start there instead of new data collection. Start with what you already have and build off of that. So, that's a list of questions for you to consider.

Then my last slide to have you think through is, we wanted to provide some tips to improve data collection. We felt this is really important to lay out, because the quality of the processes that you use to collect data will heavily influence the quality of the data that you receive. These types of questions have that in mind. You want high quality. You want your efforts in data collection to be usable. You want it to be high quality. You want it to be meaningful data. We've heard this expression often in the field: garbage in, garbage out. We don't want that, right? So, these are just some things to consider as you think about ways to improve your data collection.

With that, Lenay, I want to throw it back to Lenay, because what we really wanted to spend a lot of time on is about aligning data and measures to logic model components. We hope that little overview of distinctions between outputs and outcomes, and some ways to improve data

collection, some tips there, will help you as you think about how you put all of this together. Lenay, I am going to throw it back to you to walk us through some very concrete examples of how we align data and measures.

DR. LENAY DUNN

Thanks, Tran. Give me just a second while I get these pieces all together. We did have a couple questions that came up in the Q&A. I know we'll have time at the end, but Tran, I did want to direct you to a few of those as well.

As we think about alignment, I think that this has been an interesting piece, especially as we looked at the NACOG Head Start team, and as we really helped to pull this together. We did this work over multiple sessions together, where we really broke down each component and spent time saying, "What data do you have? What data do you need? How do we set appropriate targets?" So, this is a frame that we used. We're going to walk you through a little bit of this frame. Each logic model component that we're going to break down is going to be the outputs, the short-term outcomes, the medium-term outcomes, and the long-term outcomes. For each of those components, we have a target. What is the level that you're hoping to achieve? We'll see what that looks like in outputs versus outcomes are a little bit different, but where do you hope your results will be, and then, what data sources are you going to use to be able to assess that? Being able to develop those targets and data sources is a really important piece of this as we work through this. I will also note that Tran shared a lot of those options of data sources, so we're going to show what some of those might look like, but those are very customizable to your specific program.

Let's look here at the targets and data sources for outputs. With the outputs, we want to really look at each component, like, what is the number of students served? What is the number of teacher professional learning sessions delivered? This is a non-NACOG example just to show you some of what this might look like in a K12 setting, but you'll notice a target is: What do you hope to achieve as a number or a target for that? The number of students served in this example—at least 50 students are served, and the data source for that would be attendance records. So, remember the output level? This is basically going to be the counts that we're going to look at here.

In NACOG, as we developed this with our partners and thought through together what this could look like, they had a target of serving 500 families annually. So one of their outputs was they want to serve a certain number of families; 500 is part of what was required in some of their grant materials and what was within their capacity, so they set that as their target, and they're going to use program enrollment records to assess if they meet that target.

As we look at the targets and data for short-term outcomes; short-term outcomes, remember, are sort of that change in the knowledge or the skills. Those targets maybe are often going to be more based on perception data, so the surveys as a data source, and the target would be a certain threshold or certain percent of those that you're serving have a perception of increased understanding of something, or increased skills in something. You could use a skill assessment for short-term outcome as well, but it's just a way to see, has there been that change in understanding your skill or knowledge? With NACOG, that strand that Tran talked you through earlier on family engagement and community services, the short-term outcome was that families increase their awareness of those available services and supports, so the target was that 90 percent of families that NACOG serves are aware of those, and they do that through a

biannual parent survey. Now, what was interesting as we worked with the team on this is, they really thought about, where are we collecting this data? How often are we doing that? What would be appropriate to inform our efforts? So, I think there was a lot of good internal discussion, and Jennifer can share a little bit about that, of how it made them really consider what kind of data they're collecting and how often they're collecting it.

As we move to mid-term, medium-term outcomes, that is really, again, a change in actions or behaviors. Those kinds of data sources in K12 could be grades. These could be changes in teacher practice. These could be policy changes. These could be other indicators that people who have increased knowledge or skills in something are acting on that increased knowledge and skills. In setting a threshold for that, again, sometimes it's helpful to look and see: What does the existing baseline data tell you, and then set a target for improvement. You can also set that based on what you've seen from other similar programs or national data, but you want to set some kind of threshold that seems like it's doable, but also a stretch for you in your program.

With the NACOG example, remember, Tran showed you this medium-term outcome that families have medical and dental homes? The target that the team developed was that they wanted 100 percent of families to have a primary medical and dental provider by the end of their time participating in Head Start. They have some ways to mark the progress of that along the way, because some people participate in Head Start for multiple years, some families participate in Head Start for a single year, but they have defined that by the end of their participation, they want all families to have a primary medical and dental provider, and they're going to get that through a biannual parent survey. There could be maybe other ways, if you had data agreements or partnerships with health providers, but in their case, it was most doable to get this from a biannual parent survey that they were already implementing.

Finally, with long-term outcomes, these are the bigger picture things that you're hoping to achieve. In this case, for this K12 example, it's student math achievement is increasing. And that's at a much broader level, like the end-of-year state assessment, or a quarterly district interim assessment, but showing that there's progress there. You want to be setting a target for that. And, again, setting that target based on some baseline data. What does this picture look like? What is a target that would be something your program should try to achieve?

In the NACOG example, you remember that there was one long-term outcome across all those multiple strands that Tran talked about, which included this family engagement and community services, but it's all working towards the national Head Start goal, which is that all children and families are ready for kindergarten. NACOG wanted to use that national goal to inform their work, so their target was 90 to 100 percent of children's transitioning into kindergarten will meet kindergarten readiness indicators. You'll notice here there's a range, and the reason for that range is they felt like that was more reflective of the way that their program is carried out and what is reasonable to achieve. Of course, they want all, right?—100 percent. And they also know that there are different factors that go into what contributes to kindergarten readiness. So to them, the 90 to 100 percent is definitely headed towards that direction, and that's the first target that they would like to set here. The data that they're going to use for that is a student assessment for kindergarten readiness, so it needs to be connected. The data source needs to be connected to what you're trying to measure, so if the long-term outcome is that children are ready for kindergarten, a way to assess that is through a kindergarten readiness assessment.

Jennifer, maybe you could tell us a little bit about how you worked on those data and measures, and especially some pitfalls and challenges, and how you tried to overcome them through this process.

JENNIFER BROWN

Sure, Lenay, thank you. I'm excited to talk about this part, because it's real. I'm going to start with: we've had this tiny, little thing the past couple of years called COVID. It's impacted the education field greatly, drastically. Just like every other business out there, we have suffered from the staffing crisis. There has not been one time in the past two years we have had full staff. As a matter of fact, we've been short our staff about a third, operating 30 sites across Northern Arizona, doing the best work we can. We're committed to quality, so when we embarked on this journey with the logic model, we really had to stop and say, "Where are we at right now? What do we need right now? What is our 'why'? Has it changed from yesteryear?"

We joined this journey the third year into our five-year grant cycle. We had big dreams in 2020. We reorganized. We had new program goals and objectives. We were ready to build new systems, new database programs, new data collection, new analysis. And then COVID happened. It's been hard. We do hard work. We've always done hard work in education, but this? This was unexpectedly hard, unprecedented times. As Tran said, we have many strands in Head Start. We have health and wellness, which includes behavioral health and mental health. That includes our staff, children, and families. We work on five-year goals and objectives. We include and engage community partners, family partners, key stakeholders that were talked about earlier. We never can lose sight of those 1,700 federal program performance standards we have, because that's what quality is measured against from the office of Head Start. That's our funding source. So, some of these benchmarks that have been discussed are issued from Office of Head Start. Some of them are because we're lofty in our goal development. We want to be, number one, the employer of choice; number two, the place that families choose to bring their children because they can rely on us. The data that we send out to the community, the stories we tell, will either make or break those successes. When we're looking to retain and attract and recruit staff because we're so short, we need hard numbers, we need data, we need stories. The logic model provided us that opportunity. It gave us an opportunity to look at things just a little bit differently. The program goals that we have determined what tools we needed to use in child tracking, and family tracking, and goal development.

We developed goals with every single family enrolled—we have 1,000 families enrolled in our program. We developed goals with every staff member we have—we have 300 staff. We are very individualized, and we have to be consistent in the data gathering that we do. We're constantly collecting data using assessment tools through our own observations, through the end-of-year surveys that so many people do, through community surveys. We talk to our stakeholders and say, "What do you like about what's happening? What changes do we need to make?" We provide food service. We have over 300 contracted providers that we work with. We survey every one of them. We collect that data. But again, we needed to look at, are we doing the right thing now? For us, walking through the logic model steps really allowed us to design a picture of us—NACOG Head Start today, not what we lofted to be in 2020, but what it is today. We want to ensure that we are meeting community needs, and that we are offering the highest quality service. That's our "why." That's what we do.

Our mission is inspiring tomorrow's future today. Our vision is inspiring opportunity through change. So how do we do that? Well, we have to monitor what we're collecting. We have to

ensure that we are all on the right path together. We're working together towards the lofty goal of all children and families are ready for school and life successes. But then, how does that relate to us at NACOG? How do we break that down into each of our component area of expertise? What do we do to make it attainable? Ninety percent of our children and families will be successful? That's a lot! That's a lot, especially in times where children and families are just now returning to school.

We needed to learn together as a team that we all have important pieces, and our program cannot thrive without each piece. But additionally, we learned to look broader, more generally, yet reaching specificity when it came to our long-term outcomes. I'm not going to lie; it was hard. Number one, it was hard to make the time. Number two, it was time to dedicate to goals and objectives and a logic model. Why would we do that? It was hard to define that "why." It was hard to assess mid- and long-term goals. Those were difficult pieces.

We also found it difficult to start at the beginning. So you know what we did? We started at the end. We started with the long-term goal—the lofty goal of the Office of Head Start, and we worked backwards. We talked about our values. We talked about, do our values lead to anything? What data drives our values? We had all kinds of data, but we just weren't sure. So when we reached out to REL West, and we worked with Lenay and Tran, I'm telling you, it brought light to a really dim situation, dismal. It was difficult times, and we had lost ambition to plan for the future. But bringing us together with the logic model made a huge difference. I hope that answered the questions. Lenay and Tran, I think I'm going to turn it back over to you to walk us through the application process.

DR. TRAN KEYS

Yes. Oh, it's always so hard to go after you, Jennifer. Thank you for that. Thank you for that overview. It was such a pleasure for our team to be working with you and your team, so thank you for sharing with our group here.

This section here is really to talk about application—application of logic models and your measurement plan. And the thing here is—I'm sorry, let me really quickly say thank you everyone in the chat. In the Q&A, questions are coming in a lot. We are not able to address every single one of them, but please know that we will be putting together a Q&A, and we'll be sending out the responses to the questions you're asking. So, please don't let that stop you from asking more questions, even if you don't hear us answering it right now, so keep those coming in.

In terms of application, really the idea here is to ask some questions—some questions about what we call next step questions. The first one is about sharing the logic model, because the logic model should not be—the development of a logic model and aligning data and measures to it should never be a one-and-done situation. If it is, then, really, I would actually almost say, "Don't bother," because Lenay mentioned this is a living document, something that you will use. With this question about sharing the logic model, we worked with Jennifer and her team. It was about 10 folks. Jennifer mentioned she has the staff of 300. Did I get that number right, Jennifer? Around 300 or more. When it is finalized, Jennifer and her team will be sharing this with their entire staff. The first question is about sharing with the other team members, thinking through…Jennifer and her team have to think about what information will need to be communicated. For example, it's talking through how they develop the logic model. Who are

the players involved? Then the second part, which is sharing with program staff. The idea here is just to provide strategies for the team to be able to use the logic model more robustly.

The next set of questions, the next-step questions, is about using the logic model, using the logic model in the measures. So, how and when will you revisit the logic model and the data collected to support continuous improvement? And here, what we want to point out is that we really suggest that the logic model be revisited at least annually, so at least once a year. Quite frankly, every time that your program changes, like an intervention—you're running an intervention, and there are some major changes—the logic model should be revisited, right? I mentioned it should not be a one-and-done. A tip that we often give is to put a date on your logic model, because if you have a program that's three years running, and in Jennifer's case, Head Start, continuously running, changes will happen throughout the years. It is so wonderful to see your logic model and how it's changed every year, Jennifer. I know that's something that you mentioned you really liked as a tip from us, is to document in the logic model with dates, so you can see the improvements over time.

In terms of reviewing the data that you collect, we say, review on a regular basis. What's regular mean? We would say we would recommend at least quarterly—at least quarterly, to assess your progress. It is important to continue revisiting the outputs and the outcomes that you aimed to achieve, and to reassess the targets (when Lenay walked us through targets) and progress throughout your implementation. So, you do that quarterly. Again, the whole idea is to make your logic model document, and then the data measures that is aligned to the logic model, as useful as possible. So, we really highly recommend that that's always the case. Jennifer, I'd just love for you to spend a couple minutes next, to give some parting words to how you are using the logic model and aligning the data, the measures to your work.

JENNIFER BROWN

Thanks, Tran. I would love to. I think it's really important that you know that all of us on this team of 10 that went through this process, we truly believe we made a connection between data and measurement with the work that we did in the logic model. As I already said, we're in unprecedented times. Our staff shortages are great, supply and demand issues, infectious diseases, depression like we've never seen—but we know we're confident now. We aligned our logic model to our vision, our mission, and our values. We reassessed the "why." We stopped the day-to-day. We took a break from it so that we could ensure our quality, so that we can ensure that those lofty goals we had were still applicable to today's time.

We're proud of the work that we do in Head Start, of course! We want to tell our story around it. Our funders rely on solid data management and alignment to the standards that we're governed by. Our governing bodies rely on that as well. We're excited to tell you that the logic model will be implemented into our next grant application, our next five-year grant. We feel like we have a huge jump already on what our focus will be. We have a clear vision. We're all together. We meet monthly to celebrate our data. We have data parties. The logic model is now a part of that. We're going to take this huge logic model and break it down into the smaller component pieces. What will we do for medical and dental homes? What will we do for nutrition? What will we do for active supervision? What are we going to do to ensure we have community partners engaged fully? Breaking logic models down into smaller pieces is very doable.

Then we need to diversify. We need to ensure that we're reaching out to all of our stakeholders. We need to, as I said, our governing body—we need to share this with them. They need to see the big picture. We need to share this with our partners, our consultants, our contractors, with the health and data field, with the nutrition consultants we have. We need to get this work out there. We need to share it with our staff and families. Why? Because they need to know that they're in a high-quality program, and we have a direction, and we're focused, and we're collecting data for all of the right reasons.

So, our advice for you, really, this is such a cool opportunity. It's a free opportunity with such expertise and high-level information. Tran and Lenay walked us through really difficult, complicated scenarios. They gave us a different way to approach our program goals and objectives. They questioned us on whether or not we were asking the right questions. They forced us to look at our data. We need this. We need this everywhere. It's an opportunity to create your own logic model, to create a big picture, break it down.

We would also say they don't leave it on the shelf. Bring it to your parties. Talk about it. It's data. It's important. It's living, breathing. Make it a part of your vision and mission. Share it with everyone. Make it public. Revisit it regularly. We're doing it monthly. Data and measurement alignment is so critical, and the logic model allows us to show the hard work we do.

Finally, I just want to say, a huge shout out to the team at REL West. And again, thank you for including us here. We look forward to working with you guys on the next steps. You're not done with NACOG Head Start, yet. It's been an honor. And I think I'll turn it back to you, Lenay.

DR. LENAY DUNN

Thank you so much, Jennifer. And thank you—it's so helpful to hear how you're really using this in your work and how you intend to use it. As you said, you run data parties, so I think that's a great takeaway for some of our colleagues who are here today. Great. Well, thank you for sharing that.

I know we just have a few minutes left, and I know there were several questions in the Q&A. I want to just reiterate a couple of things. One, you will receive a copy of these slides. If you've registered, you'll receive a copy of the slides and you'll also receive a link to the recording in the future. If we don't get to your question, we still will supply answers to the Q&A that was submitted, so everyone can have that accessible to them. But I wanted to just see, we probably have time only for maybe one question, and I don't know, Grace or Ryan, if there's a theme of questions that have popped up, or a burning question that you saw that you'd like to lift up for Jennifer or others to answer.

I'm not hearing anything from Grace or Ryan, and I don't see anything in the chat, so I'm going to say this. I'm scrolling through some of the questions, and I see a couple of the themes of questions really thinking about where there are differences between outputs and outcomes. I see one that I know we can answer quickly, so I'm going to pick that one because it's right in front of me. The question was, "What are the appropriate time frames for short-term versus medium-term versus long-term?" I love this question, because there are some rules of thumb, if you will, but there are not concrete answers, because it does kind of depend on your program. So, short-term is typically at the end of the program, the strategy, the intervention. In education, that might often be a semester or a school year you could think about, or it could be, if you're doing like an intervention program for students, like a reading intervention.

Maybe that's an eight-week program. So, you just kind of want to think about, when is it a stopping point where you can step back and reflect and see if there has been improvements or changes in understanding knowledge or skills. So, where is that touch point depending on the activities that you provide.

Medium-term, again, going to depend on the way that your program is structured, but a year to two years is a typical time frame that we see for medium-term. Because if you're changing knowledge or skills, and then you want to see a change in the action—you want people to act on that, or change behavior, or policies or practices—a year to two years is a typical time frame.

Long-term, you're going to expect that to be three to five years—is a good range to think about, but it might depend on your program. If your program offers services for multiple years—I think about Jennifer with NACOG—you're offering Head Start programs; many families are enrolled in Head Start programs for multiple years, and the end goal for you is preparedness for kindergarten. That's that end point for a long-term goal, which would be about a three year, depending on when a child or a family enrolls. So, that's just some parameters to give. Tran, if you'd like to add anything to that?

DR. TRAN KEYS

No, Lenay. That's perfect. We're almost at time, and I know you have some resources to share.

DR. LENAY DUNN

Yeah! So again, you'll get these slides, and you'll be able to see what some of these resources are, but if you'd like to develop logic models, there are a lot of resources out there. We also have an infographic coming out that summarizes the information that we shared today, aligning data and measures to the outputs and outcomes of a logic model, so a lot of what you saw today is going to be in this infographic. We'll be sure to email you when that is ready.

We also would really like your feedback on the session today. I think someone is going to provide this link here in the chat for you. If you could please fill out the survey, this is really helpful for us to know how to continue to do this work even better.

I just wanted to really take the time to thank you all for coming today. Many thanks to Jennifer and your team. I know you're representing the 300 people who do amazing work in Northern Arizona for children and families, so thank you for sharing your experiences today. Thank you to everyone for attending today. And to our ASL interpreters: Thank you for sharing your services today, and to all the team who made this happen. Have a great rest of your day, and we'll be in touch with answers to your questions. Thank you.

DR. TRAN KEYS

Thanks everyone.