

Title: CCDF Program Performance Measures

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SUMMARY OF PRESENTATION

Peggy O'Brien-Strain

What makes a good performance measure? It has to be **meaningful** (relevant to the audience and linked to activities; understandable and clearly defined; comparable over time or across organizations); **reliable** (accurately represents what is being measured, not susceptible to manipulation; balanced or complementary with other measures); **practical** (feasible and affordable to collect in a timely manner).

What can Performance Measurement do?

Determine whether the agency is fulfilling its vision
Justifying programs and their costs to policy makers

What can Performance Measurement *not* do?

A performance measure doesn't prove your program caused the outcome
Poor measure performance doesn't tell you what went wrong
Measured efforts and effects are only a shadow of the actual efforts and effects
PM do not ensure compliance with regulations

Don't think of performance measures as answer to old questions. It should trigger new questions. How do you improve your program?

You need to start with a logic model.

Bobbie Weber

Goal and purpose of Performance Measures in Oregon:

To continuously improve the child care system by:

- Clarifying goals and desired outcomes
- Focusing on results (this is where we started)
- Increasing coordination, cooperation, and collaboration
- Improving communication with public and policy makers
- Strengthening planning, implementation, and continuous improvement of services (one of the last goals but should have been one of the first)

Lessons Learned over 17 years in Oregon:

- Progress is incremental (takes time to build measurement and reporting systems; new efforts need to incorporate and build upon measurement and reporting)

- systems already in place)
- Vision and leadership of state child care administrator is key
 - Involvement of stakeholders determines extent to which performance measurement changes behavior (state administrator as leader and person responsible; partner awareness of role of their organization and that of others in making progress is essential)
 - Performance management and planning need to be connected

Cherie Kotilinek.

All programs were under the Dept of Children, Families and Learning. The legislative auditor came in to look at the programs. No measure of progress for children. So, asked for a report to come up with a way to integrate the early childhood programs. Integrating goals, outcomes, and performance measures across the programs.

No Better Time – publication. Appendix B was the first framework of indicators (school readiness was the goal all programs were working toward).

Call attention to section on child outcomes in the report.

Declared that the schools had a part of the responsibilities to school readiness. Parents and communities also had a role to play. Recognized that we didn't have an infrastructure in place. Action plan for infrastructure.

The report was presented to the legislature. It had mixed reviews. Some people felt threatened. The Legislators felt like they needed to fully fund every identified program and a bottomless pit. But all of these were good ideas.

On the child outcomes and indicators piece, we developed our first school readiness assessment in MN. In 2001, did first assessment to set benchmarks. Also on the MN Dept of Education website. Fall 2006 assessment is on the website. Did it by guess and by gosh originally. Trained teachers in Work Sampling. This last year, the legislature actually funded school readiness assessment.

In 2003, Dept of Children Families and Learning was abolished. Some pieces went to Department of Human Services and some went to Department of Education. Did not embrace publishing of benchmarks because of budgetary limitations. Focus was on Economic stability and accounting for the money being drawn down from the federal government. Had we had statewide data on child care assistance program, we could have reported on % of families who were in uninterrupted employment.

In addition to drawdown federal funding, this last session, we came forward with an initiative to improve SR of young children and it was funded (for 2 years) by legislature.

The performance measure is:

% of children entering kindergarten who have received child assistance funds who are rated as in progress on the school readiness assessment. (So, it has come full circle)

New initiative is vouchers for quality care.

Suzanne Sennett

I want to focus on the other end of the stream. If you are going to bring your stakeholders together, you can't stop at the point at the performance measures. You have to do the incredible hard work so that every stakeholder and person involved understands how what they do contributes to moving towards performance measures.

You have to have direct connections between your overarching goals and performance measures and the levers that drive your work every single day.

Make people at every level accountable for their performance and tie performance to reimbursement.

Be willing to modify your measures over time if they are not related to outcomes.

SUMMARY OF DISCUSSION

Peggy

Be able to do case-mix adjustment (e.g., accounting for the fact that your children are harder to serve) but it takes really good data to take that into account in advance.

Cherie

Both Oregon and MN is measuring current market rates and looking at most recent market rate survey and look at what proportion of your current market rate are covered by your state's maximum. This could be a measure that we could do across states.

Bobbie

We would need to come up with a way to do it in each state. It's easier if we use CCR&R data rather than a state survey. The methodology will be more complicated to extrapolate. We're not to that point, but we should make a recommendation that this is a measure that all states should get.

KEY POINTS

You need a logic model

You need strong leadership

You need to involve all stakeholders

You need good measurement tools/good data

You need the right periodicity for measurement

Progress is incremental