SESSION OBJECTIVES

Participants will:

- Explore and discuss Subpart J: Program Management and Quality Improvement 1302.100-1302.103

- Gain a better understanding of how program data fits into the New Head Start Program Performance

- Discuss and learn how data can be used to inform progress of school readiness goals, continuous program quality improvement and support child and family well-being

- Increase knowledge and skills on how to manage and use program data to inform decisions and promote effective practices that are evidence-based across program levels
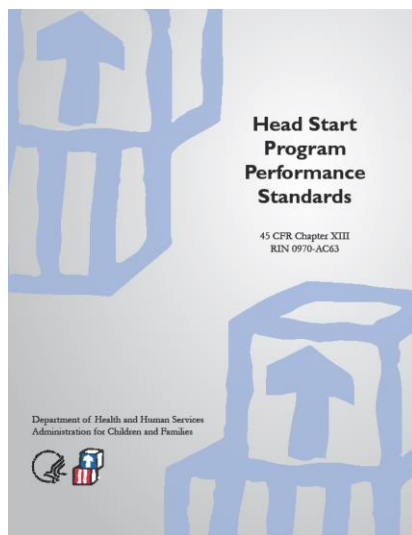
Change...

It's All Around Us

DID YOU KNOW? … The term "DATA" actually appears in the HSPPS…How Many Times?

70 TIMES

Head Start Program Performance Standards

45 CFR Chapter XIII
RIN 0970-AC63

Department of Health and Human Services
Administration for Children and Families

1301.2 – Program Governance
(b) (2) The governing body must use ongoing monitoring results, **data on school readiness goals**, other information described in §1302.102, and information described at section 642(d)(2)[5] of the Act to conduct its responsibilities

1301.3 (c) (2) A policy council, and a policy committee at the delegate level, must use ongoing monitoring results, **data on school readiness goals,** other information described in §1302.102, and information described in section 642(d)(2)[5] of the Act to conduct its responsibilities.

Webinar video

- Ann Linehan and David Jones Program management HSPPS video

Subpart J – Program Management and Quality Improvement

- **§1302.100**   Purpose
- **§1302.101** – Management system
- **§1302.102** – Achieving program goals
- **§1302.103** – Implementation of program standards

1302.101 – Management System

a. Implementation

b. Coordinated approaches

   1. Training and professional development system

   2. Dual language learners

   3. Children with disabilities

   4. Management of program data
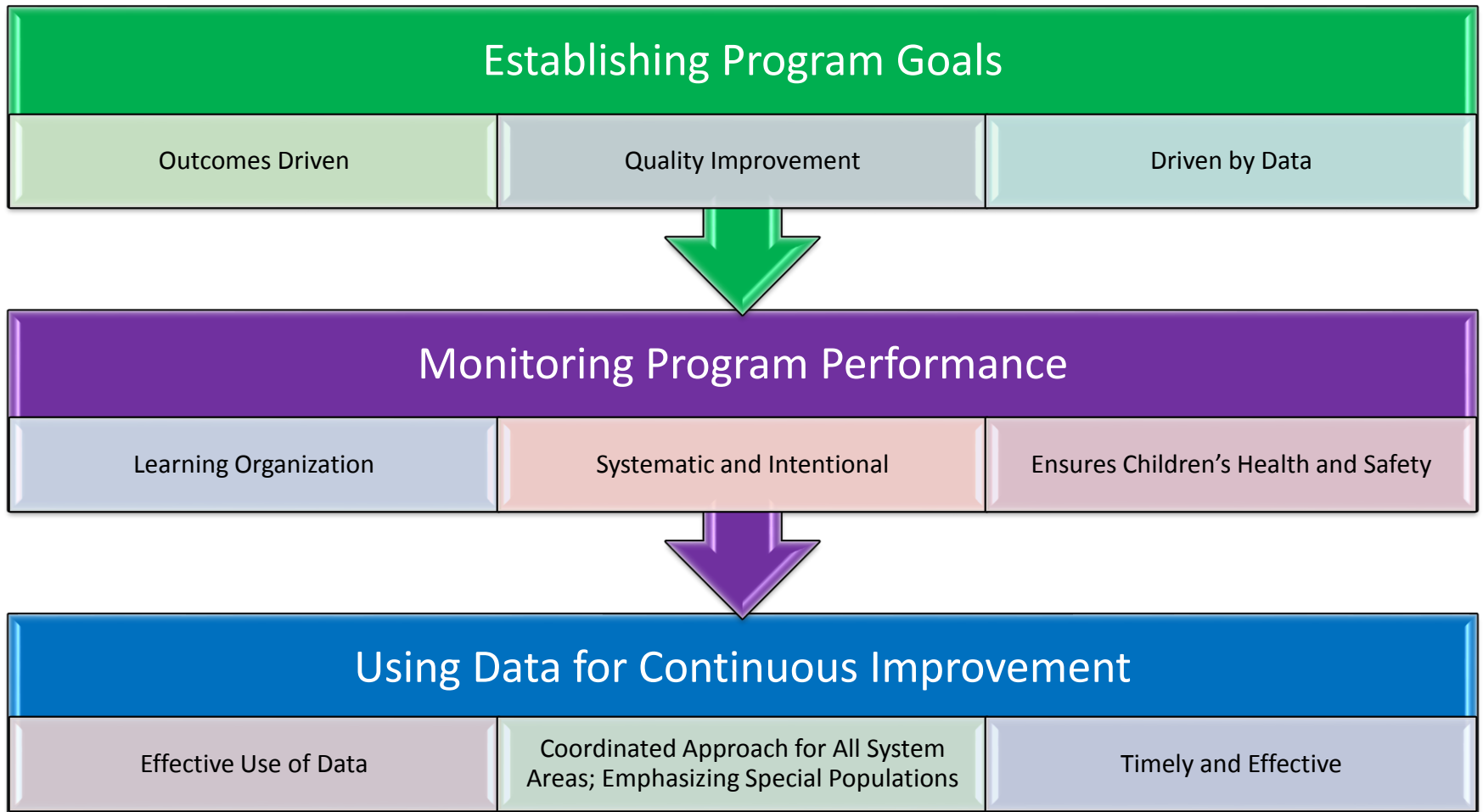
1302.102 – Achieving Program Goals

a. Establishing program goals
   1. Strategic long-term goals
   2. Goals for comprehensive services
   3. School readiness goals
   4. Health and safety goals
b. Monitoring program performance
   1. Ongoing compliance oversight and correction
   2. Ongoing assessment of program goals
c. Using data for continuous improvement
d. Reporting

§1302.102 Achieving Program Goals

Establishing Program Goals		
Outcomes Driven	Quality Improvement	Driven by Data

Monitoring Program Performance		
Learning Organization	Systematic and Intentional	Ensures Children's Health and Safety

Using Data for Continuous Improvement		
Effective Use of Data	Coordinated Approach for All System Areas; Emphasizing Special Populations	Timely and Effective

1302.103 – Implementation of Program Performance Standards

Must implement a program-wide approach for the effective and timely implementation of the changes to the program performance standards

- Measurable goals and objectives
- Coordinated approaches
- Ongoing analysis and action
- Thoughtful systems supporting intentional structures

What is Data?

Data & Information

"…Information is not just data collected. Rather, it is data collected, organized, ordered, and imbued with meaning and context."

-Laurence Prusak

-James McGee

Managing Information Strategically

A Look at Some Data Terms

DRS Definition and School Readiness

- **1304.10 – 1304.11** Designation Renewal System definitions of school readiness, child-level assessment data, and aggregate child-level assessment data published November 9, 2011 in the new Head Start regulations,

- **School Readiness**

  The regulations require that agencies establish school readiness goals that "align with the Head Start Child Development and Early Learning Framework, State early learning guidelines, and the requirements and expectations of the schools, apply to the ages of children, birth to five, participating in the program and at a minimum address the domains of language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development" (45 CFR XIII 1307.3 (b)(1)(ii), as amended

- **Child-level assessment data**

  *Data collected by an agency on an individual child from one or more **valid** and **reliable** assessments* of a child's status and progress, including but not limited to direct assessment, structured observations, checklists, staff or parent report measures, and portfolio records or work samples

- **Aggregate child-level assessment data**

  Data collected by an agency on the status and progress of the children it serves that have been combined to provide **summary information** about groups of children enrolled in specific classrooms, centers, home-based or other options, groups or settings, or other groups of children such as dual language learners, or to *provide summary information by specific domains of development*.

HEAD START
Regional T/TA Network

Activity –

Each person take 1 bingo card and beans are provided to cover the word as you hear the term.
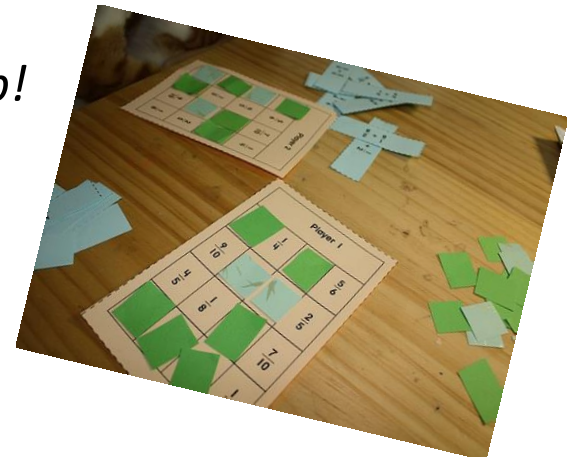*We will STOP now to play a practice game.*
Throughout the remainder of the session; anytime you hear a 'data term" cover your word.

Terms are defined on the data terms handouts.
*When you get 5 across, down, diagonal yell "BINGO"

There may be prizes involved so ...Listen up!

Your Cheat Sheets...

HEAD START
Regional T/TA Network

THE NATIONAL CENTER ON
Program Management and Fiscal Operations

Glossary of Data Terms

Accurate: Data that are correct (free from error), clear, and have adequate detail

Aggregate: A whole formed by combining several elements

Baseline: An accurate measurement of existing developmental and process levels prior to implementing change to allow a clear measurement of the impact of inputs and activities.

Compare: Estimate, measure, or note the similarity or dissimilarity between

Correlate: Have a mutual relationship or connection, in which one thing affects or depends on another. Two things may correlate but that does not mean that the first thing causes the second thing

Data: Facts or information used usually to calculate, analyze, or plan something

Disaggregate: Separate into its component parts

Distribution of scores: How spread out around the average the scores are

Estimation: An approximate calculation of quantity

Factor: A circumstance, fact, or influence that contributes to a result or outcome so that people have language to describe the different things they are analyzing.

WHAT IS QUALITY DATA FOR PROGRAMS SERVING INFANTS AND TODDLERS?

Head Start programs serving infants and toddlers collect data – lots of data...

Children develop rapidly during the first three years of life. Families' needs change just as rapidly. To ensure that programs are responsive to children's and families' evolving needs and that children and families are adequately supported in reaching their goals, staff collect and track a substantial amount of information (or "data"). These data are used to inform program planning and decision making at the child and program levels. (See 1304.51(a)(1) and (2) and 1307.3(b)(2)(i) and (ii).)

But is it quality data – and why is that important?

With the passage of the *Improving Head Start for School Readiness Act of 2007* (or "Head Start Act"), all Head Start programs, including those that serve infants and toddlers, have been asked to shift toward a more "data-driven decision making" culture. In other words, programs are expected to use data in even more meaningful ways to plan and make decisions. This involves using a combination of **qualitative** data (information from sources such as interviews, open-ended questionnaire items, and focus groups that is represented in verbal or narrative form or anecdotes—stories that are compiled to represent particular points) and **quantitative** data (data that are expressed in numerical terms). It also involves integrating the use of data and data analysis in planning systems to track child progress and improve overall services to infants, toddlers, and their families, including pregnant women/expectant families.

To make the most effective and meaningful decisions and improvement plans, programs need **quality data**. Quality data provide a foundation for sound decision making and play a critical role in providing objective information for assessing child progress as well as identifying program successes and challenges. When used effectively, quality data can provide programs with compelling information for improving services to very young children and their families and to document and share their success stories.

Examples of Data Collected by Programs

- Developmental screenings and ongoing assessments of child progress, including progress toward school readiness goals and early intervention outcomes for infants and toddlers with disabilities
- Home visit and group care quality
- Child/family demographics (including pregnant women/expectant families)
- Family Partnership Agreement goals and families' progress toward achieving them
- Staff qualifications and performance appraisals
- Attendance (child, staff, family) and length of time in program
- Pregnant mother, child, and family health (including physical, nutrition, oral, and mental)
- Safety checks (e.g., indoor/outdoor environments, buses used to transport children, fire or other drills)
- Community resources (e.g., through community assessments and partnerships with community resources)
- Family referrals to and use of community resources
- Program self-assessment results and federal monitoring reports
- Finance/budgets

Migrant and Seasonal Head Start Technical Assistance Center, Introduction to Data Analysis Handbook, 7.
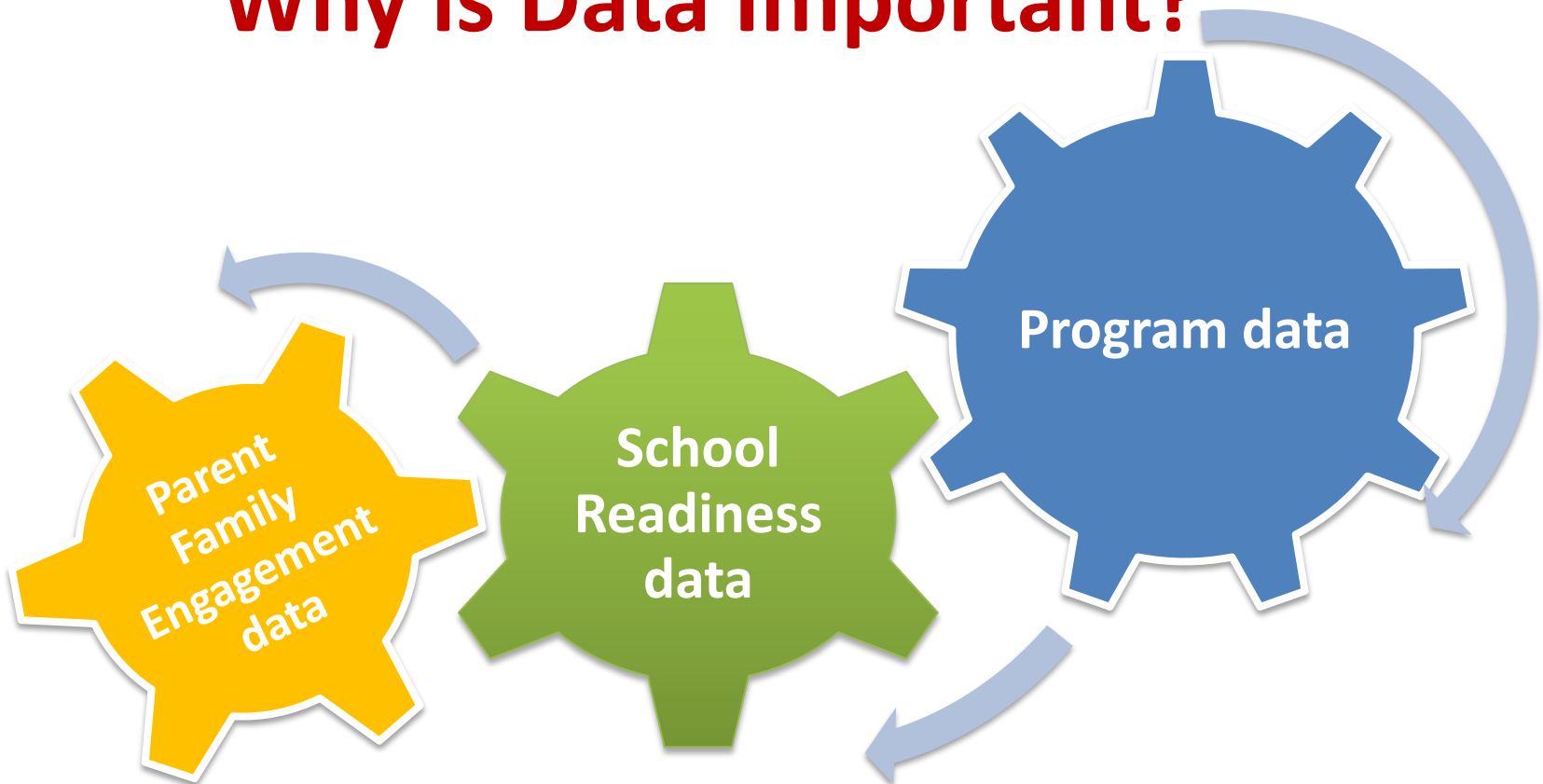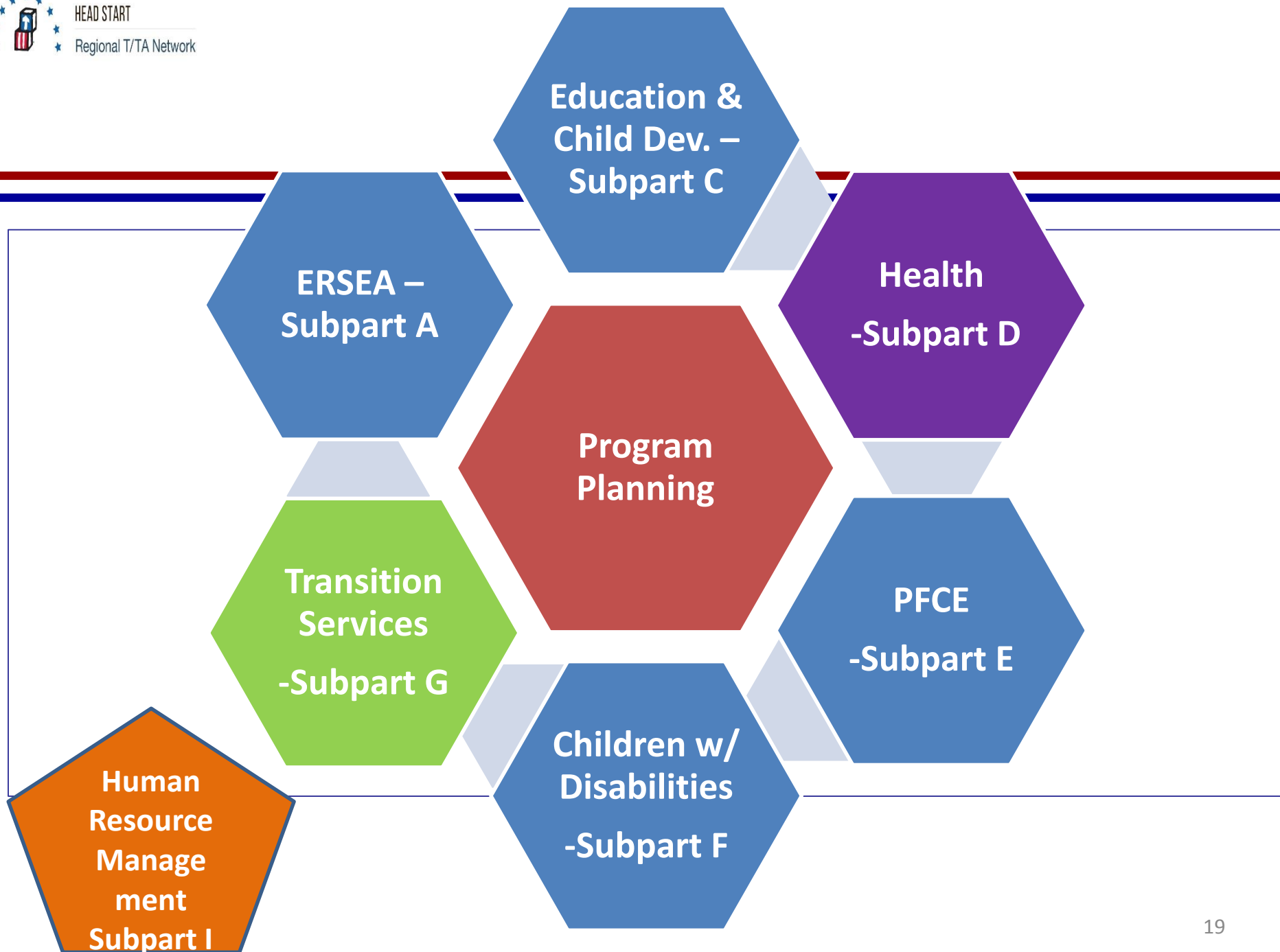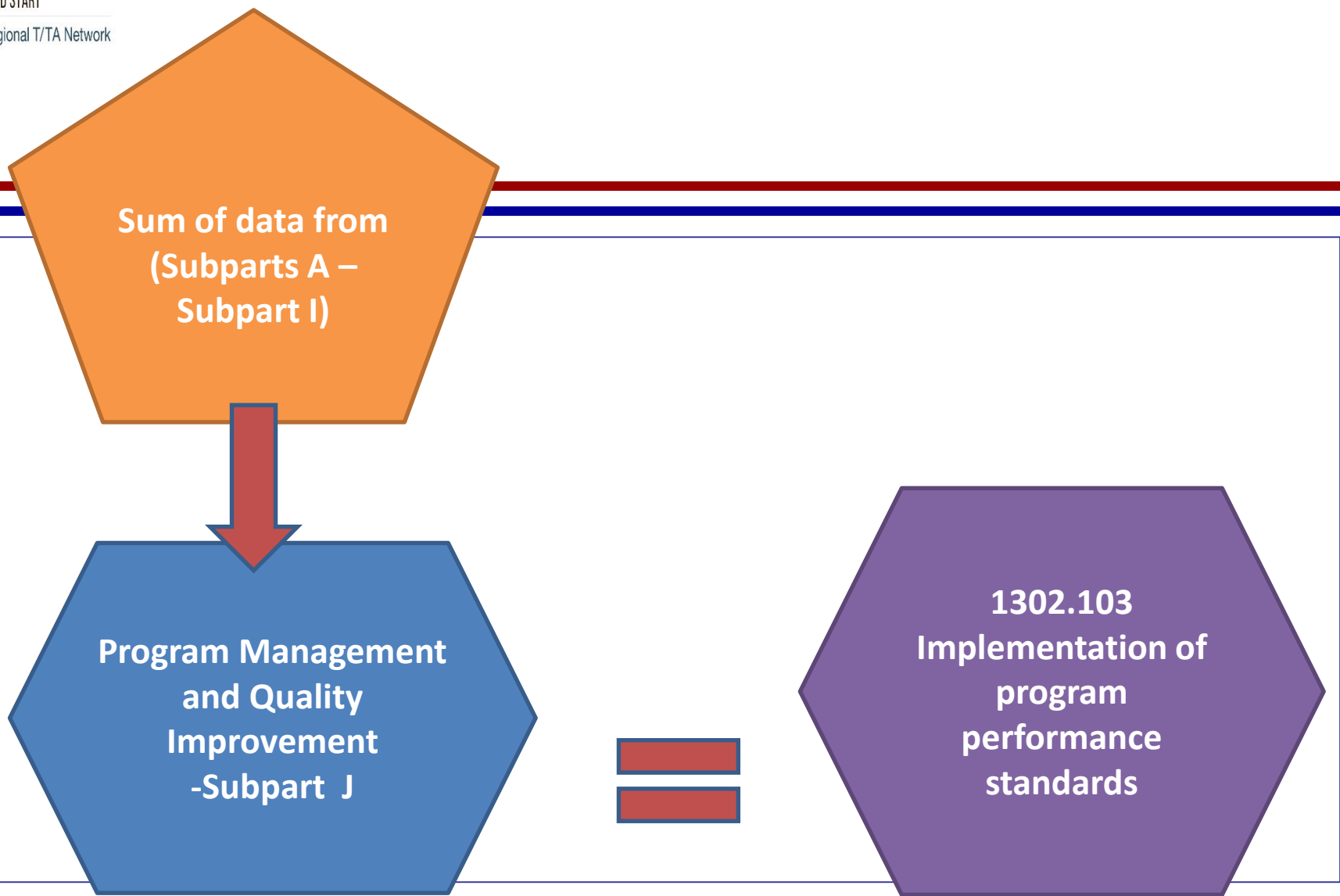Ibid., 8.

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Why is Data Important?

Parent Family Engagement data

School Readiness data

Program data

Sum of data from
(Subparts A –
Subpart I)

Program Management
and Quality
Improvement
-Subpart J

=

1302.103
Implementation of
program
performance
standards

TEAM ACTIVITY

- Take a marker

- There are 4 charts on the wall. Each chart has the name of a Head Start system or service area

- Walk around to the charts

- Write the names of data that you collect for that system or service area on the chart

- Read what's on the chart before your write. Write something different

Examples of Data Collected by Programs

- Developmental screenings and ongoing assessments of child progress, including progress toward school readiness goals and early intervention outcomes
- Child/family demographics
- Family Partnership Agreement goals and families' progress toward achieving them
- Attendance (child, staff, family) and length of time in program
- Child, and family health (including physical, nutrition, oral, and mental

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Examples of Data Collected by Programs

• Safety checks (e.g., indoor/outdoor environments, buses used to transport children, fire or other drills)

• Community resources (e.g., through community assessments and partnerships with community resources)

• Family referrals to and use of community resources

• Program self-assessment results and federal monitoring reports

• Finance/budgets

QUALITATIVE DATA:
Information observed, represented in verbal or narrative

Language & Literacy – says DaDa
Social Emotional – Smiles
Approaches to Learning
Cognitive
Physical – uses pincer grasp
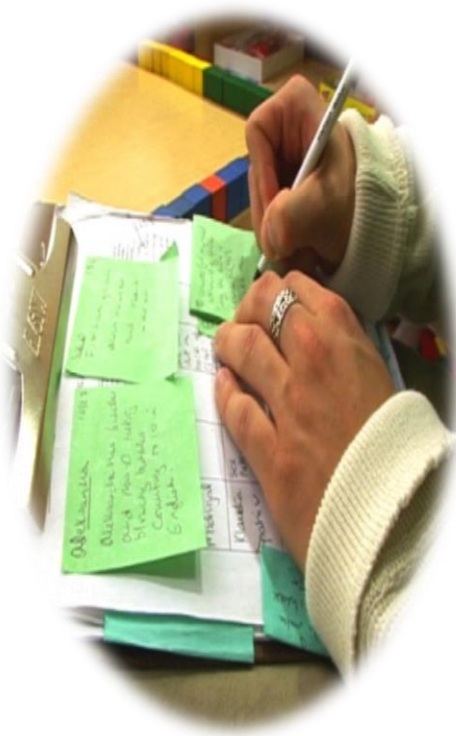
Photo Courtesy Louis

QUANTITATIVE DATA:
Data expressed in numerical terms, can be measured

Language & Literacy	6.8
Social Emotional	2.5

Qualitative and Quantitative Examples

Data	Qualitative	Quantitative
Child data	Child Observations	Developmental screening ITERS / ECERS Child assessment
Family data	Family needs assessments (FPA)	Parent/child reading frequency
Program data	Staff performance appraisals	Program Information Report (PIR)
Community data	Notes from IFSP about Community Partners	Community assessment Customer Satisfaction
Health data	Notes from Mental Health Consultant on child's behavior	Immunization Records

Courtesy NCQTL

"…In other words, programs are expected to use data in even more meaningful ways to plan and make decisions.
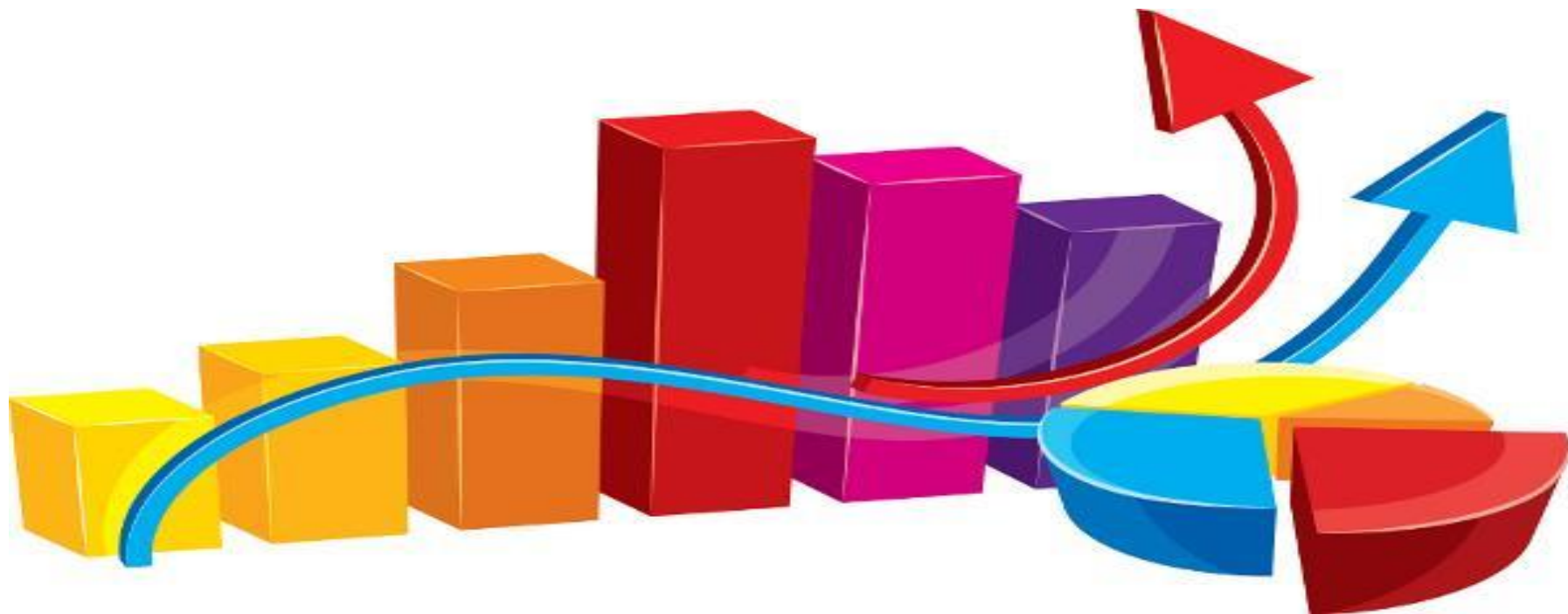
Data shows how the children are doing … AND the impact of our efforts.

No more *"I feel…."*

but, *"The data shows…!"*

Using Data to Show Change Over Time

http://content.everydayhealth.com/wte3.0/gcms/article-infant-growth-charts.jpg

- Where are the children's scores relative to:
  - Their own scores earlier in the year
  - Other children (norms, subgroups)

- Do different subgroups show different patterns or growth?

- Growth as a program

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Courtesy NCQTL

Using School Readiness Data

Brenda Tomlin
Senior Program Manager
Southwest Human Development Corporation

Pair
&
Share

Follow the Four A's

- **A**ppealing

- **A**ccessible

- **A**ccurate

- **A**udience-Specific
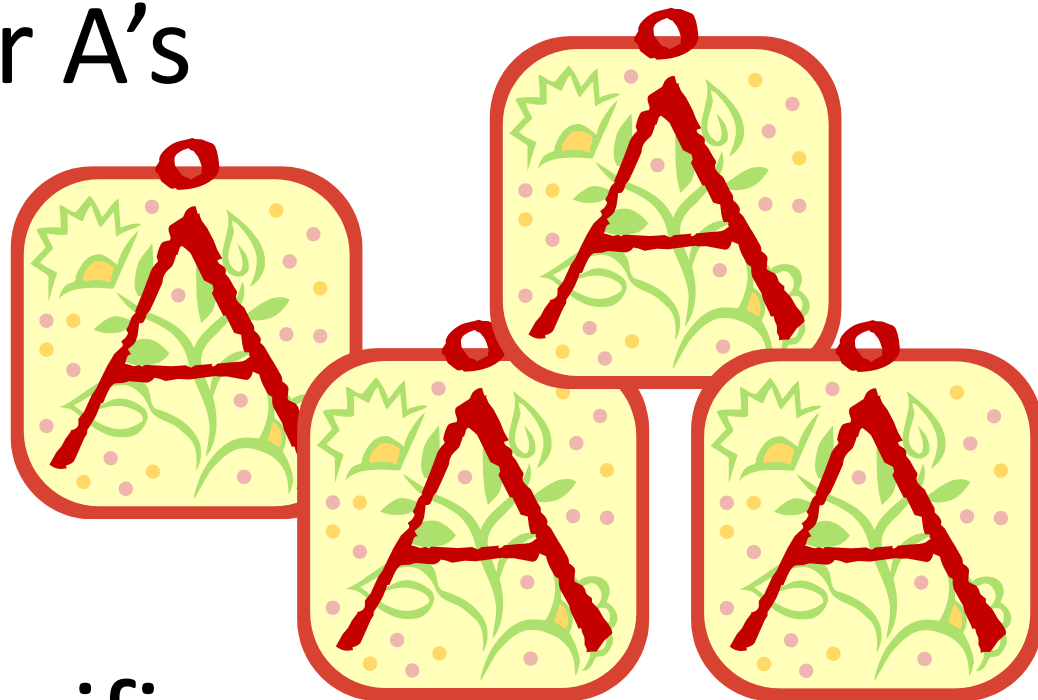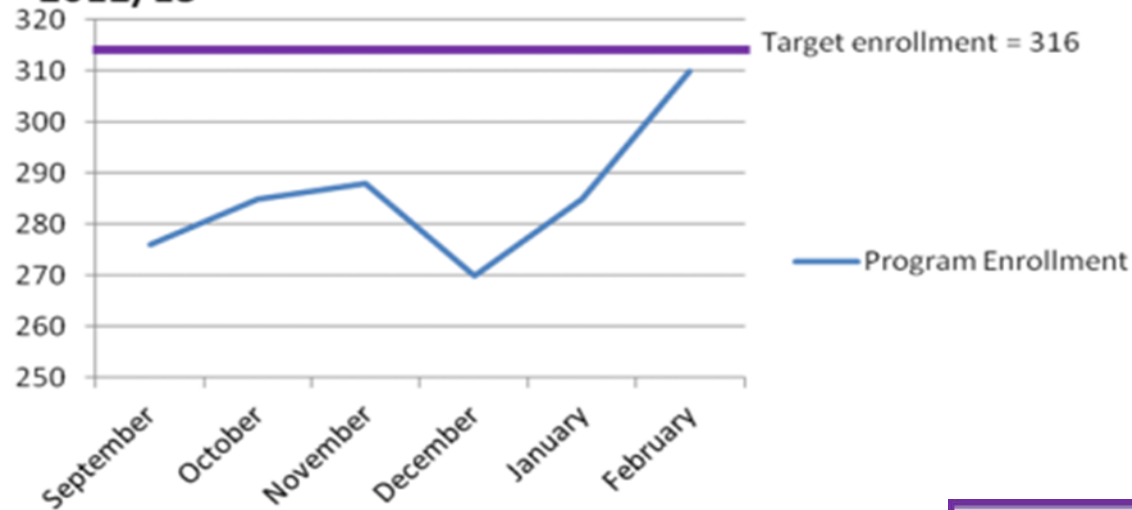
Tell Tale Data

<u>Your</u> Annual Report

European Youth Forum. (Producer). (2008, May 13). Annual Report 2009 [Web Photo]. Retrieved from http://www.flickr.com/photos/europeanyouthforum/4643788317/in/photostream/
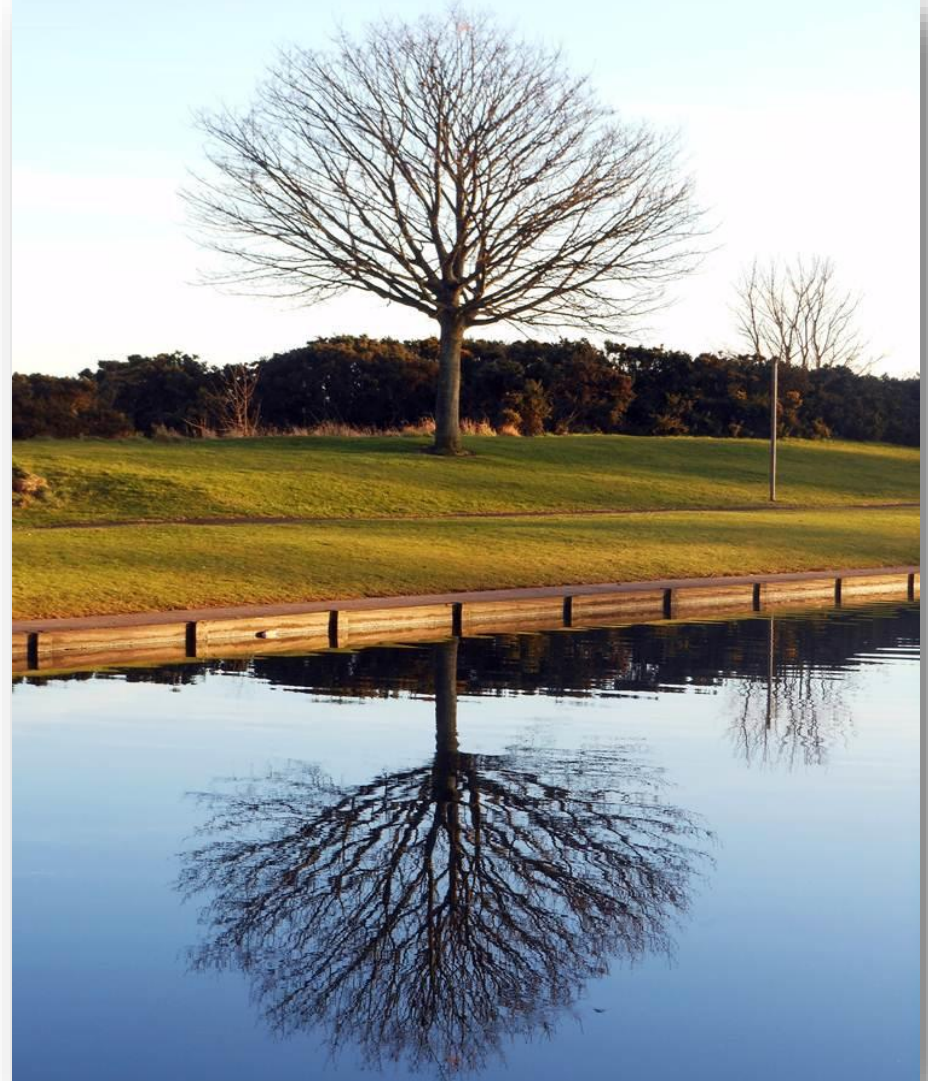
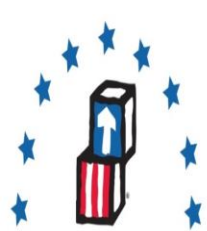# Reflect on Use and Share

What's working in your program?

What do you need to strengthen?

How will you strengthen "use and share"?

Results-Based Accountability™

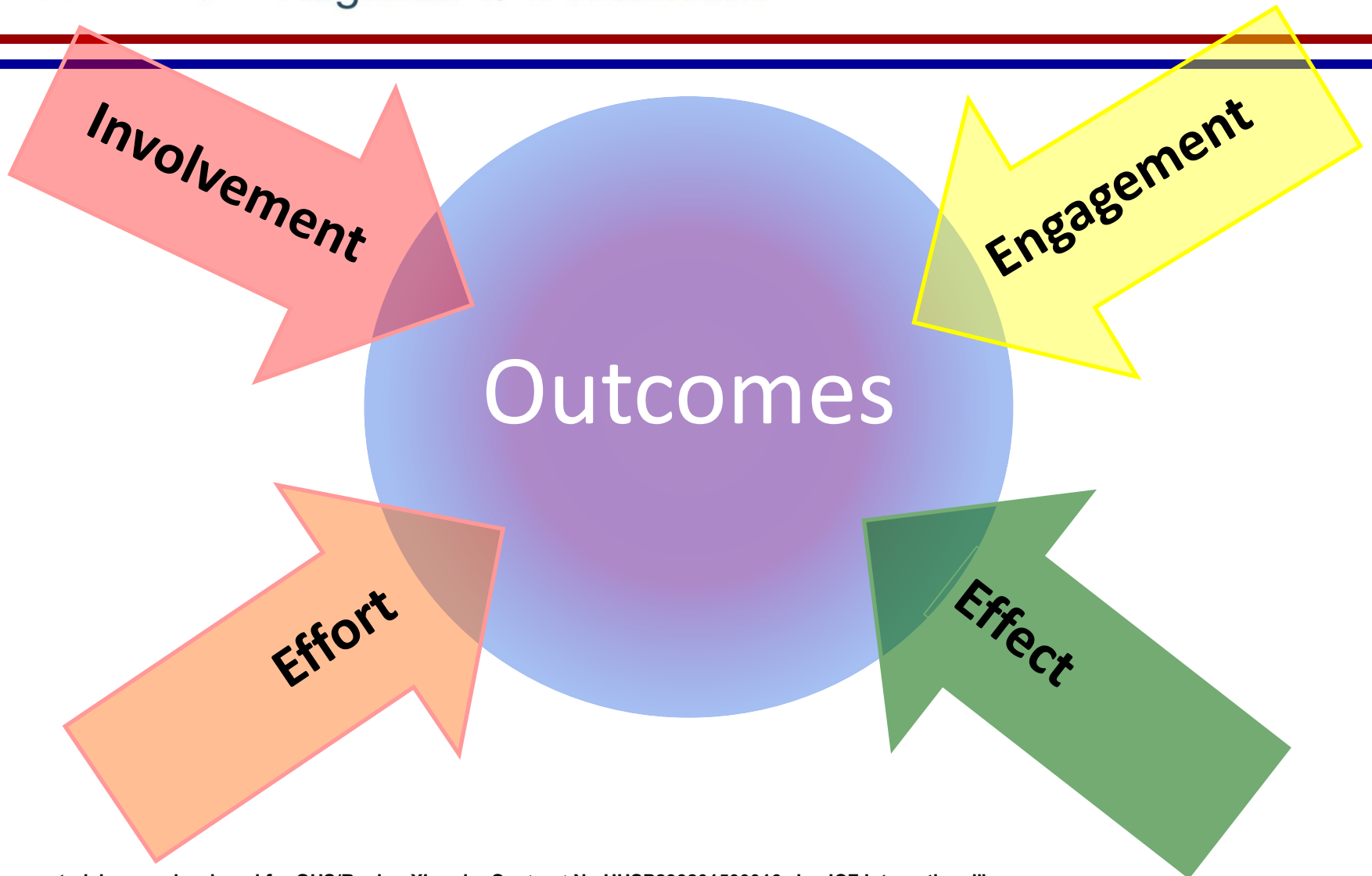|	Quantity	Quality
Effort	How much did we do?	How well did we do it?
Effect	Is anyone better off?	
	#	%

Trying Hard is Not Good Enough – Mark Friedman

It all Matters!

Involvement

Engagement

Outcomes

Effort

Effect

Information taken from ECLKC:

- **Understanding Data Use for Continuous Quality Improvement in Head Start Brief**

- School Readiness: Preparing for Assessments
National Centers   PMFO - Planning in Head Start
NCQTL now the National Early Childhood Development Teaching and Learning Center

- *Moving Beyond a Culture of Compliance to a Culture of Continuous Improvement*

Child Assessment data aggregation sheet

EHS/HS	**Fall**	# _____ Children	
	Below	Meeting	Exceeding
S/E			
G/M			
F/M			
Language			
Cognitive			
Literacy			
Math			

EHS/HS	**Winter**	# _____ Children	
	Below	Meeting	Exceeding
S/E			
G/M			
F/M			
Language			
Cognitive			
Literacy			
Math			

EHS/HS	**Spring**	#_____ Children	
	Below	Meeting	Exceeding
S/E			
G/M			
F/M			
Language			
Cognitive			
Literacy			
Math			

Final Thoughts?