Hand-in-Hand: Quality Data and Quality Services for Infants, Toddlers, and Families

National Indian Head Start Directors' Association

June 9 – 12, 2014

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Objectives

1. Define quality data in relation to collecting, analyzing, aggregating and using child and program data
2. Identify strategies that support staff in collecting, using, and managing quality data to support school readiness and program improvement

Meeting Your Neighbor

1. Five
2. Fifteen
3. Fifty-one

Which number is least like the other? Barbazette, J. (2006

Photo courtesy EHS NRC

Introduce yourself to those at your table

- Name
- Position
- Program

Collecting the Data – What *Supports* Are in Place?

"If I knew what you were going to use the information for I would have done a better job of collecting it."

--Quote from a Migrant and Seasonal Head Start (MSHS) staff person to MSHS director at a Community Assessment Training

"How are the children doing?"

Photo courtesy EHS NRC

Quality Data

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.

Photo courtesy NCQTL

Is it time to take a break?

NO,
Let's Play BINGO instead!

BINGO!

Photo courtesy EHS NRC

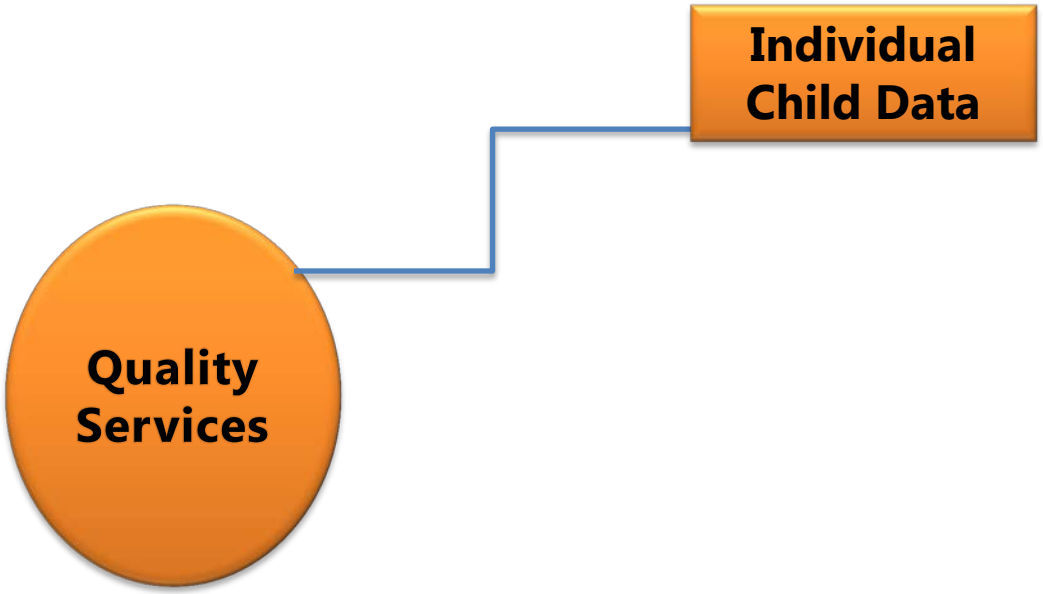
We Have A Winner!

FreeDigitalPhotos.net

What Does This Child-Level Data Tell Us?

	Center 1	Center 2	Center 3	Center 4
Language & Literacy	6.8	2	4.4	4
Social Emotional	2.5	2	4.7	4
Approaches to Learning	4.5	2		4
Cognitive	3.2	2	4.1	4
Physical	5.8	6.2	5.5	4

Data to Inform Program Improvement…Where We Begin



Courtesy NCQTL

Influences on Individual Child Data

Knowledge, understanding, and abilities related to:

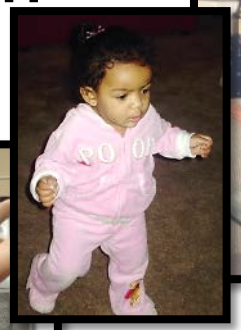
- Knowledge of child development
- Knowledge and understanding of the assessment tool(s)
- Staff reliability on the assessment tool
- Skills of observation and documentation
- Program systems to support staff

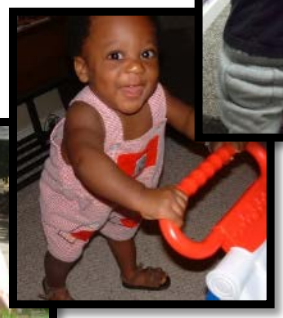
School Readiness Goals § 1307.3(b)(1)

Five Essential Domains For Birth to Five

Physical Development & Health
Gross Motor











Physical Development & Health

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E-LAP -- Older Toddler (24 – 33 Months, Selected Skills)

Social-Emotional Development –	Language Development	Cognitive Development	Fine Motor Development	Gross Motor Development
24 Months 29. Begins to claim and defend ownership of personal things 30. Initiates own play activities 31. Enjoys role-playing; wraps up doll and puts to bed **28 Months** 32. **Inflexible and rigid in behavior** **33 Months** 33. Begins '**associative play'** activities 34. Names or points to self in photographs	**24 Months** 40**.** Names 3 objects 41. Refers to self by name 45. Uses pronouns – I, you, me –not always correctly 47. Understands 2 prepositions 48. Speaks 50 or more words **30 Months** 49. Uses plurals 50. Shows or tells use of one or more familiar objects on request 51. Names or identifies objects by use 52. Names 5 pictures 53. Points to 7 Pictures 54. Gives full name when asked	**24 Months** 74. Names 3 objects 75. Builds tower of 6-7 cubes 76. Refers to self by name 77. Comprehends and asks for "another" 80**. Adapts to reversal of formboard in 4 trials** **27 Months** 83. Makes train of cubes 84. Imitates drawing vertical line, horizontal line, and circle 86. Understands size differences • **30 Months** 89. Builds tower of 8 cubes 88. Names or identifies objects by use 92. **Imitates cross** 93.Gives full name	**24 Months** 57. Attempts to fold paper 58. Builds tower of 6-7 cubes 59. Imitates vertical stroke 60. Imitate circular stroke 61. Adapts to reversal of formboard in 4 trials **27 Months** 63**.** Makes train of cubes 64. Imitates drawing vertical line, horizontal line, and circle **30 Months** 65. Builds tower of 8 cubes 66. Holds pencil with thumb and forefinger instead of fist 67. Imitates cross	**24 Months** 83. Jumps in place 84. Walks approximately on line 85. Jumps from bottom step **28 Months** 86. Walks backward **30 Months** **87. Stands up from supine**

Establishing Reliability

- Formboard
- Associative play
- Preposition
- Plural
- Cube
- Stroke
- Supine
- Gratification
- Secure attachment
- Three-point finger grip
- Multisyllabic
- Pincer grasp
- Parallel play

The Planning Process

Observe/ Document

Photo courtesy of EHS NRC

Reflect/Interpret /Plan=Ongoing Assessment

Finalize Ratings/Scores

Implement

Reflect/Evaluate

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What is observation?
Why is it important?

Observation: A Tool To Accomplish Ongoing Assessment

ONGOING ASSESSMENT =

OBSERVATIONS + Documentation

=

DATA

=

Supporting Staff's Use of Data to Inform Care and Teaching

1. Interpret assessment data for each child and the group.
2. Decide whether children are progressing.
3. Decide how to adjust routine care and learning experiences that support children's learning.
4. Plan informed, intentional experiences that promote children's development and learning.
5. Continue to collect assessment information and use it to inform curricular practices.

Courtesy NCQTL

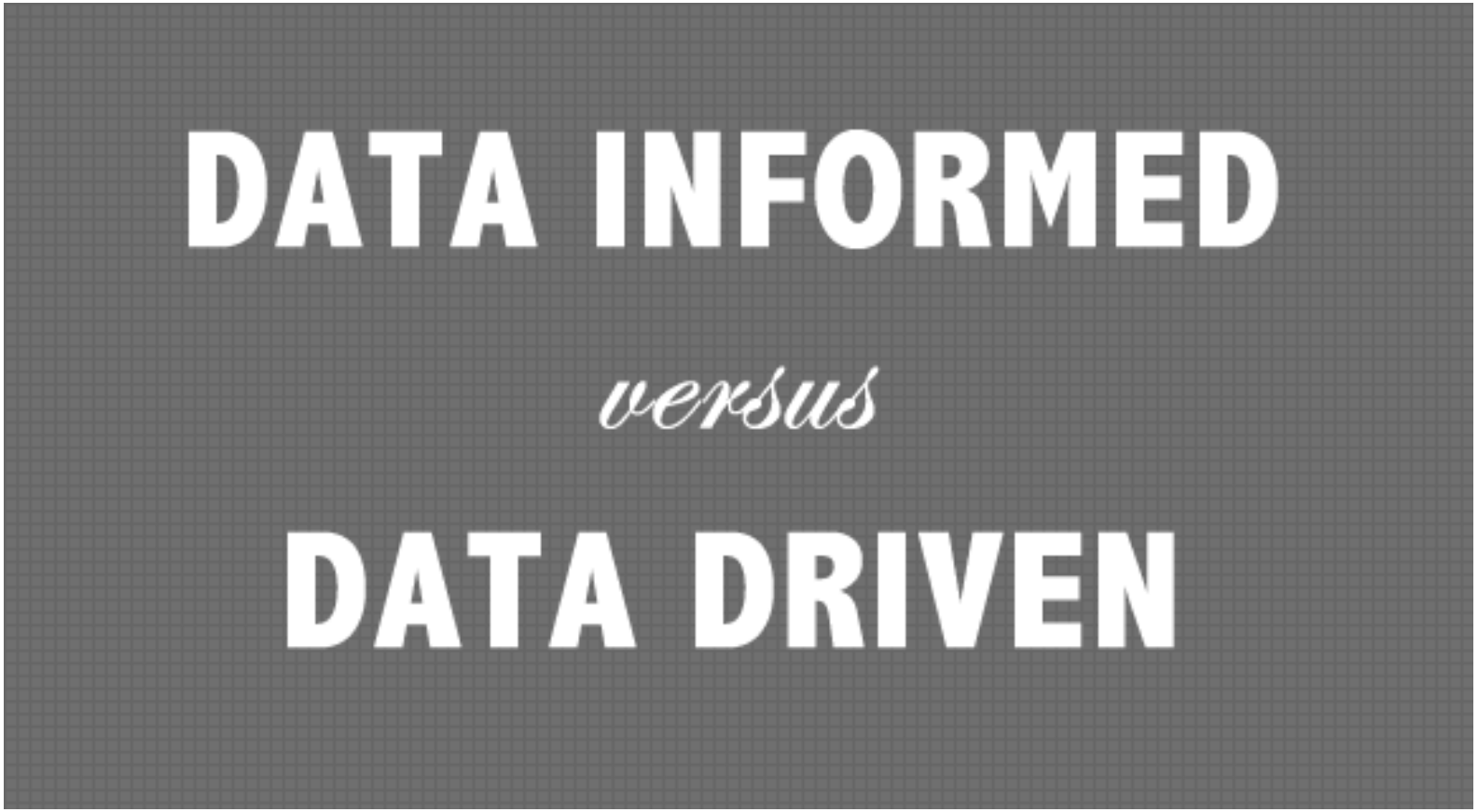
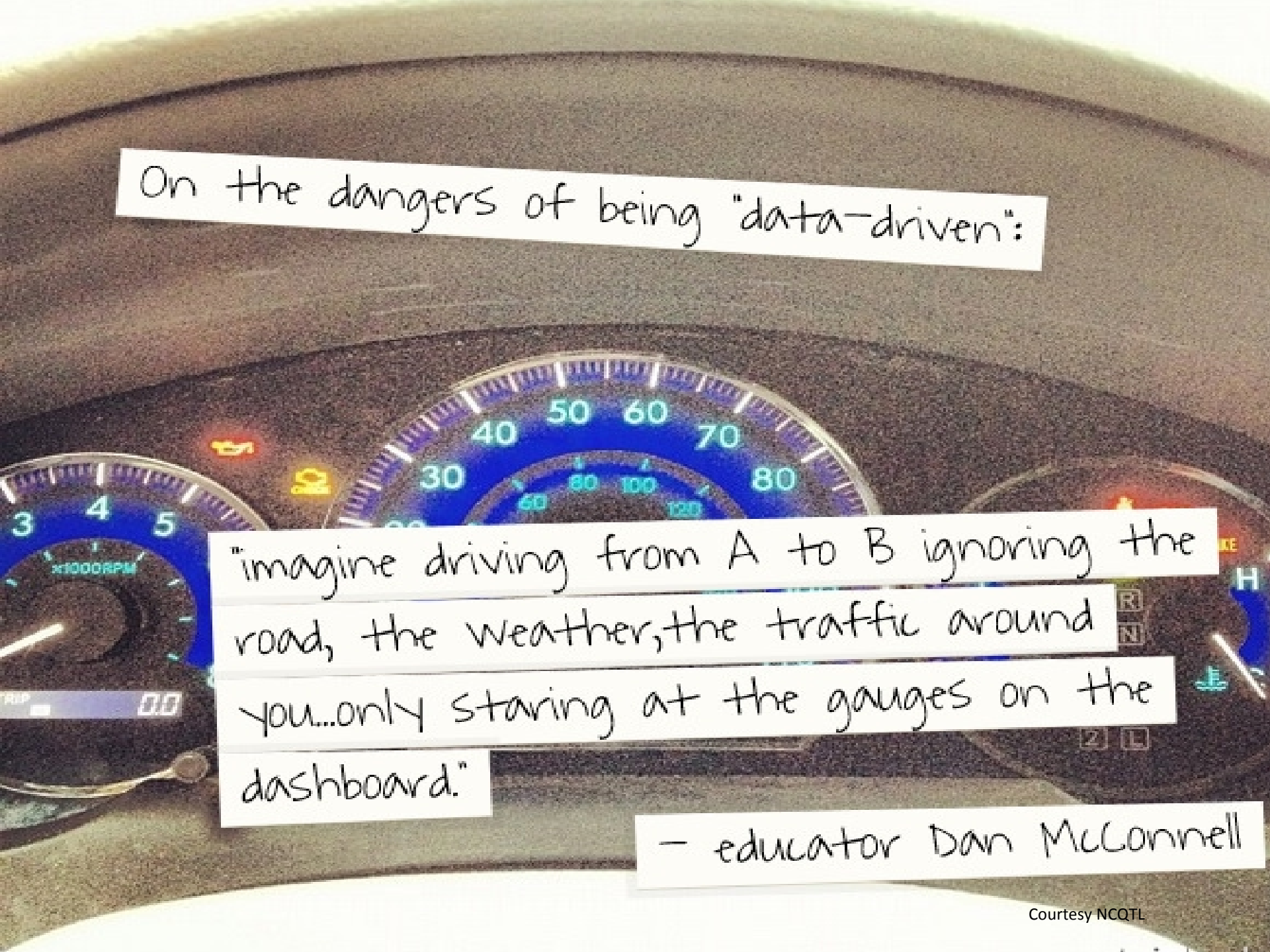


Photo: http://andrewchen.co/2012/05/29/know-the-difference-between-data-informed-and-versus-data-driven/#

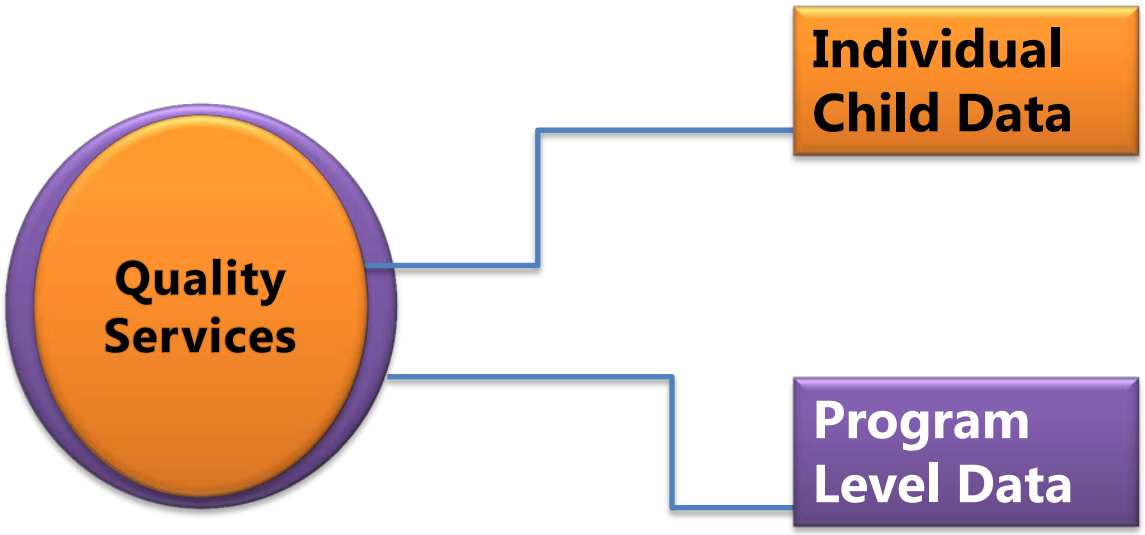

On the dangers of being "data-driven":
"imagine driving from A to B ignoring the road, the weather, the traffic around you...only staring at the gauges on the dashboard."
– educator Dan McConnell
Courtesy NCQTL

Why Data Informed?

1. Close achievement gap
2. Program improvement
3. Measure progress
4. Inform care & teaching

IMAGE SOURCE:
http://www.flickr.com/photos/sandy_leidholdt/2914841189/

Data to Inform Program Improvement



Courtesy NCQTL

Goals drive the interpretation and use of data.

- Overall program goals
- Program school readiness goals
- Individualized goals

  Children

  Families

  Staff members

Photo Courtesy EHS NRC

Thinking About Goals Through a Systems Lens

How do you determine the number of goals?

- What data will you need to collect?
- How will you track, monitor and evaluate activities and progress?
- With whom do you need to communicate your goals?

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Developing a Data Informed Culture

Encourage a culture of continuous improvement

- From *my* to *our*
- Curiosity
- Real reflection
- Tolerance of failure
- Emphasis on feedback
- Systems thinking
- Embrace change

Photo courtesy EHS NRC

Data show how the children are doing AND the impact of our efforts.

Photo courtesy NCQTL

No more "I feel"....

but, "the data show!!"

Courtesy NCQTL

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