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

National Indian Head Start Directors’ Association
June 9 – 12, 2014
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?

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?”
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 1304.3(4)(1) and (2) and 1307.38(6)(1) and (2).

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 new and meaningful ways to plan and make decisions. This involves using a combination of qualitative data (information from sources such as observation, open-ended questionnaires, and focus groups that are represented in verbal or narrative form, or anecdotes—stories that are compiled to represent particular priority 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/independent 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 visits and group care
- Child/family demographics
- 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
- Infant/toddler health (including physical, emotional, and social)
- Safety checks (e.g., indoor/outdoor environments, items used to transport children, fire or other drills)
- Community resources (e.g., through community assessment and partnerships with community resources)
- Parent/child relationship
- Program self-assessment results and federal monitoring reports
- Financial/budgets
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?

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<thead>
<tr>
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<th>Center 1</th>
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<tr>
<td>Language &amp; Literacy</td>
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<td>4.4</td>
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<td>Social Emotional</td>
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<td>4.7</td>
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<tr>
<td>Approaches to Learning</td>
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<td>Cognitive</td>
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<td>Physical</td>
<td>5.8</td>
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Data to Inform Program Improvement...Where We Begin

Quality Services

Individual Child Data

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

- Cognition & General Knowledge
- Approaches Toward Learning
- Social & Emotional Development
- Language & Literacy
- Physical Development & Health
Physical Development & Health
Gross Motor
# E-LAP -- Older Toddler (24 – 33 Months, Selected Skills)

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<tr>
<td>29. Begins to claim and defend ownership of personal things</td>
<td>40. Names 3 objects</td>
<td>74. Names 3 objects</td>
<td>57. Attempts to fold paper</td>
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<tr>
<td>30. Initiates own play activities</td>
<td>41. Refers to self by name</td>
<td>75. Builds tower of 6-7 cubes</td>
<td>58. Builds tower of 6-7 cubes</td>
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<td>31. Enjoys role-playing: wraps up doll and puts to bed</td>
<td>45. Uses pronouns – I, you, me – not always correctly</td>
<td>76. Refers to self by name</td>
<td>59. Imitates vertical stroke</td>
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<td></td>
<td>47. Understands 2 prepositions</td>
<td>77. Comprehends and asks for “another”</td>
<td>60. Imitate circular stroke</td>
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<tr>
<td>32. <strong>Inflexible and rigid in behavior</strong></td>
<td>48. Speaks 50 or more words</td>
<td>80. <strong>Adapts to reversal of formboard in 4 trials</strong></td>
<td>61. Adapts to reversal of formboard in 4 trials</td>
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<tr>
<td><strong>30 Months</strong></td>
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<tr>
<td>49. Uses plurals</td>
<td>50. Shows or tells use of one or more familiar objects on request</td>
<td>83. Makes train of cubes</td>
<td>63. Makes train of cubes</td>
<td></td>
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<tr>
<td>50. Shows or tells use of one or more familiar objects on request</td>
<td>51. Names or identifies objects by use</td>
<td>84. Imitates drawing vertical line, horizontal line, and circle</td>
<td>64. Imitates drawing vertical line, horizontal line, and circle</td>
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<tr>
<td>51. Names or identifies objects by use</td>
<td>52. Names 5 pictures</td>
<td>86. Understands size differences</td>
<td><strong>30 Months</strong></td>
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<td>52. Names 5 pictures</td>
<td>53. Points to 7 Pictures</td>
<td><strong>30 Months</strong></td>
<td><strong>30 Months</strong></td>
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<tr>
<td>53. Points to 7 Pictures</td>
<td>54. Gives full name when asked</td>
<td>65. Builds tower of 8 cubes</td>
<td>66. Holds pencil with thumb and forefinger instead of fist</td>
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<tr>
<td>54. Gives full name when asked</td>
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<td>66. Holds pencil with thumb and forefinger instead of fist</td>
<td>67. Imitates cross</td>
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<tr>
<td><strong>28 Months</strong></td>
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<td><strong>28 Months</strong></td>
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<tr>
<td>32. <strong>Inflexible and rigid in behavior</strong></td>
<td></td>
<td></td>
<td>83. Jumps in place</td>
<td>84. Walks approximately on line</td>
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<td><strong>33 Months</strong></td>
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<td>33. Begins ‘<strong>associative play</strong>’ activities</td>
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<td>85. Jumps from bottom step</td>
<td>86. Walks backward</td>
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<td>34. Names or points to self in photographs</td>
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<td><strong>33 Months</strong></td>
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<tr>
<td>37. Stands up from supine</td>
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<td>87. Stands up from supine</td>
<td>88. Names or identifies objects by use</td>
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<td>38. Jumps from bottom step</td>
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<td>40. Walks approximately on line</td>
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<td>67. Imitates cross</td>
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<td>41. Walks backward</td>
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<td>42. Jumps from bottom step</td>
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<td>66. Holds pencil with thumb and forefinger instead of fist</td>
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<td>43. Stands up from supine</td>
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<td>67. Imitates cross</td>
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<td>44. Jumps in place</td>
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<td>45. Walks approximately on line</td>
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*National Resource Center™*
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
- Reflect/Evaluate
- Implement
- Reflect/Interpret/Plan=Ongoing Assessment
- Finalize Ratings/Scores

Photo courtesy of EHS NRC
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
DATA INFORMED
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
Why Data Informed?

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

Quality Services

Individual Child Data

Program Level Data

Courtesy NCQTL
Goals drive the interpretation and use of data.

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

Children
Families
Staff members
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?
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.

No more “I feel”.... but, “the data show!!”
References


References


Resources
