THE NATIONAL CENTER ON
Parent, Family, and Community Engagement™

OFFICE OF HEAD START
NATIONAL CENTERS

MEASURING WHAT MATTERS:
Exercises in Data Management

RESOURCE GUIDE

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Exercises in Data Management

RELATED RESOURCES

This Resource Guide is meant to accompany the Measuring What Matters Series on Data Management. Use the resources listed here to further develop and expand your data knowledge. The resources are grouped into three main categories:

1) **GETTING STARTED**
2) **DATA TOOLS OR METHODS FOR TRACKING PROGRESS**
3) **PROGRAM PLANNING AND EVALUATION: MAKING CONNECTIONS**

GETTING STARTED
Beginning ideas in data management

Measuring What Matters: Using Data to Support Family Progress
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/measuring-what-matters.pdf
This resource is an overview of the Measuring What Matters Series developed by the National Center on Parent, Family, and Community Engagement (NCPFCE). The overview presents how Head Start and Early Head Start programs can use data to engage families and support each family's progress toward the Office of Head Start (OHS) Parent, Family, and Community Engagement (PFCE) Framework Family Outcomes. It describes helpful principles and activities for data use with families.

Data in Head Start and Early Head Start: Creating a Culture that Embraces Data
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/data/guide/guide.html
The National Center on Program Management and Fiscal Operations (NCPMFO) has developed this interactive learning module to help Head Start and Early Head Start programs create an organizational culture that embraces the use of data to drive decisions. It includes an introduction and five interactive activities including: plan to succeed, get people on board, dig into data, share and share alike, and celebrate good times (come on!).

Data in Head Start and Early Head Start: Digging Into Data
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/data/data2/index.html
Developed by NCPMFO, this interactive training module uses life-like scenarios that Head Start and Early Head Start leaders typically face in order

to build program leaders' comfort and skills in data management. The module includes six activities that will help programs select the right data, steer clear of data collection problems, change their view, draw conclusions, take action, and share data.

Diving Into Data: Creating a Culture of Continuous Improvement
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/webinar/webinar-3.html
This webinar organized by NCPFCE describes Head Start and Early Head Start program strategies to use data for continuous improvement. Continuous improvement efforts help answer questions such as, "What do I need to know about my organization?" "What types of data can guide my organization's direction on PFCE?" "How do my staff know that we are successful?"

Family Engagement and Ongoing Child Assessment
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/family-engagement-and-ongoing-child-assessment-081111-1.pdf
This guide from NCPFCE outlines how information that programs collect about children's learning and development can be used with families. This document identifies specific strategies that support staff-parent relationships and provide specific guidance to staff on sharing information with families.

Changing the Conversation: Sharing Education Data with Families
http://www.hfrp.org/hfrp-news/news-announcements/april-fine-newsletter-changing-the-conversation-sharing-education-data-with-families
This issue of the FINE Newsletter from Harvard Family Research Project (HFRP) discusses how education data can be used to connect parents and teachers as active partners in children's success. Authors highlight the importance of making data sharing an ongoing activity, rather than one that happens only at specific times during the school year. As a follow-up to this issue, you can access an archived web chat in which early childhood experts answer questions from the field about ways to share data with families during the early years: http://www.hfrp.org/family-involvement/projects/hfrp-interact-join-the-conversation-and-explore-promising-practices/web-chat-sharing-data-with-families-during-the-early-childhood-years

Strategic Use of Consultants: A Guide for Head Start and Early Head Start Leaders
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/center/consultants/voices-pmfo.html
NCPMFO has developed a short brief and video clip to describe how a large, urban nonprofit organization serving more than 1,200 Head Start and Early Head Start children engaged a consultant to help the organization build and implement a culture of data.

Using Data to Assess Progress: PFCE Resources from ECKLC
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/assessing/assess.html
You can use the Parent, Family, and Community Engagement (PFCE) Program Assessment Tools and Guides to evaluate strengths and challenges and set and work toward goals and objectives related to family and child outcomes.

Development of a Measure of Family and Provider/Teacher Relationship Quality
http://www.acf.hhs.gov/programs/opre/research/project/development-of-a-measure-of-family-and-provider-teacher-relationship-quality-fptrq
The Family and Provider/Teacher Relationship Quality measures are comprehensive tools that help programs assess the relationships between families and providers/teachers of early care and education for children birth to five years of age. The measures are appropriate for use across different types of early care and education settings, including Head Start and Early Head Start programs, center-based child care, pre-kindergarten classrooms, and home-based child care. These measures are intended to be culturally appropriate for diverse populations, including lower-income and higher-income families, ethnically/racially diverse providers and families, and non-English speaking families and providers.

Catalog of Family Process Measures
http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/evaluating-family-involvement-programs/a-catalog-of-family-process-measures
In this article from *The Evaluation Exchange*, authors from HFRP catalog the instruments various evidence-based family intervention and prevention programs use to evaluate change in the family context, parent-child relationships, parenting practices, and family engagement.

The Family Map Inventories
http://www.thefamilymap.org/overview/
The Department of Family and Preventive Medicine at the University of Arkansas for Medical Sciences has developed *The Family Map Inventories*. The inventories are face-to-face interview protocols that can be used in conversations between early childcare or prenatal educators and families. The interviews are designed to identify family strengths and risks in a respectful way in the areas of self-support, routines, school readiness, monitoring, environmental safety, family cohesion, discipline, health, basic needs, home and care safety, social integration, and parent-child warmth.

Family Outcomes Measurement
http://ectacenter.org/eco/pages/tools.asp
The Family Outcomes Survey is an instrument designed for parents of infants, toddlers, and children, including those with special needs, to describe their families and the way they support their children's needs. The instrument includes items focused on understanding your children's strengths, needs, and abilities, knowing your rights and advocating for your child, helping your child develop and learn, having support systems, and accessing your rights. The survey is available in over 10 languages. You can also link to a compendium of other family centered instruments at: http://projects.fpg.unc.edu/~eco/assets/pdfs/OSEP_Report_AppE.pdf

Parent Survey for K-12 Schools
http://www.surveymonkey.com/mp/harvard-education-surveys/
This tool, developed through a partnership between the Harvard Graduate School of Education and Survey Monkey, provides educators with free access to a set of survey questions that can be used to collect data about family engagement. The tool also provides educators with an efficient way to assess the progress of their work and identify areas for improvement.

Early Childhood Developmental Screening: A Compendium of Measures for Children Ages Birth to Five
http://www.acf.hhs.gov/sites/default/files/opre/compendium_2013_508_compliant_final_2_5_2014.pdf
This compendium from the Office of Planning, Research, and Evaluation (OPRE) and Child Trends has been created to help practitioners better understand developmental screening tools and make informed choices about the screening instruments they may use with children ages birth to five. Each screen in the compendium is reviewed on a variety of factors, including 1) whether the screener includes specific tools or guidance for gathering and incorporating family input on an individual child's skills and development and 2) whether the screener includes recommendations on how to share screening results with the child's family. You can also view an earlier published compendium of assessments and developmental screeners organized with similar information for young children ages 3 to 5 at: http://www.acf.hhs.gov/sites/default/files/opre/screeners_final.pdf

Building Our Understanding: Key Concepts of Evaluation
http://www.cdc.gov/healthycommunitiesprogram/tools/pdf/eval_planning.pdf
This brief from the Centers for Disease Control and Prevention explores the purpose of evaluation and the different types of evaluation designs that programs might adopt. The brief includes a six-step evaluation process with

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examples from the health policy field that programs can adopt as they begin to design evaluations to answer questions from their own practice. The brief also includes an evaluation planning worksheet.

Early Childhood Programs and Evaluation
http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/early-childhood-programs-and-evaluation
This issue of The Evaluation Exchange looks at how evaluation has supported the development of the early childhood field over the past 40 years. Contributing authors offer a range of views on how data help communicate the importance of investing in a child's early years and how data can improve early childhood programs and policies.

Evaluation for Organizational Learning: Basic Concepts and Practical Tools
http://www.lfagroup.com/pdfs/Evaluation_Handbook_9_23_11_v2.pdf
The Learning for Action Group has put together a handbook that offers tools and practical steps to help programs define and measure success and tell their own compelling data-driven story. The handbook is divided into sections including: what is evaluation, why evaluate, what are the tools of evaluation, how to consider the right evaluation for your program, and types of data collection methods.

Breaking New Ground: Data Systems Transform Family Engagement in Education
http://www.hfrp.org/publications-resources/browse-our-publications/breaking-new-ground-data-systems-transform-family-engagement-in-education2
Harvard Family Research Project and the National PTA have developed this

brief to show how investments in student data systems can strengthen family engagement and student achievement. It also explores the importance of families having access to timely information, receiving information that is understandable, and working with early childhood programs and schools to take action on information that is presented. The brief contains six case studies from across the country including efforts from an early childhood program to use student data to improve family engagement.

Quality Benchmark for Cultural Competence Project
http://www.naeyc.org/files/naeyc/file/policy/state/QBCC_Tool.pdf
The Quality Benchmark for Cultural Competence Project, spearheaded by the National Association for the Education of Young Children (NAEYC), has developed this tool for identifying and weaving culturally-competent practices into quality rating and improvement systems (QRIS) criteria. The tool is organized around the principles of cultural competence for early childhood, which underscore the importance of actively supporting each child's development within the family setting as an ongoing, complex, and culturally-driven experience. The tool also includes ideas for implementing QRIS criteria and guidance on how programs can assess their level of cultural competence.

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http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family