



NATIONAL CENTER ON
Parent, Family and Community Engagement



**MEASURING WHAT
MATTERS:**

**USING DATA
TO SUPPORT FAMILY
PROGRESS**

OVERVIEW

Revised

Acknowledgments

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NATIONAL CENTER ON
Parent, Family and Community Engagement

MEASURING WHAT MATTERS: Using Data to Support Family Progress Overview (Revised)

Head Start and Early Head Start programs have a long history of partnering with families. Programs and staff partner with families and support progress toward the goals families choose for themselves and their children. Together programs and families create lasting and positive change.

Programs build continuous learning and quality improvement into everyday operations by strategically tracking progress toward family outcomes. To make the most of their efforts, staff need to know how to use data to answer important questions, such as:

“How do we measure families’ progress toward reaching goals for themselves and their children?”

“How is our program making a difference in the lives of parents and children?”

“What changes can programs make to support progress toward family outcomes?”

“How can we tell the story about how our efforts are contributing to better outcomes for families?”

Measuring What Matters: Using Data to Support Family Progress Overview is the first in a series that offers programs ways to use data to strengthen work with children and families.

This overview outlines how Head Start and Early Head Start programs can use data to engage families and support progress toward the Head Start Parent, Family, and Community Engagement (PFCE) Framework Family Outcomes. Specifically, it describes two helpful approaches for using family-related data. The first is a set of guiding principles, the Four R Approach: Responsible, Respectful, Relevant, and Relationship-based. The second is a cycle of data activities: Prepare, Collect, Aggregate and Analyze, and Use and Share.

These principles and activities build on current knowledge about using data in a cycle of continuous learning and improvement (National Center on Program Management and Fiscal Operations [NCPMFO], 2013a). They focus on measuring family progress toward one or more of the seven Family Outcomes of the PFCE Framework.

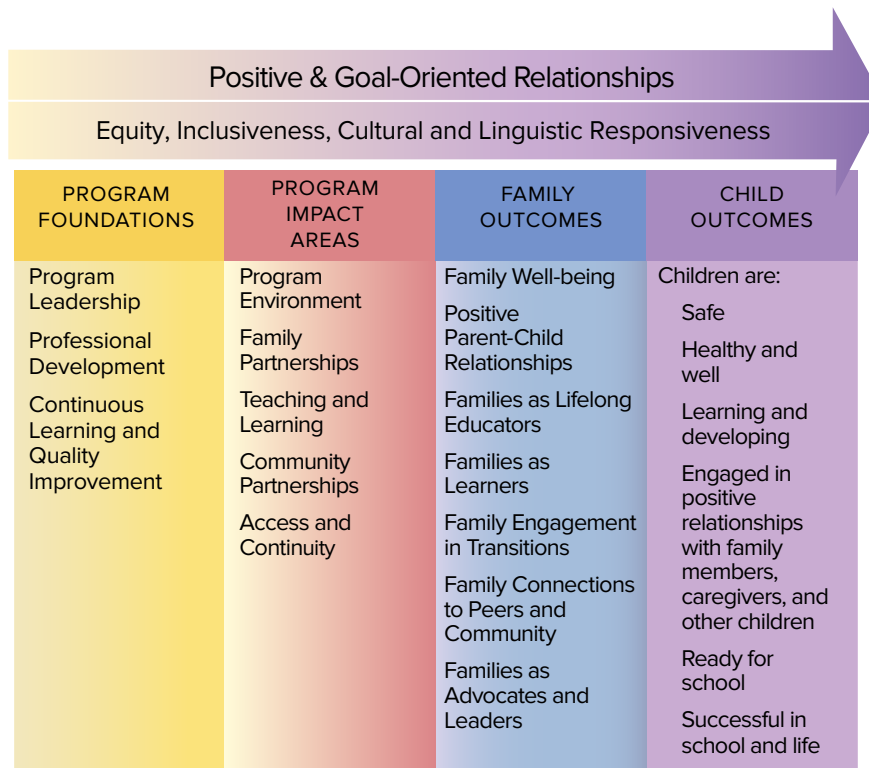
For more information and materials about how programs can use data, see the Related Resources section.

The Office of Head Start expects grantees to use data to track progress over time. For guidance about these expectations and the five-year project period, see **Head Start Program Performance Standards: Subpart E—Family and Community Engagement Program Services, and Subpart J—Program Management and Quality Improvement.**

Parent and Family

In this resource, “parent” and “family” refer to all adults who interact with early childhood systems in support of their child, including biological, adoptive and foster parents, pregnant women and expectant families, grandparents, legal and informal guardians, and adult siblings.

Head Start Parent, Family, and Community Engagement Framework



The Head Start PFCE Framework shows how family engagement strategies can be systemic, integrated, and comprehensive across services and systems in line with the Head Start Program Performance Standards (HSPPS). Programs can use data to strengthen their Program Foundations and Impact Areas as they work to achieve one or more of the seven Family Outcomes. Family-related data can:

- Help staff to better understand families’ strengths, perspectives, interests, and needs (Family Partnerships)
- Support staff by identifying areas where they can build their family engagement skills and individual practices (Professional Development)
- Give staff practical information to help them develop engagement strategies (Family Partnerships)
- Provide information about program strategies that promote positive Family Outcomes (Program Leadership and Continuous Learning and Quality Improvement)
- Assist programs with making decisions about ERSEA (eligibility, recruitment, selection, enrollment, and attendance) processes to ensure that families are served in a timely and efficient manner (Access and Continuity)
- Share information with families that they can use to improve their well-being and prepare their children for school (Family Partnerships and Teaching and Learning)
- Boost community partnerships that address specific challenges (e.g., family homelessness) that can interfere with consistent service access that promotes positive Family Outcomes (Program Leadership, Community Partnerships, and Access and Continuity)

Creating a Data-Informed Culture

Creating a data-informed culture is a gradual process. It takes a commitment to using data to improve program systems and services. It also takes a planned approach to measuring program efforts and child and family progress. In a data-informed culture, Head Start and Early Head Start leaders place a high value on professional development that promotes curiosity and learning—about successes as well as challenges.

Programs share data with families, staff, and communities in understandable and meaningful ways. When a program and community's decisions are truly data informed, staff and families find data useful in their everyday work with each other.

“By involving the whole team we can honor all the ways that data has been part of our program over an entire year.”

*City of Lakewood Head Start
and Early Head Start Programs
Lakewood, CO*



“Data has allowed us to influence the community in the way that they see children, and opportunities for families that live below the poverty guidelines. It has moved our community into deep conversations of equity, diversity, and inclusion.”

*Children's Learning Center
Jackson, WY*

The Four R Approach: Responsible, Respectful, Relevant, and Relationship-based

The Four R Approach provides guiding principles for making decisions and evaluating program progress. This approach also helps to identify changes that can improve program effectiveness. Staff can use the following principles when partnering with families, setting program goals, and assessing progress toward these goals over the five-year project period.

Responsible: Are you using data Responsibly?

Using data in a responsible way means using high-quality data to guide program decisions that support family progress and staff growth. High-quality data:

- Offer an accurate picture of the child, family, staff, program, and/or community strengths and challenges
- Are used in a timely manner
- Are collected in ways that maximize information and minimize the time and effort families and staff must invest in the process
- Include information about the appropriate uses and limitations of the data (Kisker et al., 2011; Migrant and Seasonal Head Start Technical Assistance Center, 2006)

Respectful: Are you using data Respectfully?

Using data in a respectful way begins with respect for each family's beliefs, values, and cultures.

Respectful data use also reflects a belief in the desire of all parents to be the best parents they can be. Program leaders model respect for the beliefs, values, cultures, and circumstances of family and staff (Derman-Sparks, LeeKeenan, & Nimmo, 2015; Snow & Van Hemel, 2008). At the same time, leaders create opportunities for staff and families to learn how to use data in their work together.

Staff can collect data and show their belief in parents as the experts on their children by prioritizing family input. For example, staff can communicate respect for parents by presenting all data-gathering methods (e.g., surveys, focus groups, assessment tools) in the languages spoken by families in the program. When asking families for feedback (e.g., answers to survey questions), programs can offer supports or options, such as help completing forms, or a verbal interview instead of a written survey.

Staff can ask families what they would like to share with staff and other families, and create space for them to tell their family story. When given such options, families can choose to provide information in the ways that are most comfortable for them. This means that data is more likely to be accurate and useful. Another way to show respect is to invite family members to share their ideas about what the data show. Families may have different perspectives about the data and what it means.

Respectful use of data includes staff and families working together to decide how to interpret the data. When agreement cannot be reached, a respectful approach prepares staff and families to acknowledge each other's differing views and to make plans for next steps.

“City of Lakewood Head Start programs are constantly finding new ways to connect our data to our work—parent/family goals have translated into new collaborations with education staff and intentional data analysis on absenteeism has given family support workers better information to discuss with families. Course corrections can be made and communicated to all staff in a very transparent way because every person has the same data.”

*City of Lakewood Head Start
and Early Head Start Programs
Lakewood, CO*



The Four R Approach, cont.

Relevant: Are you using data that are Relevant?

Using data that are relevant means collecting data by using tools or measures that:

- Answer the specific questions, often called evaluation questions, that are being asked about program goals, objectives, and expected outcomes
- Produce information that is meaningful to staff and families' everyday work with each other
- Are reliable (provide dependable and consistent information)
- Are valid (measure what they are supposed to measure)
- Are equitable and culturally and linguistically responsive

Being flexible is important when collecting individual, family, program, and community data. Flexibility is essential to gathering information that is meaningful and valuable to those with whom it is shared and used (Derman-Sparks, LeeKeenan, & Nimmo, 2015; Kisker et al., 2011; Migrant and Seasonal Head Start Technical Assistance Center, 2006; National Academies of Sciences, Engineering, and Medicine, 2016).

Relationship-based: Are you using data in a Relationship-based way?

Building relationships with and among families is a top priority for programs. The process of using data can reinforce that effort. For example, staff can encourage parent leaders to help other parents learn about data use. When done in a responsible, respectful, and relevant way, data-informed conversations about child and family progress will enhance relationships with families and community partners. These conversations help everyone create a shared understanding of what is happening in the program for children and families.

Programs can apply a relationship-based approach to data use by engaging families and community partners. Together, they can develop program plans, collect information, analyze and interpret the information collected, and decide on next steps. By using family engagement practices in their data work with families (e.g., communication, flexibility, responsiveness, respect, self-reflection, and attention to family strengths), program staff can create a mutually respectful process (Forry, Moodie, Rothenberg, & Simkin, 2011; Meisels, 2018).

When staff continue to ask themselves whether the information that their program collects, analyzes, and shares is responsible, respectful, relevant, and relationship-based, they foster a data-informed program culture. With this kind of culture in place, staff and families see all of the strengths and challenges that data reveal as opportunities for positive change (NCPMFO, 2013b).

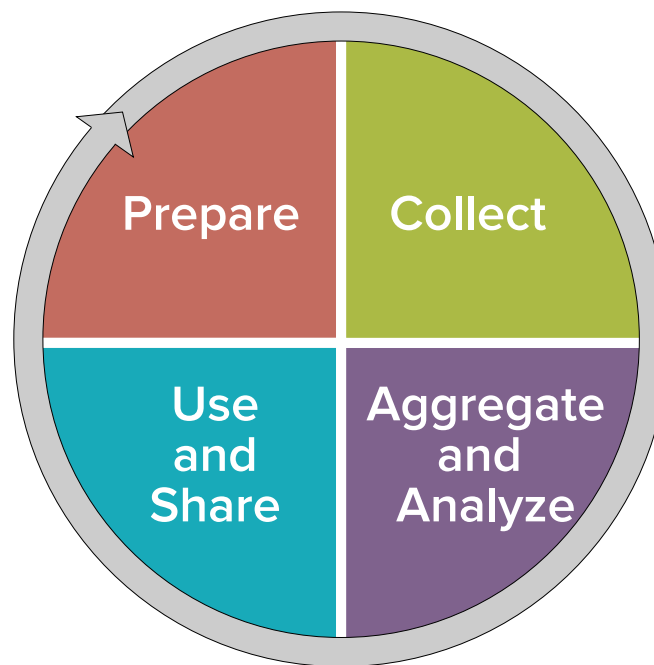
Did you know that the word data is plural?
For example, *“These data are useful.”*



Families come to Head Start and Early Head Start with a range of perspectives, experiences, and circumstances. Programs need guiding principles and specific ways to collect, aggregate, analyze, use, and share data with families. These principles and approaches must include the voices of families and honor their diverse perspectives.



The Four Data Activities to Support Family Progress Toward Positive Family Outcomes



Programs can use the Four Data Activities with the Four R Approach in a cycle of continuous learning and improvement to make progress toward family outcomes. Measuring family, staff, and program progress involves:

1. Preparing and planning systematically
2. Collecting family-related data
3. Aggregating and analyzing the information collected
4. Using and sharing the results (NCPMFO, 2013a)

Programs can use this cycle of activities to support progress toward one or more of the seven Family Outcomes. The benefits of the Four Data Activities are greatest when Head Start and Early Head Start programs and their partners use them to plan and track family and program progress toward five-year PFCE goals. Data can be used to make annual adjustments based on continuous analysis. There may be times when it is useful to revisit one of the Four Data Activities as programs learn more about family and program data and progress.

1. Prepare

Develop goals, objectives, and expected outcomes.

Consider two questions: What you want to achieve with families and children? Which outcomes are most important?

Many programs use their data and expected PFCE outcomes to design program goals and/or objectives. For detailed information on developing goals, objectives, and expected outcomes, see *Foundations for Excellence: A Guide for Five-Year Planning and Continuous Improvement, 2nd Edition*.

Identify the information that will let you know you have made progress.

Staff and families can work together to identify the information that will show progress toward program goals, objectives, and expected outcomes. Information related to the objectives will focus on the **effort** your program has put into reaching your goal. For example, the objectives may be to increase the number of parent meetings and to use a research-based parenting curriculum at most of those meetings. If so, the information you need will include data about the number of 1) parent meetings you held, 2) parents attending those meetings, and 3) meetings that used the research-based approach.

Information related to the expected outcomes will capture the **effect** your program's efforts have on progress toward your goals. If the expected outcome is that parents will increase their parenting knowledge and skills, you will need to collect data about what parents know about parenting young children. You will also need to know what skills they have to parent effectively. The information can also identify gaps that show where your program needs to put more effort. Because your program wants to know if parenting skills increased, you might collect this information both before and after the parent meetings.

Create questions to fit your program's objectives and expected outcomes.

Use your program's objectives and expected outcomes to develop questions that will help track progress toward your goals. Questions about effort and effect will give you different types of information that can guide your next steps.

Questions about effort ask about what your program actually does (e.g., activities that a program succeeds in implementing). For example, questions about a series of parent-child reading workshops might include "How many workshops were held this year?" or "How many parents participated in these workshops?" Questions about effort typically request counts or descriptions of services offered.

Measures of Effort and Measures of Effect

Measures of effort count what and how much family programming is offered. They describe whether and to what extent activities were carried out as planned. These measures show what was done, but do not tell you about the results of your activities.

Measures of effect measure changes in knowledge or behavior as a result of the activity. They track whether your activities have made a difference.

Both types of measures are important to help you understand whether your program is making progress partnering with families and on program goals or objectives that relate to one or more of the seven Family Outcomes.

What are quantitative and qualitative data?

Quantitative data are numbers that count or measure our experiences.

Qualitative data are words, stories, observations, or pictures that describe our experiences.

The best method for gathering data depends on the information you will need to answer your questions.

- Do you need information about children, parents, families, staff, the program, or community partners?
- Who can best gather information about those individuals, groups, programs, or communities?
- What tool or measure is best for collecting information to answer your questions?
- How will your program prepare staff to collect the information?

1. Prepare, cont.

Questions about the effect ask about results—how a program impacts the knowledge, skills, or behaviors of children, families, staff, and community members. For example, a useful question about parent-child reading workshops is “Did the workshops impact the number of times a parent and child read together at home?” One way to measure the effect of parent-child reading workshops would be to ask parents before and after the workshop series how often they read with their children.

Questions can help programs gather:

- **Quantitative** data (numbers or counts). For example, “How many months have you received food stamps?” or “On a scale of 1 to 5, how well does your income cover your food, clothing, shelter, and medical needs?”
- **Qualitative** data (explanation or description). For example, “What are your family’s financial goals right now?” or “What are your child’s strengths?”

Collecting quantitative and qualitative data is important. Both kinds of data help to create a well-rounded picture of the progress your program is making toward program goals, objectives, and expected outcomes.

Questions can help programs gather both general and specific information. This includes:

- **Descriptive** data (descriptions) that involves using an open-ended approach, where there is no “correct” or single-word answer. For example, “What are your child’s favorite activities?” or “What are your goals for your child in this program?”
- **Discrete** data (yes/no, choices from a list, single answer) that focuses on collecting particular information. For example, “How many times does your family engage in a recreational activity per month?” or “Which community agencies does your program partner with to support pregnant women and expectant families?”

Develop and check program goals, objectives, and expected outcomes with staff, families, and community partners.

Program staff, families, and community members typically have a range of experiences, perspectives, and goals. This diversity may help them to think of important PFCE program goals, objectives, and expected outcomes that have not been considered. Asking for input from families and community partners can increase their participation in data activities. This involvement may also lead to broader interest in the results. Including families in diverse situations who can offer multiple perspectives ensures more valuable and accurate feedback. Input from different groups can also help ensure that the related questions you prepare to track progress are responsible, respectful, relevant, and relationship-based.

2. Collect Data

Head Start and Early Head Start programs already collect many types of data.

Programs gather data for many reasons related to goal-setting, decision-making, and program planning. For example, programs collect family and community data in the annual self-assessment process and when measuring the progress of individual families toward their goals.

Programs also collect data for the Program Information Report (PIR) and for presentations at Policy Council meetings. Programs collect data to track goals and progress as part of their five-year project period. They gather data to inform work and educational opportunities, and to assess program progress and make needed changes. Programs collect data to engage parents in conversations about children's development, to conduct community assessments, and to inform work with community service providers.

There are different methods for collecting data.

You are collecting data when you observe interactions among families, or among staff and community partners. You collect data when you ask people what they think and what they would like to contribute. You are also collecting data when you use a developmental screening tool to assess a child. In some cases, staff or outside evaluators collect data by using structured tools to assess a person, event, or setting. Some categories of tools include:

- Self-reporting tools that ask individuals to give information about themselves and their beliefs, thoughts, and opinions (e.g., surveys, interviews, or focus groups).
- Tools that ask parents or teachers for information about children, staff, parents, the program, or community partners (e.g., a parent or teacher report about a child's behavior, a teacher report about the classroom climate).
- Observation tools that require someone (often staff or researchers) to observe children, staff, and families carefully and to provide information about what they saw (often using a specific checklist, rating scale, or other systematic approach).

There are two broad categories of data: **primary** and **secondary**. Primary data is information that programs collect directly for a specific purpose. Secondary data is information that was collected in the past for another purpose and then used to meet the program's current data needs (e.g., using U.S. Census Bureau data for a Head Start program's community assessment).

Head Start and Early Head Start programs can use different types of data to learn about the progress of individuals, families, children, programs, or communities. This information may come in many forms, such as numbers, characters, symbols, images, or words. Depending on what your program is trying to understand, your Family Outcomes data may include information about:

- Children (e.g., attendance, skills, behaviors)
- Parents (e.g., strengths, income, mental health, parent-child relationships, participation in program governance)
- Staff (e.g., training, education, use of strengths-based practices)
- Relationships (e.g., staff-staff, staff-parent, parent-child, staff-child)
- Classroom and home visitation (e.g., teacher-child interactions, classroom quality ratings, home visitation relationship ratings)
- Community partners (e.g., community assessment data, referrals, services offered)

Practical Tips for Collecting Data

Surveys, interviews, focus groups, standardized measures, or counts of events/activities are examples of tools you can use. Consider the following:

- Do not re-invent the wheel—look at what others have done.
- Use a measure you can compare to others and over time.
- Make sure the data fit the families you work with.
- Pay attention to cost, complexity, and effort.



2. Collect Data, cont.

The kind of data your program collects will depend on the questions you are trying to answer. You may want to use interviews or focus groups to collect feedback from families, staff, or community members about your efforts to achieve your objectives. You can also use these methods to find out how your efforts have affected families. Or you may want to use surveys or observation tools to measure changes in families' knowledge, skills, or behaviors. Sometimes the most useful data are existing (secondary) data that were collected for another purpose and help you make continuous program improvements.

Programs use many different tools or measures in organized and purposeful ways to collect data.

Tools, or measures, are instruments that help collect and make sense of data. Examples include intake documentation, family portfolios, and standardized measures and surveys. Some measures collect information about particular people (e.g., parents, children, staff), also called individual-level data. Individual-level data may be about a child (e.g., scores from the Ages & Stages Questionnaire [ASQ]), a family (e.g., scores from the Family Map), or staff (e.g., scores from the Home Visit Rating Scale or the Parent-Caregiver Relationship Scale). Other measures may collect information about a program (e.g., annual program self-assessment) or a community (e.g., community assessment).

Tools and measures can offer an excellent method for collecting data systematically when those tools are valid and reliable, and individuals are well-trained in how to use them. This requires an investment by programs in training and time for staff to administer the tools that a program has chosen.

No tool or measure is perfect or works equally well with every individual or group. Many tools have not been tested or have not been found to be effective across different cultural groups. Program staff should start their search for the best tool with the following questions: “What do we want to learn or better understand?” “Will this tool help us to better understand and identify families' strengths and challenges?” “Does this tool respect the cultures of families in our program?” “Is this tool available in the languages spoken by the families in our program?” Staff will want to share these questions with other Head Start and Early Head Start programs and staff to find out what tools work best in different contexts.

A partnership with a local college or university may be helpful when it is difficult to identify an appropriate tool. When parents are struggling with multiple adversities, strong partnerships can lead to information sharing that may be more important than any tool or measure.

Develop a system for recording, organizing, and storing the data.

It is important to record data in a systematic way, such as entering them into a database or a Management Information System (MIS). In this way information can be used as effectively and efficiently as possible. Well-organized data are easier to use, produce more meaningful information, and improve staff's ability to work with families to achieve their goals. Well-organized data also help programs meet program requirements and continuous learning goals.

3. Aggregate and Analyze Data

Data can be analyzed in many ways.

Data analysis is about making meaning from the information you have collected. Whether your data are numbers or words or both, your program will want a way to make sense of it all. Examples of analyzing data include generating reports on the number of families enrolled, or looking closely at information provided in assessments and portfolios for family strengths. The best approach to data analysis is to decide (before collecting the data) on a systematic way to examine the information. If your program works with an information systems provider, it may be helpful to consult the provider early in the process.

Methods of data analysis should help staff explore answers to the program's evaluation questions.

How you analyze data depends on your goals, objectives, and expected outcomes and the information you have collected to track your progress at meeting those goals. Are you trying to measure effort or effect? For example, data analysis can help you understand a specific family's or individual's progress. Or it can group together (aggregate) data about children, families, or staff to look for patterns in a larger group. Aggregating data can inform programs about the strengths and needs of families in the program as a whole, and can show overall trends in meeting family, child, or program goals.

The type of information you collect will also determine how you will analyze it. You can start to analyze **quantitative** data (numbers) by counting and using descriptive statistics (e.g., means/averages, medians, and ranges). You can also analyze **quantitative** data by using more complex statistics that can help you see the difference between groups, or help you see if your efforts are related to your effects. You can begin to analyze **qualitative** data (explanation or description) by finding common themes or patterns in narratives (e.g., people's stories, observations).

Data analysis can take many different forms.

Data analysis can be relatively simple (e.g., calculating the mean/average, median, and range for child language scores on a developmental assessment at age 3) or highly complex (e.g., determining the impact of the program on child language skills over time). Consulting trained professionals (e.g., program evaluators, researchers) before you begin collecting data, or as early in the process as possible, can help you develop a sound data analysis plan. For more information on data analysis, see the *Introduction to Data Analysis Handbook* by the Migrant and Seasonal Head Start Technical Assistance Center.

“Children’s Learning Center has been building relationships with their School District for over 10 years. They are at a moment where they are able to track former Head Start students beyond 3rd grade. This data has influenced not only how they design their program but also how we communicate with parents. Through data the program can show parents the correlation between family engagement and positive child outcomes.”

*Children’s Learning Center
Jackson, WY*

Data about individuals, families, and programs should be shared only in strict accordance with the HSPPS, state and federal guidelines, and program policies on confidentiality. Having information about an individual or family is a privilege. That information should be shared only with individuals who need it to partner effectively with families. These considerations apply when sharing data with individuals and groups inside and outside of your program.

4. Use and Share Data

Develop a data-sharing plan before data collection begins.

Sharing findings and using them to improve your program can strengthen your partnerships with families. First, you need a plan that has been carefully and thoughtfully prepared. Your plan can specify with whom the data will be shared. That information should be shared only with individuals who need it to partner effectively with families (e.g., parents, teachers, family services staff, program managers, Policy Council members, governing body, community partners). Your plan should also specify how and when you share data, and what data you share.

How to share data depends on several factors, including the knowledge, skills, languages, language proficiency, interests, and needs of those with whom you will share it. In most cases, you should share data when it is still relevant and can be acted upon. To be most effective, think carefully about what the purpose is for sharing data as you develop your plan.

Determine what information to share based on how useful it is to families, staff, programs, and community members. Be sure to consider the privacy and confidentiality of families in the process.

Data can be shared about a particular person (individual-level data), a family (family-level data), or a group (aggregate data). Sharing aggregate data highlights group patterns (e.g., for all children in a classroom, or all the families in a program). If an audience does not need to know (or is not legally entitled to know) details about an individual or family, group data may be shared instead. Be sure to remove identifying information when it is not needed and when confidentiality requirements prohibit its disclosure.

Convey the limitations of the data you present to your audience.

No matter how carefully data are collected, they never present a complete picture of a child, family, staff member, program, or community. For example, information about PFCE Family Outcomes at any point in time represents only a single snapshot among many others that might be taken at other times. No matter how expertly it is interpreted, one set of data may lead to a wide range of equally reasonable interpretations. In fact, sharing data often raises as many questions as it answers, leading you back to the beginning of the Four Data Activities cycle.



4. Use and Share Data, cont.

One of the key purposes of data collection, analysis, and use in Head Start and Early Head Start is to share your progress and to support continuous program learning and quality improvement.

Tracking and reporting your progress toward meeting identified program goals, objectives, and expected outcomes are important uses of the data you collect and analyze. Head Start and Early Head Start programs are continually working to move beyond the minimum requirements of the HSPPS to improve their work with families. Effective ways to make the most of data for continuous program learning and quality improvement include:

- Gathering and using feedback from parents and community members to plan and review program goals for the future, and to guide program services and improvement
- Focusing on the “big picture” and developing strategies to make progress toward family outcomes
- Strengthening and building data systems that support data analysis related to family outcomes
- Highlighting specific evidence of program improvement
- Using data to make decisions about program changes that support continuous improvement
- Using data to tell your program’s story about progress toward better outcomes for families and children
- Documenting the annual program self-assessment process. (See NCPMFO [2013c] and Rosenberg [2013] for more information)

Closing Thoughts

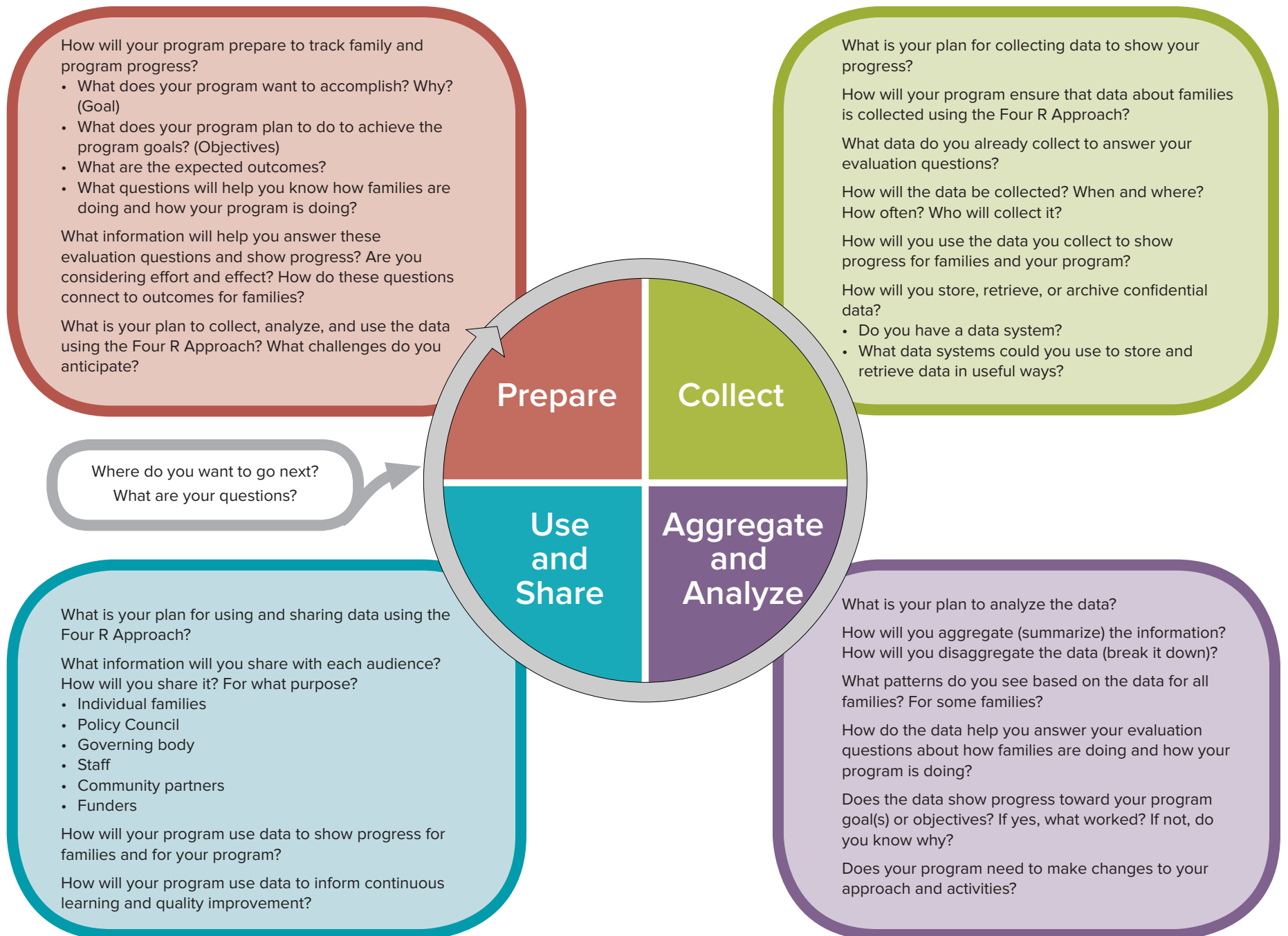
In a data-informed culture, programs carry out the Four Data Activities in a responsible, respectful, relevant, and relationship-based way to support family and program progress toward positive Family Outcomes. The goal of these efforts is to make data more meaningful and useful to programs, staff, families, and communities. Staff and families can use data to:

- Strengthen relationships
- Build on family, staff, program, and community strengths
- Enhance family outcomes
- Promote children’s healthy development and school readiness
- Build and strengthen community partnerships
- Use data to track progress on five-year program goals

These efforts contribute to continuous learning and quality improvement and enhance services for children and families.



The Four Data Activities: Guiding Questions



Related Resources

Explore the Measuring What Matters Series and these related Office of Head Start resources on the Head Start Early Childhood Learning and Knowledge Center (ECLKC) website:

Working with Data to Improve Programming and Planning

Data in Head Start and Early Head Start Series

Explore this series to learn how to create a culture that embraces data and energizes staff to be excited to learn more how to enhance programming and services. Find data activities and resources to support the effective use of data.

Foundations for Excellence: A Guide for Five-Year Planning and Continuous Improvement, 2nd Edition

Use this comprehensive guide to learn what Head Start expects from programs' strategic planning. Discover ways to ensure that programming is responsive to community needs throughout the five-year grant period. Consider program examples that illustrate the role of community partnerships to meet planning objectives, goals, and expected outcomes.

Head Start A–Z: Data in Head Start and Early Head Start: The Leader's Role

Explore this resource to understand more about the role that leaders play in fostering the use of data-driven decision-making in their programs. Review the differences between data and information, and learn more about the four sets of data activities.

Integrating Strategies for Program Progress (ISPP)

Use this guide to explore how to engage program leaders, staff, families, and community partners in conversation and collaborations to support lasting change for children and families. Teams can use this exercise to learn from one another by sharing questions, successes, and challenges.

Introduction to Data Analysis Handbook

Explore this resource to learn about procedures and methods of data analysis and their relevant applications in Migrant and Seasonal Head Start settings. Find both basic and specialized knowledge to inform how to use data in meaningful ways.

PMFO Tip Sheet: Ideas for Your Annual Self-Assessment Process

Review strategies to strengthen and refine the program self-assessment process. Find ways to use data to inform planning and prepare for the year ahead.

Strategies for Implementing the Head Start Parent, Family, and Community Engagement Framework

Explore sample strategies that programs and families can use to make progress toward each of the seven family outcomes in the Head Start Parent, Family, and Community Engagement (PFCE) Framework. These strategies are intended to promote culturally and linguistically responsive practices that support equity and inclusiveness.

The remaining resources in the Measuring What Matters exercise series describe each of the Four Data Activities in more detail. They offer specific examples of how staff can use these steps to effectively partner with families to reach their goals. In addition, the series is intended to answer the following questions that Head Start and Early Head Start staff ask about data on PFCE Family Outcomes:

- How do we include families in the data-gathering process from the beginning?
- What tools and measures are most useful for assessing the PFCE Family Outcomes?
- How do we make sure that tools and measures are culturally sensitive?
- What do we do with the data once we have collected them?
- How can we share data and still respect individual and family confidentiality?
- Once we gather data, how do we use them to set goals with families and follow up with them?
- How can we use data to show continuous program progress?

Related Resources, cont.

Collecting and Understanding Qualitative and Quantitative Data

Observation: The Heart of Individualizing Responsive Care

Explore this technical assistance resource to understand the importance of observation and why it is the first step to providing individualized responsive care for infants and toddlers.

Tracking Progress in Early Care and Education: Program, Staff, and Family Measurement Tools

Refer to this compilation for examples of high-quality tools that have been used successfully in Head Start, Early Head Start, and other early care and education programs to track families' progress toward their goals and to assess staff capacity to support that progress.

What is Quality Data for Programs Serving Infants and Toddlers?

Review how to shift to a data-driven decision-making program culture and use data in meaningful ways. Explore six characteristics—relevant, timely, accurate, complete, valid, and reliable—that describe quality data.

Using and Sharing Data

Family Engagement and Ongoing Assessment

Explore strategies for sharing child assessment information with parents. Consider the responsibilities and perspectives of parents and program staff related to sharing information. Find opportunities to partner with families to support children's learning and to enhance relationships between families and staff.

Explore Other Data Resources

Case Study #2: The Learning Center for Families' Use of Data to Support Children's Healthy

Development. The Building Capacity to Use Linked Early Childhood Administrative Data Project. King, C., Maxwell, K., Abrams, J., and Epstein, D. (2016).

Data collection and use in early childhood education programs: Evidence from the Northeast Region

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Developing kindergarten readiness and other large-scale assessment systems: Necessary

considerations in the assessment of young children. Snow, K. (2011). Washington, DC: National Association for the Education of Young Children.

Early Childhood Systems: Putting Data to Work. Consortium for Policy Research in Education,

University of Pennsylvania. Sirinides, P. & Fink, R. (2014). Consortium for Policy Research in Education, University of Pennsylvania.



Explore Other Data Resources, cont.

Improving the lives of young children through data. Jordan, E., King, C., Banghart, P., & Nugent, C. (2016).

Measuring the Quality of Early Care and Education Programs at the Intersection of Research, Policy, and Practice. OPRE Research-to-Policy, Research-to-Practice Brief OPRE 2011-10a. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Zaslow, M., Tout, K., & Martinez-Beck, I. (2010).

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