



Assessing Analytic Capacity

1. Human Capital: Staff Is Supported to Use Data Effectively

Professional Development	Never	Occasionally	Regularly
Professional development opportunities are available to you, other program leaders, and staff to improve skills in data collection, management, linking, and use.			
Program funds are used to send staff to data-related training.			
Leaders in your program seek out their own professional development opportunities to improve the linking and use of data in your program.			
Staff receive training about how to engage families in meaningful discussions and decision-making about data collection and use.			
Expertise	Never	Occasionally	Regularly
Your program employs information technology (IT) staff with expertise in data management, linking, and use.			
Your program has identified a consultant or organization (e.g., a university) that can help your program manage, use, and understand data.			
Staff are supported in data analysis with opportunities for practice and reflection.			

Human Capital Action Plan

Next Steps	Timelines	Responsible Parties	Resources Needed

2. Technological Capacity: Technology Is Available to Facilitate Data Use

Hardware	Never	Occasionally	Regularly
Computers, laptops, or tablets are used in classrooms to collect data.			
Hardware is replaced or updated to meet current technology standards.			
Software	Never	Occasionally	Regularly
Staff have access to spreadsheet software (e.g., Microsoft Excel) or customized reports (e.g., Microsoft Access) for organizing and analyzing data.			
Staff have access to specialized program management software to store data about children and families (e.g., ChildPlus, COPA, Promis, CAP 60).			
Staff have access to specialized software to log data from children's developmental assessments (e.g., Teaching Strategies Gold, Work Sampling System).			

Staff have the ability to bridge or connect program management and assessment and curriculum software (e.g., ChildPlus, Teaching Strategies Gold).			
Staff have the ability to merge data stored in different datasets into one file (e.g., through statistical software and technical expertise).			
Other Technology	Never	Occasionally	Regularly
Staff have the training they need to use other technology in your program.			
Program has wireless internet access at all of its sites.			

Technological Capacity Action Plan

Next Steps	Timelines	Responsible Parties	Resources Needed

3. Data Capital: Data Is of High Quality and Managed to Maintain Confidentiality

Data Systems	Never	Occasionally	Regularly
Data practices are documented through procedures that outline a coordinated approach to data management.			
Procedures address the availability, usability, integrity, and security of data.			
Data collection procedures meet privacy and confidentiality regulations in the Family Educational Rights and Privacy Act (FERPA), Individuals with Disabilities Act (IDEA) Parts B and C, and the Head Start Program Performance Standards (HSPPS).			
There is a system or systems in place for double-checking data for errors.			
Unique Identification	Never	Occasionally	Regularly
When sharing data with other organizations, alphanumeric IDs are assigned to children and their families (e.g., Julian Jackson is assigned child identification number A72) that are not associated with any personally identifying information (e.g., social security number, date of birth, name, or address).			
When entering confidential information (e.g., health information, child assessment results) into a dataset, identification numbers are used instead of names or initials.			
Privacy and Confidentiality	Never	Occasionally	Regularly
Staff receive training in data privacy and confidentiality.			
Policies for Sharing Data with Other Organizations	Never	Occasionally	Regularly
The program uses an established data-sharing agreement when linking data with other organizations.			

Families know what data about their children or family are collected and shared, and have the opportunity to opt out where appropriate and feasible.			
The use and sharing of data, and policies on data confidentiality, are routinely discussed with families (e.g., in handouts or flyers, at family engagement meetings, Policy Council meetings, conferences, or orientation).			
Written Technical Resources	Never	Occasionally	Regularly
Codebooks or data dictionaries are maintained for all data the program manages.			
Information about software programs (e.g., ChildPlus, COPA, Promis, CAP 60) is available through manuals or other documentation provided by the developer.			
Technical Guidance	Never	Occasionally	Regularly
The organization consults with data experts on issues outside its capacity (e.g., data governance, privacy, developing data-sharing agreements, establishing unique ID systems).			

Data Capital Action Plan

Next Steps	Timelines	Responsible Parties	Resources Needed

4. Organizational Data Culture: Practices Support Effective Data Use

Fostering a Data Culture	Never	Occasionally	Regularly
Leaders understand the importance of using data for the ongoing improvement and sustainability of the program.			
Responsibility for data collection and management is shared to ensure knowledge and expertise stay in the organization even if individual staff leave.			
Staff in different roles (e.g., directors, teachers, data specialists, receptionists) understand the importance of data collection and use for program operations and improvement.			
Program leaders and staff communicate effectively about data and outcomes, both positive and negative, inside and outside of the organization.			
Community Relationships	Never	Occasionally	Regularly
Program leaders have relationships with community organizations (e.g., universities or other research entities) that can assist with data collection, data linking, analysis, interpretation, and dissemination.			
Program leaders have relationships with other leaders (e.g., in education, health, or human services) who use data for program improvement.			
Program leaders collaborate with parents to use data to better serve families and children.			

Organizational Data Culture Action Plan

Next Steps	Timelines	Responsible Parties	Resources Needed

Adapted from S. Friese; Maxwell, K. L., Epstein, D., & Abrams, J. *A Planning Guide for Linking Data to Support Program Improvement in Early Care and Education*. Report #2016–39. Bethesda, MD: Child Trends, 2016.

