Head Start A to Z, 2.0

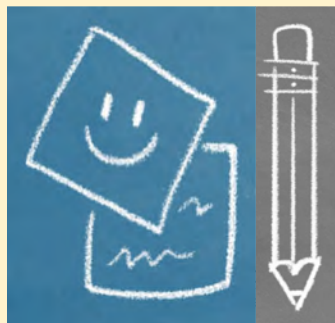## Data and Evaluation

Learning Objectives

As a result of this session, participants will:

- Develop an awareness of the role of the leader in creating a data culture

- Learn how to create an organizational culture of data use

- Understand the regulatory requirements for data use

- Learn how to build organizational capacity in the four data activities

Six Guiding Principles for A to Z Trainings

1

Successful programs are learning organizations.

2

The effective delivery of services grows out of strong systems.

3

Sound decision-making is informed by quality data.

4

Relationship-building is at the heart of transformational leadership.

5

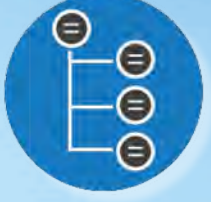School readiness for all is our driving goal.

6

Culturally and linguistically diverse organizations rely on intentional, specific, and coordinated approaches.

Deep Learning Systems

Data is oxygen for fueling deep learning systems

Head Start Management Systems

Head Start Management Systems Wheel

Five-Year
Project Period
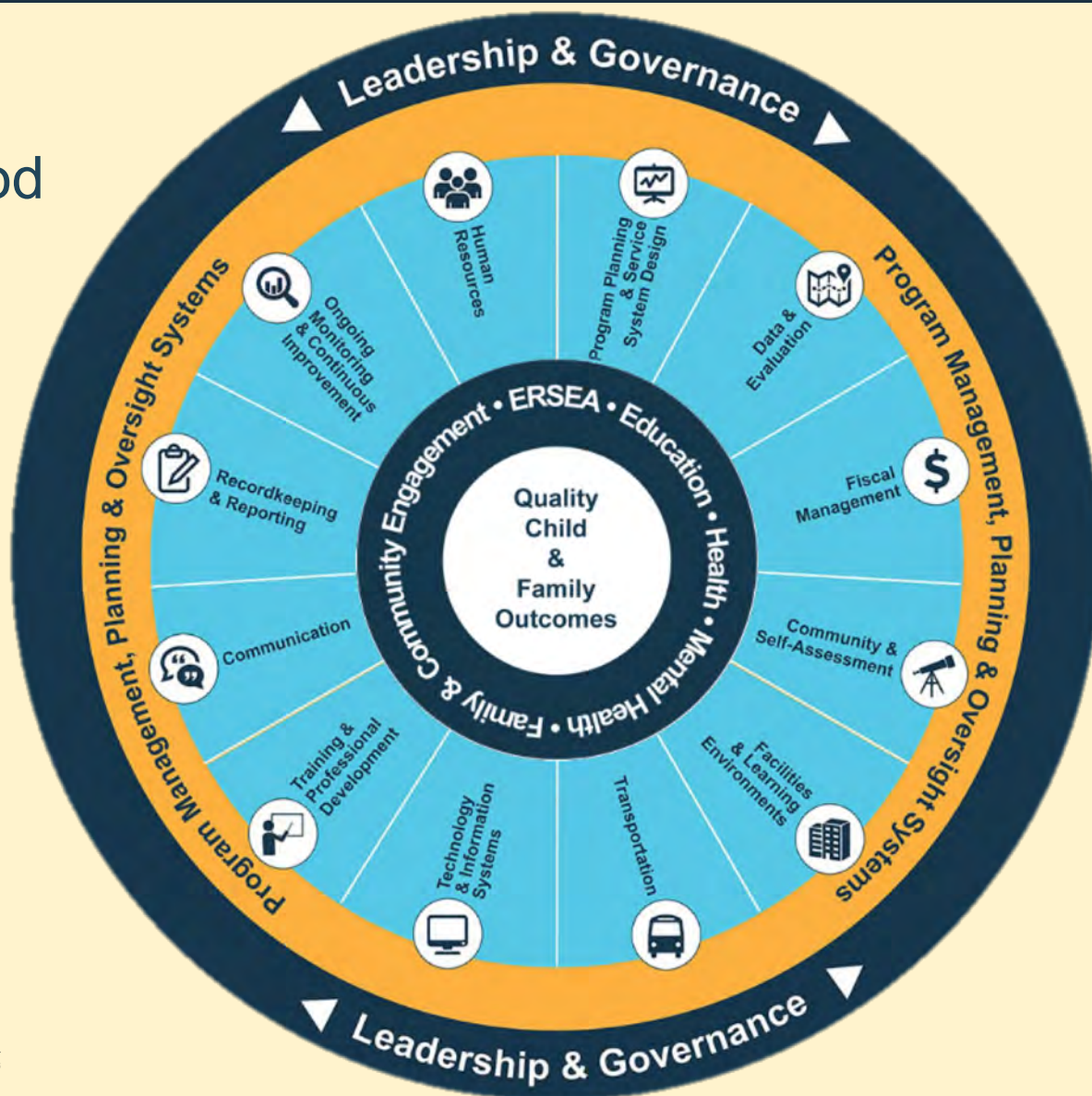
Data and Evaluation System

Data & Evaluation

- Informs data-based decision-making

- Informs each stage of the program planning cycle

- Uses qualitative and quantitative measures to ensure effective program management

45 CFR §1302.101(b)(4)
45 CFR §1302.102(c)

Overview

A The leader's role in data use is critical

B An organizational culture of learning facilitates effective data use

C Using data for continuous improvement is embedded in the HSPPS

D Develop your capacity in the Four Data Activities
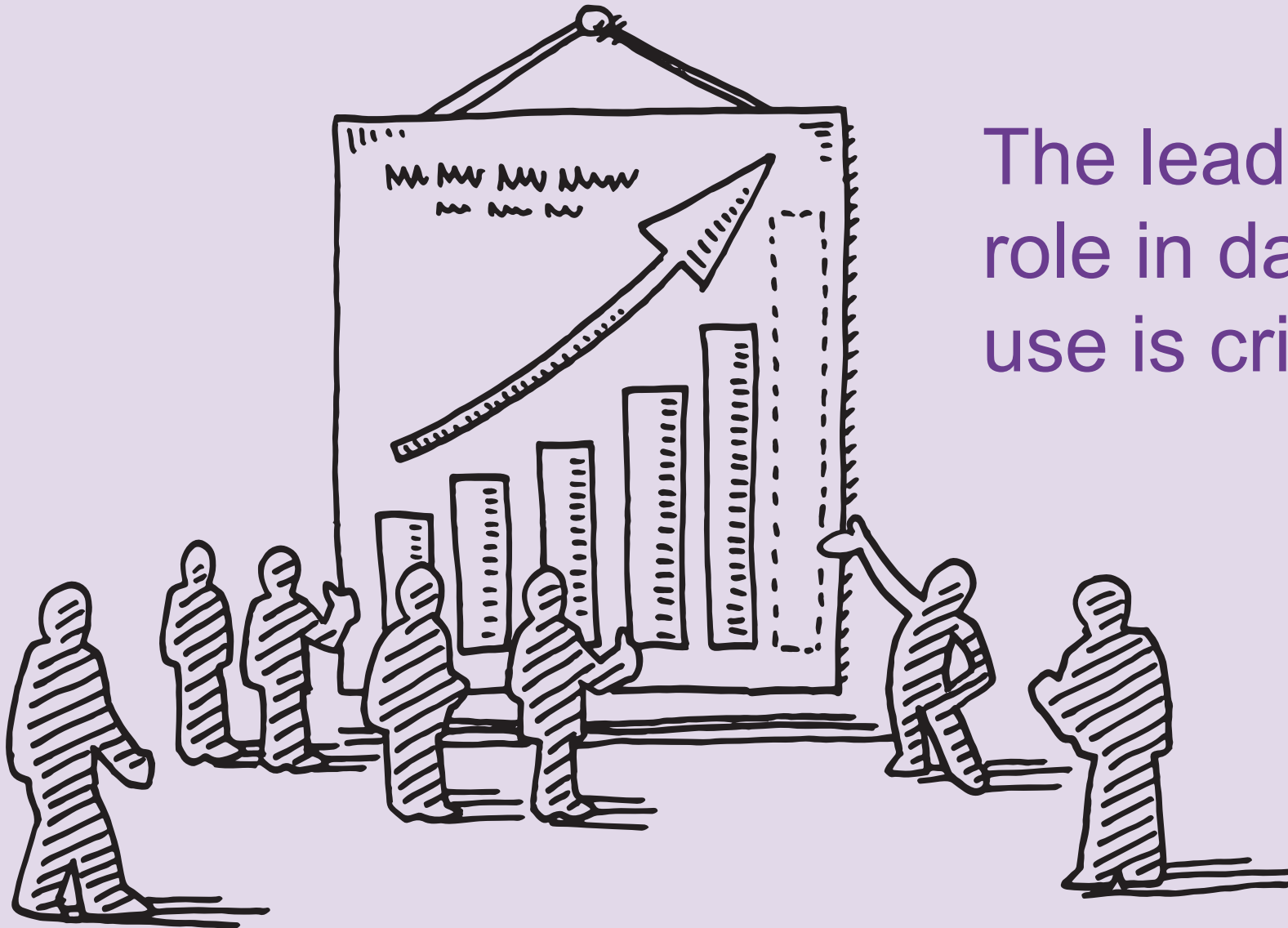
The leader's role in data use is critical

A Leader's Role: Engage Stakeholders

"Research suggests that data use is most effective when organizations involve staff from all across the organization, engage their governing bodies, and encourage stakeholder involvement."

— *Moving Beyond a Culture of Compliance to a Culture of Continuous Improvement*, OPRE, January 2015

CONCEPTUAL ELEMENTS
of Continuous Quality Improvement

Leadership in Data Management

- Be transformational
- Adopt and lead change strategy
- Communicate clearly
- Motivate for innovation and creativity
- Distribute responsibilities
- Be a role model

Commitment of Resources
- Commit, finance, and sustain technology
- Commit leadership time
- Commit staff time

Organizational Characteristics
- History of improvements
- Program characteristics
  - Size • Structure

Analytic Capacity
- Assess technological capital
- Assess human capital
- Assess data capital

Culture of Collaborative Inquiry
- Promote systems thinking
  - Share learning
  - Engage partners
  - Create safe space

Management of Program Data
- Availability
- Usability • Integrity
- Security of data

Professional Development
- Understand data systems
- Develop analytic capacity
- Integrate knowledge and beliefs

Environment
- Non governmental funders
- Government mandates
- Accreditation, licensing and professional systems
  - Time

Quality Child & Family Outcomes

NATIONAL CENTER ON
Program Management and Fiscal Operations

Early Childhood National Centers

Leadership in Data Management

- Be transformational
- Adopt and lead change strategy
- Communicate clearly
- Motivate for innovation and creativity
- Distribute responsibilities
- Be a role model

Practices of Leadership

"Leadership is not about selling your dream; it is about creating a shared sense of destiny."

"The simple act of listening is a profound act of respect."

"Celebrations are much more than parties; they're ceremonies and rituals that create meaning."

Source: *The Five Practices of Exemplary Leadership*, J.M. Kouzes and B.Z. Posner (2010)

14

When a Leader Involves Others

By listening to others, leaders:

- Plan effectively
- Tell a compelling story
- Enhance involvement

By celebrating successes, leaders:

- Motivate their team
- Create meaningful work
- Increase program services

By creating a shared destiny, leaders:

- Build a culture of data
- Make strategic decisions
- Visualize the big picture

Leading by Asking the Right Questions

Lead with strengths

Where do the data say that your program has been particularly successful?

What is the story behind the success?

Analyze data through dialogue

What patterns or trends do you see over time?

How has the program made progress on its goals and objectives?

How are we doing on our most important measures?

What is the impact?

How else can we look at this?

Identify challenges

Where did we fall short of our expectations?

Why did we fail to make progress?

What aspects of "what is working" can be used to find a solution?

Imagine possibilities

What limitations are we placing on our thinking?

How can we go beyond what we first thought?

Where can we innovate?

What will success look like?

Formulate discoveries
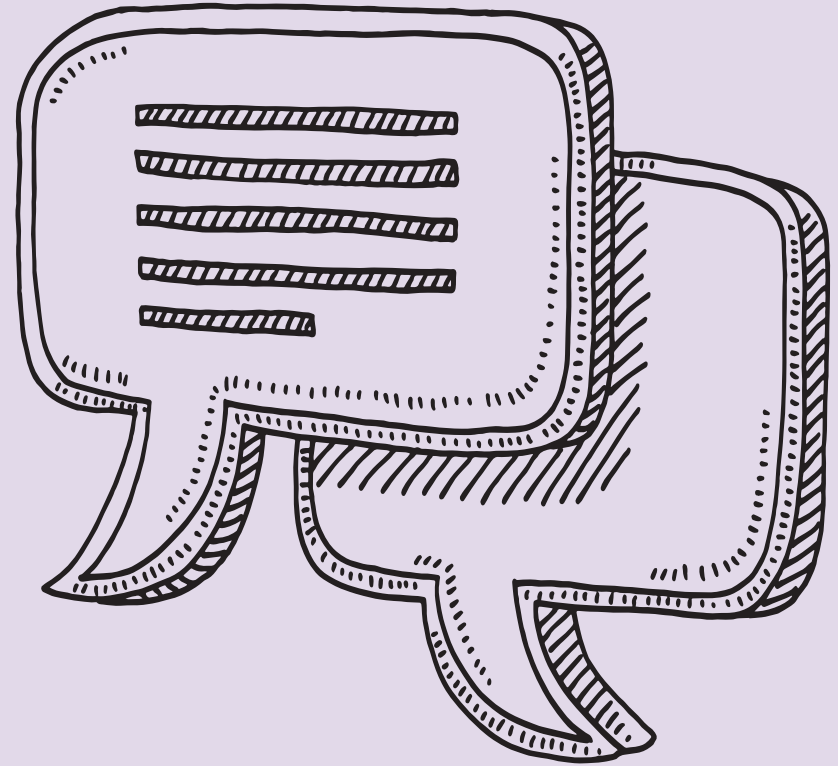
What did your analysis lead you to find?

How do your discoveries relate to the program's goals and objectives?

What connections did you find among discoveries?

Bringing It Home

For the next few minutes, think about how leaders support data utilization in your program.

Then, share with your tablemates the strategies you have seen leaders use with data.

Leadership in Data Management

Commitment of Resources

- Commit, finance, and sustain technology
- Commit leadership time
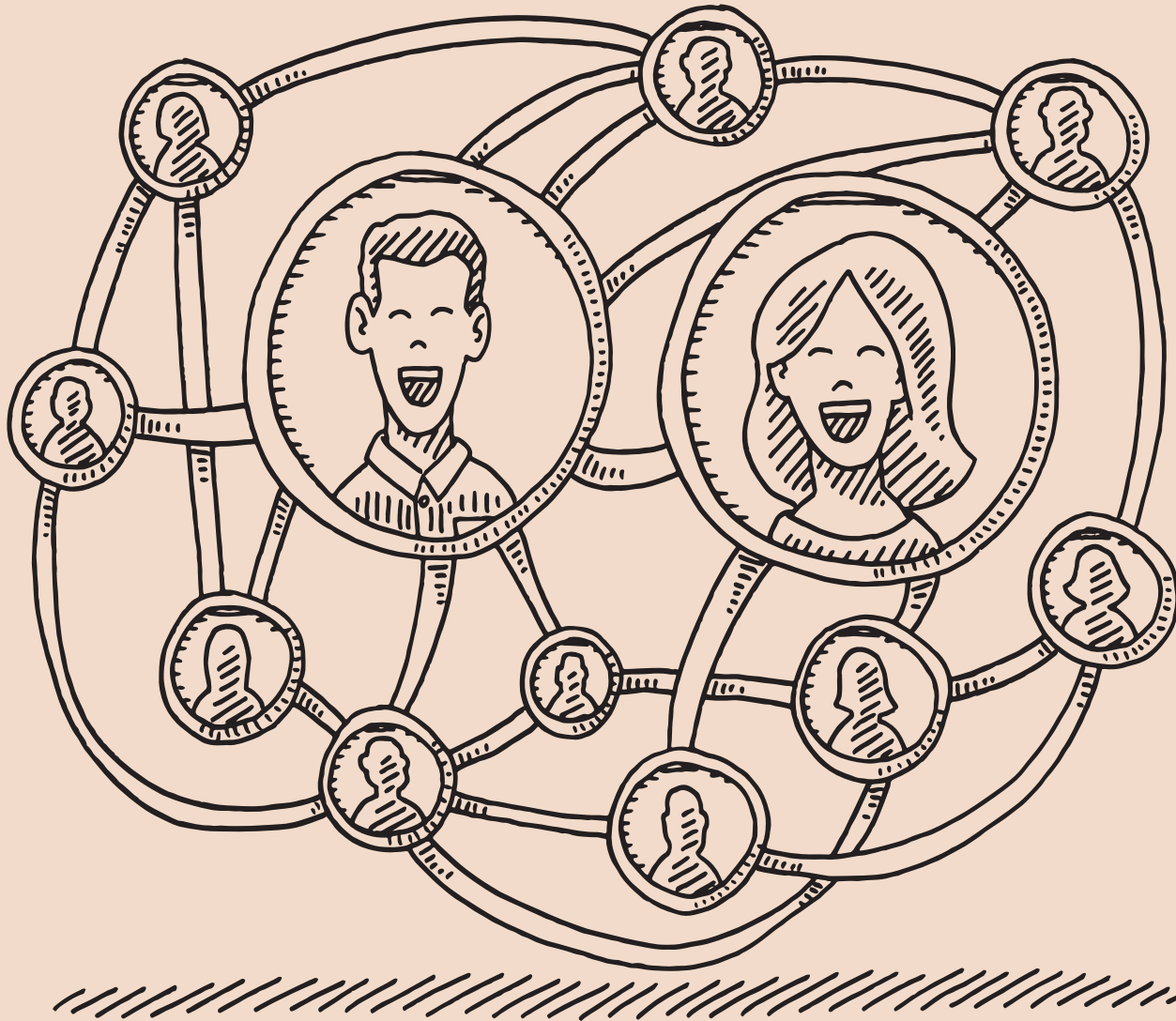- Commit staff time

Analytic Capacity

- Assess technological capital
- Assess human capital
- Assess data capital

Professional Development

- Understand data systems
- Develop analytic capacity
- Integrate knowledge and beliefs

An organizational culture of learning facilitates effective data use

- Curiosity

- Reflection

- Tolerance for vulnerability

- Use of feedback

- Systems thinking

Source: *Moving Beyond a Culture of Compliance to a Culture of Continuous Improvement*, OPRE Report # 2015-02, T. Derrick-Mills et al. (2015)

NATIONAL CENTER ON
Program Management and Fiscal Operations

Early Childhood
National Centers

Core Competencies of Organizations with a Culture of Continuous Improvement

Core Competencies of Organizations with a Culture of Continuous Improvement

- Our organization measures outcomes (e.g., changes in participant condition, behavior, or knowledge) and not just efforts (e.g., quantifiable activities or services delivered).
- Our organization can identify indicators appropriate for measuring how we work.
- Our organization is clear about what we want to accomplish in the short-term (e.g., one to five years) and what success will look like.
- Our organization ensures staff have the information and skills they need to successfully engage with data for program improvement.
- Our organization has staff who are experienced in data collection and use, and understand different stakeholders' information needs.
- Our organization has staff who know how to analyze and interpret data.
- Our organization values learning. Staff actively ask questions, gather information, and think critically about how to improve their work.
- Leaders in our organization support data use to identify areas of improvement.
- Our organization effectively communicates about data and results, both positive and negative, within and outside the organization.
- Our organization promotes and facilitates internal staff members' learning and reflection about data use, planning, implementation, and findings. Staff "learn by doing."
- Our organization modifies its course of action based on findings from program data.
- Managers look at program data as important input to help them improve staff performance and manage for results.
- Findings from program data are integrated into decision-making when determining which policy options and strategies to pursue.

Adapted from *Evaluation Capacity Diagnostic Tool*. Informing Change (n.d.). Retrieved from http://informingchange.com/uploads/2010/06/Evaluation-Capacity-Diagnostic-Tool.pdf

ADMINISTRATION FOR CHILDREN & FAMILIES

NATIONAL CENTER ON Program Management and Fiscal Operations

pmfo@ecetta.info • https://eclkc.ohs.acf.hhs.gov/ncpmfo • Tel: 888-874-5469

CONCEPTUAL ELEMENTS
of Continuous Quality Improvement

Leadership in Data Management

- Be transformational
- Adopt and lead change strategy
- Communicate clearly
- Motivate for innovation and creativity
- Distribute responsibilities
- Be a role model

Organizational Characteristics
- History of improvements
- Program characteristics
  - Size - Structure

Commitment of Resources
- Commit, finance, and sustain technology
- Commit leadership time
- Commit staff time

Analytic Capacity
- Assess technological capital
- Assess human capital
- Assess data capital

Culture of Collaborative Inquiry
- Promote systems thinking
  - Share learning
  - Engage partners
  - Create safe space

Management of Program Data
- Availability
- Usability - Integrity
- Security of data

Professional Development
- Understand data systems
- Develop analytic capacity
- Integrate knowledge and beliefs

Environment
- Non governmental funders
- Government mandates
- Accreditation, licensing and professional systems
  - Time

Quality Child & Family Outcomes

NATIONAL CENTER ON
Early Childhood National Centers
Program Management and Fiscal Operations

Conceptual Elements of Continuous Quality Improvement

Culture of Collaborative Inquiry

- Promote systems thinking
  - Share learning
  - Engage partners
- Create safe spaces

NATIONAL CENTER ON
Program Management and Fiscal Operations

Change Leads to Change

Change in External Environment → Change in Competitive Strategy → Change in Management and Organizational Design

Reflect on Cultivating a Data Culture

Where do you see a strong data culture in your program?

What are some ways you can begin to build a stronger data culture?

Using data for continuous improvement is embedded in the HSPPS

45 CFR §1302 Subpart J

- Management system, 45 CFR §1302.101

- Achieving program goals, 45 CFR §1302.102

Management of Program Data

Program data should:

- Be available

- Be usable

- Have integrity

- Be secure

Continuous Improvement

Implementing continuous improvement processes for achieving program goals ensures child safety and the delivery of effective, high-quality program services
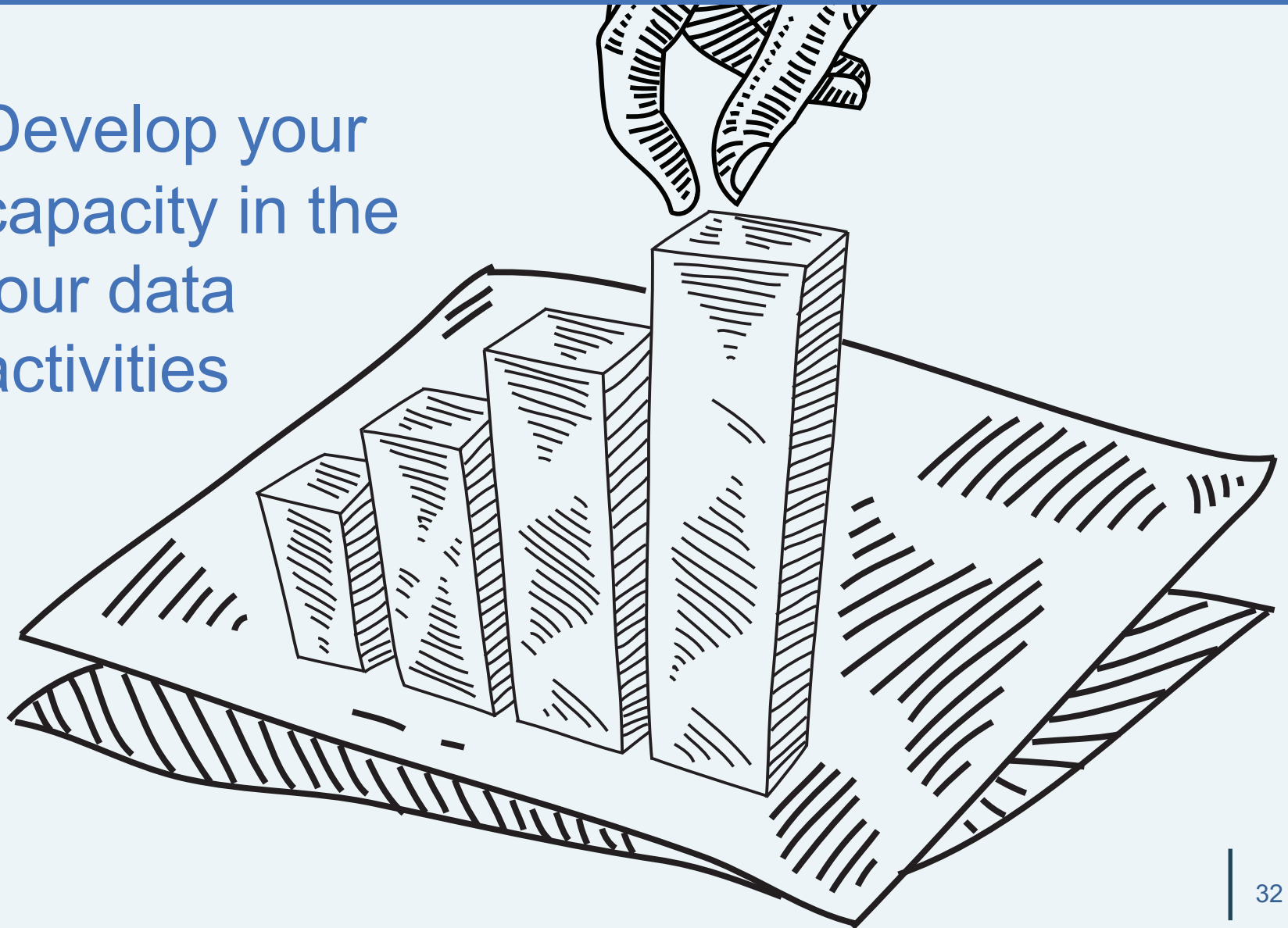
A Road Map to Continuous Improvement

- Governing body, 45 CFR §1301.2

- Determining community strengths, needs, and resources, 45 CFR §1302.11(b)

- Child screenings and assessments, 45 CFR §1302.33

- Community partnerships and coordination with other early childhood and education programs, 45 CFR §1302.53(b)

- Training and professional development, 45 CFR §1302.92

  https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii

NATIONAL CENTER ON
Program Management and Fiscal Operations

Early Childhood
National Centers

Develop your capacity in the four data activities

Four Data Activities

Prepare → Collect → Aggregate and Analyze → Use and Share

Four Data Activities

PREPARE

What is the data question? What data do we need? Why does it matter?

1 Plan how to obtain, keep, and use data

2 Inventory and assess the data

COLLECT

4 Administer the data: transfer, access, and store

3 Collect the data

AGGREGATE & ANALYZE

5 Do something with the data: discover meaning, find patterns and connections, and guide decisions

POST-DATA ACTIVITIES

7 Retain, dispose, or archive the data

Data afterlife?

USE & SHARE

6 Share, report, and tell your story

Prepare

PREPARE

What is the data question?
What data do we need?
Why does it matter?

1 Plan how to obtain, keep, and use data

2 Inventory and assess the data

Collect

COLLECT

4 Administer the data: transfer, access, and store

3 Collect the data

Aggregate and Analyze

**AGGREGATE
& ANALYZE**

5

Do something with the data: discover meaning, find patterns and connections, and guide decisions

Use and Share

**USE
& SHARE**

6

Share, report, and
tell your story

After the Data Activities

POST-DATA ACTIVITIES

7 Retain, dispose, or archive the data

Data afterlife?

Responsible Data Lifecycle

PREPARE

What is the data question? What data do we need?
Why does it matter?

1 Plan how to obtain, keep, and use data

2 Inventory and assess the data

COLLECT

4 Administer the data: transfer, access, and store

3 Collect the data

Adapted from *The Responsible Data Lifecycle*, Oxfam (2017)

AGGREGATE & ANALYZE

5 Do something with the data: discover meaning, find patterns and connections, and guide decisions

POST-DATA ACTIVITIES

7 Retain, dispose, or archive the data

USE & SHARE

6 Share, report, and tell your story

Data afterlife?

Key Messages

The leader's role in data use is critical

Develop your capacity in the four data activities

Using data for continuous improvement is embedded in the HSPPS

An organizational culture of learning facilitates continuous and effective data use

NATIONAL CENTER ON
Program Management and Fiscal Operations

Early Childhood
National Centers
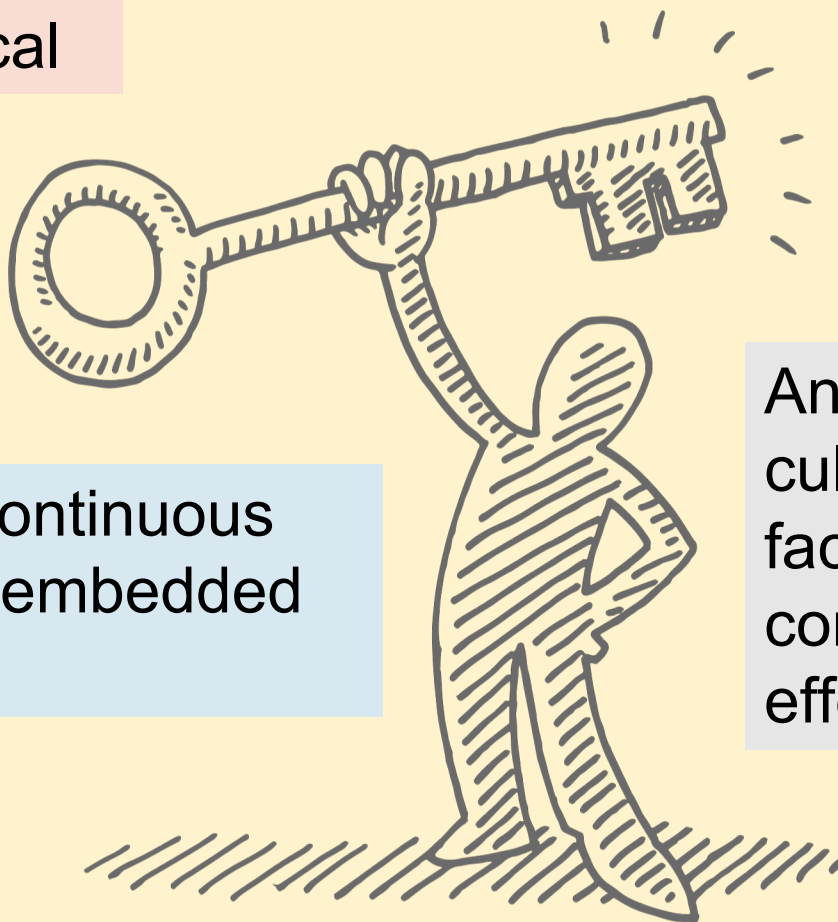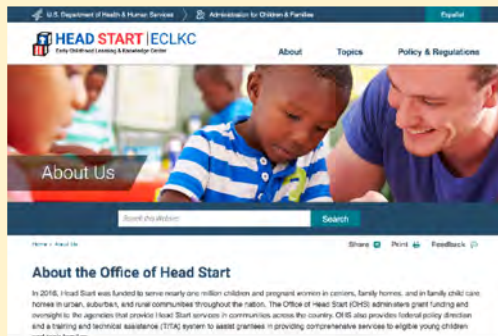
Closing Reflections

What have I learned?

*Adapted from: Professional Development Guides for Implementing PFCE
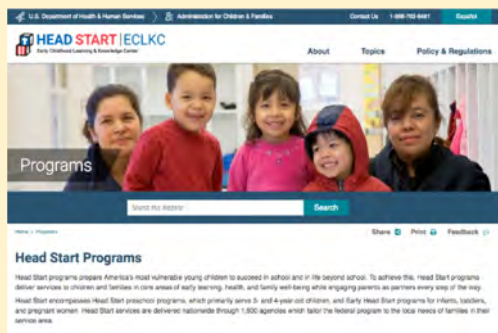
What will I do with what I've learned?

What excites or concerns me about what I have learned?

NATIONAL CENTER ON
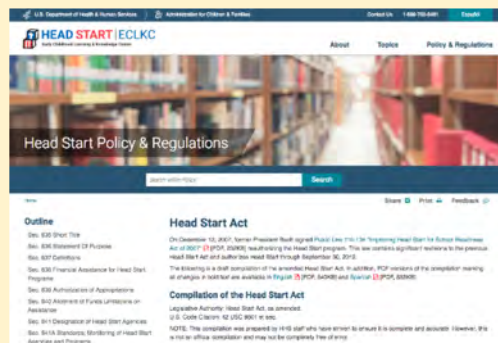Program Management and Fiscal Operations

Early Childhood
National Centers

Related ECLKC Resources

About Us
https://eclkc.ohs.acf.hhs.gov/about-us/article/office-head-start-ohs

Head Start Programs
https://eclkc.ohs.acf.hhs.gov/programs/article/head-start-programs

Head Start Act
https://eclkc.ohs.acf.hhs.gov/policy/head-start-act

43

Contact PMFO

pmfo@ecetta.info

https://eclkc.ohs.acf.hhs.gov/ncpmfo

Call us: 888-874-5469

ADMINISTRATION FOR
CHILDREN & FAMILIES

NATIONAL CENTER ON
Early Childhood
National Centers
Program Management and Fiscal Operations