



DATA EXPLORATION - ATTENDANCE



BIG QUESTIONS

How often are children absent?

When are children absent?

Why are children absent?

THE PLAN

Population: Head Start children who attended in April 2018

Cohort: Grantee Operated Sites (9 total)



DATA COLLECTION

DATA CODING

DATA ENTRY

DATA STORAGE

Teacher

Observes
sign
in/out on
CP 2316

Family
Advocate

Codes
absences
on 2316

Data
Entry
Tech

Enters
coded
data

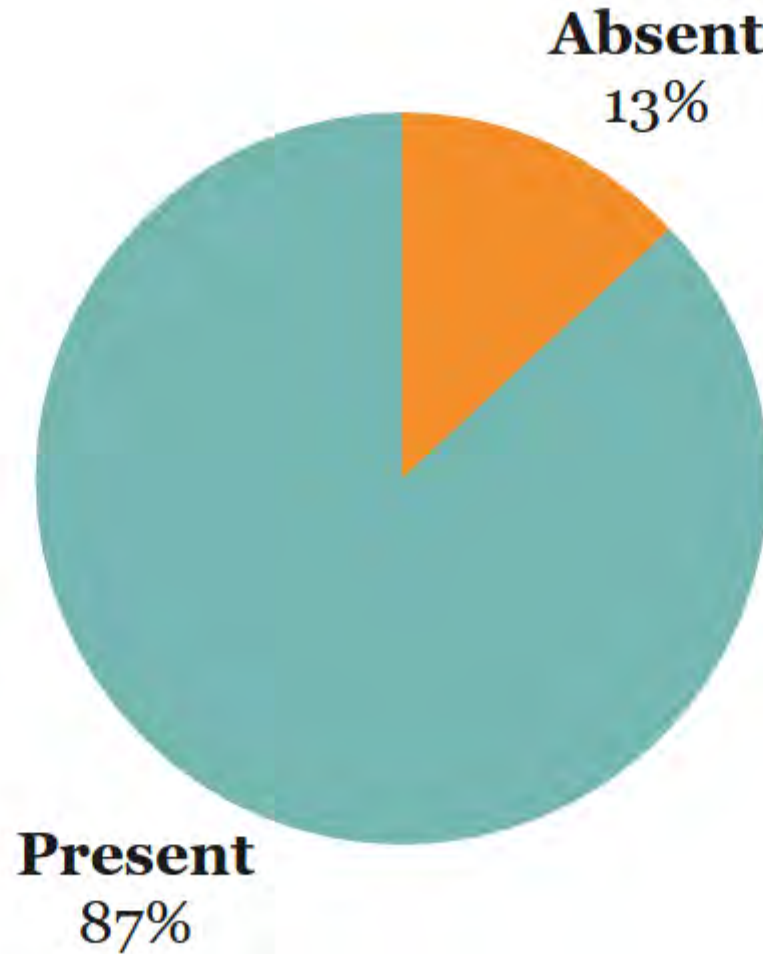
ChildPlus
Software

BEST GUESS

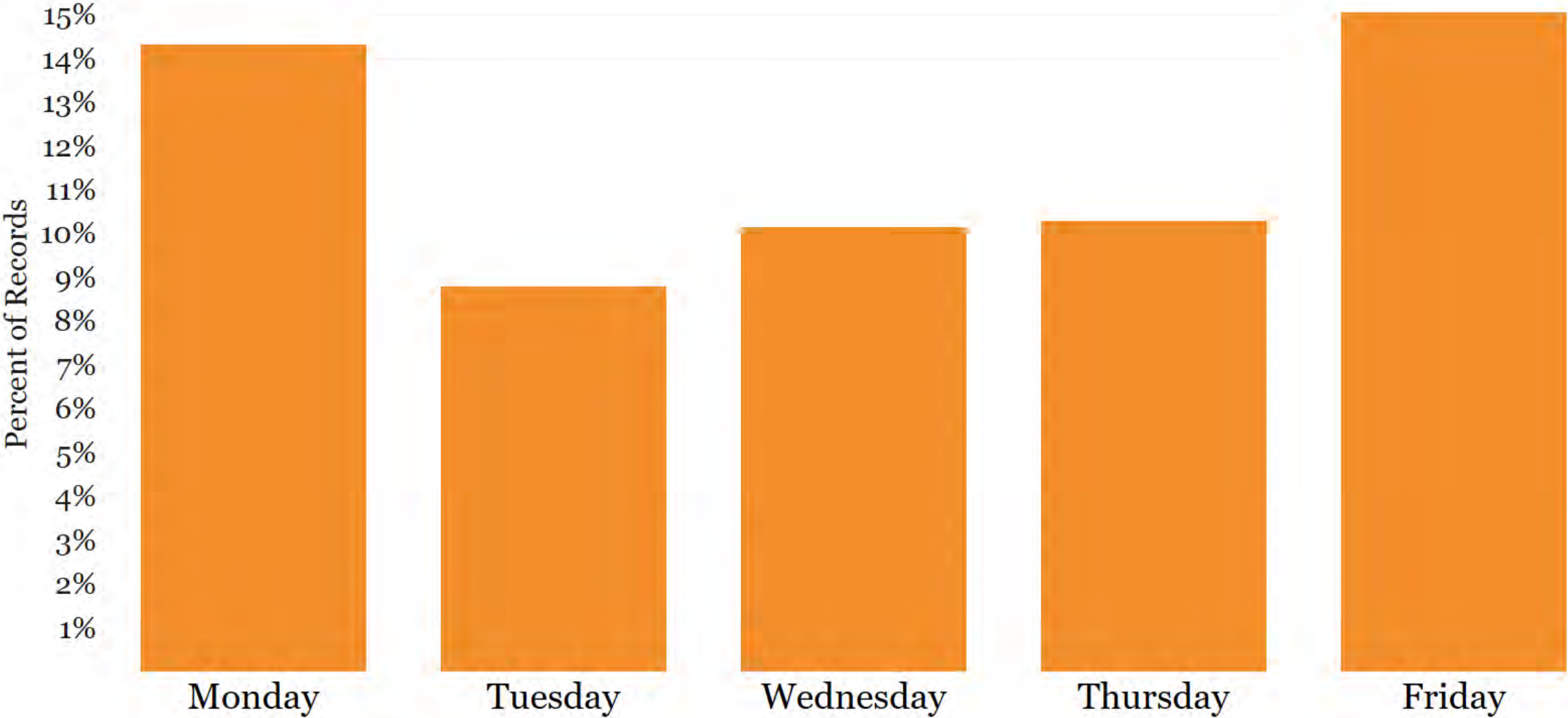
What is your best guess
to the big questions?



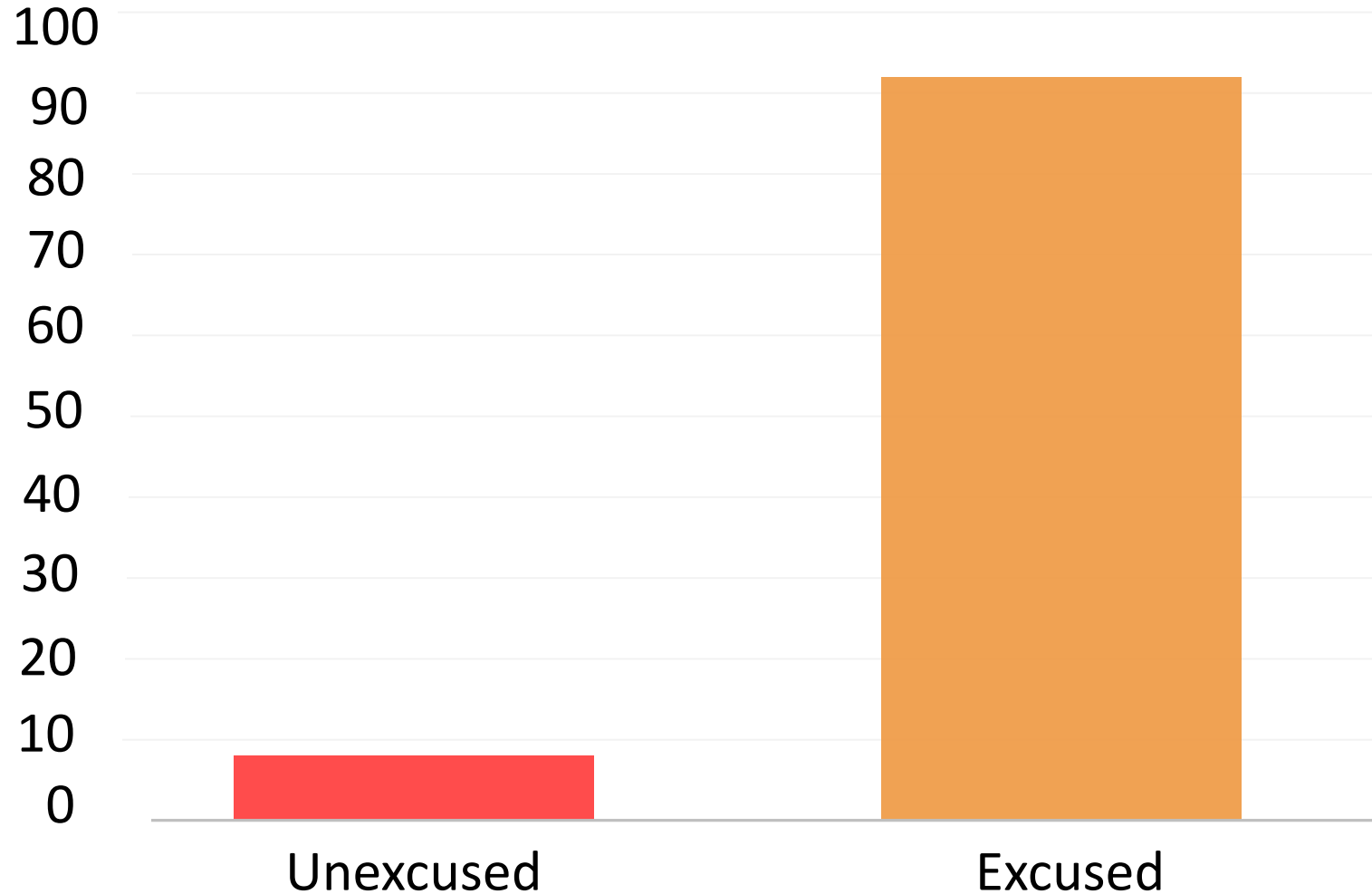
How Often Are Children Absent?



When Are Children Absent?



Why Are Children Absent?

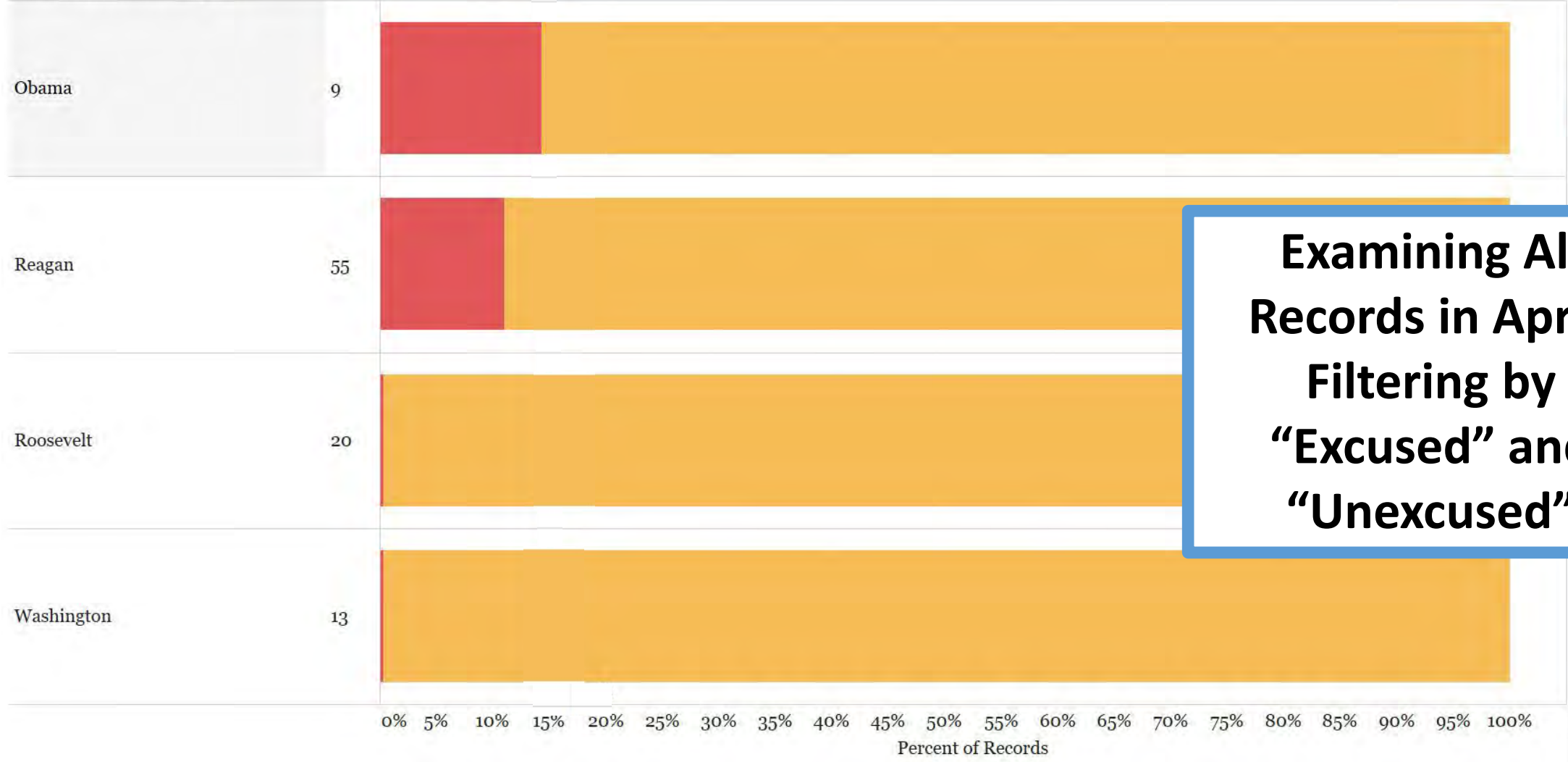




LET'S DIG DEEPER



Total Attendance by Site



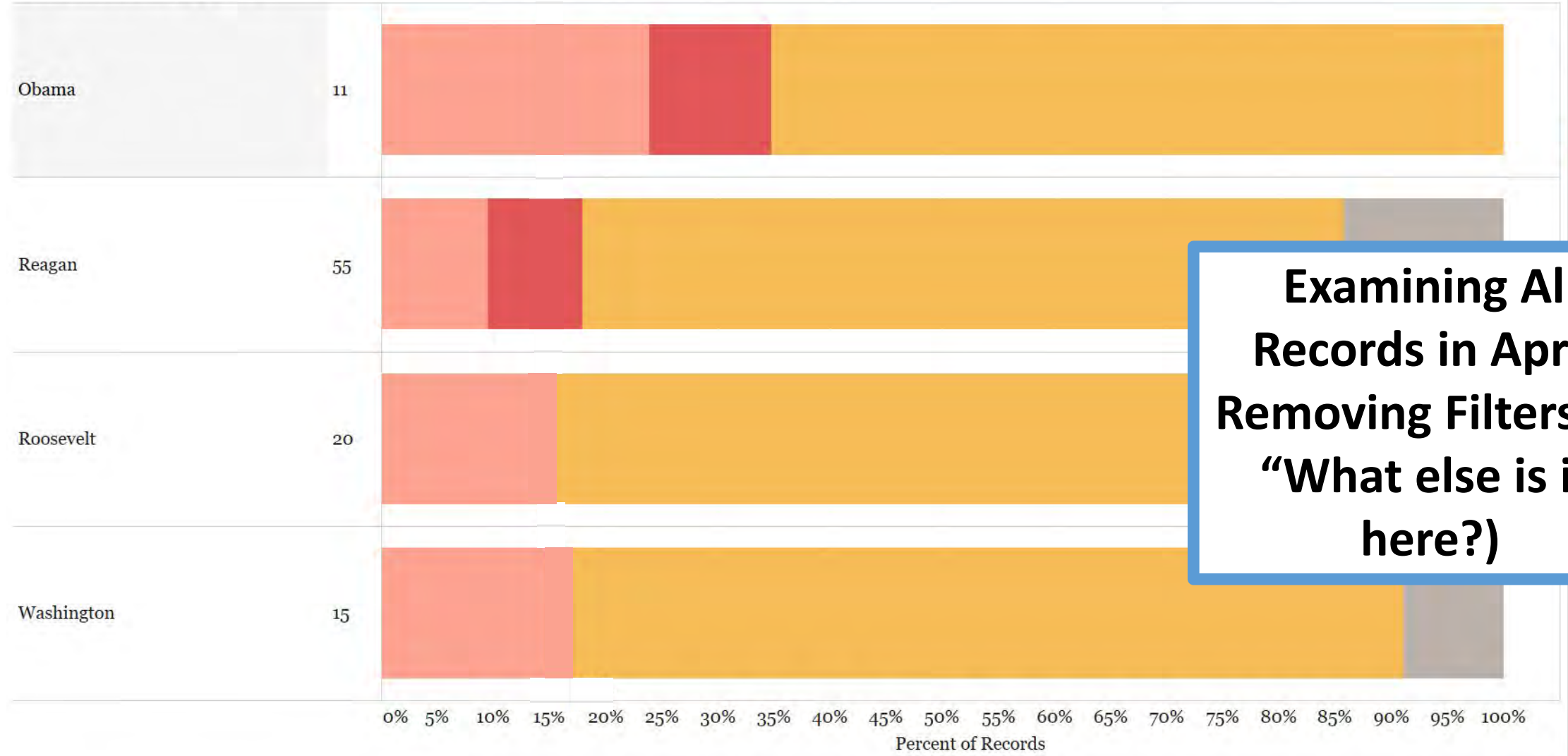
MONTH(Attendance Date)
April

Sites
(Multiple values)

Attendance Code
Excused
Unexcused

Examining All Records in April, Filtering by "Excused" and "Unexcused"

Total Attendance by Site



MONTH(Attendance Dat
(April

Sites
(Multiple values)

Attendance Code

- Not Schedule
- Excused
- Unexcused
- Absent

Examining All Records in April, Removing Filters (ie "What else is in here?)



What Surprises You About the Data?





— LET'S ANALYZE

**What are possible
explanations
for what happened?**

Data Collection

Data Coding

Data Entry

Data Storage

Monitoring and Tracking

DATA COLLECTION

DATA CODING

DATA ENTRY

DATA STORAGE

Teacher

Observes
sign
in/out on
CP 2316

Family
Advocate

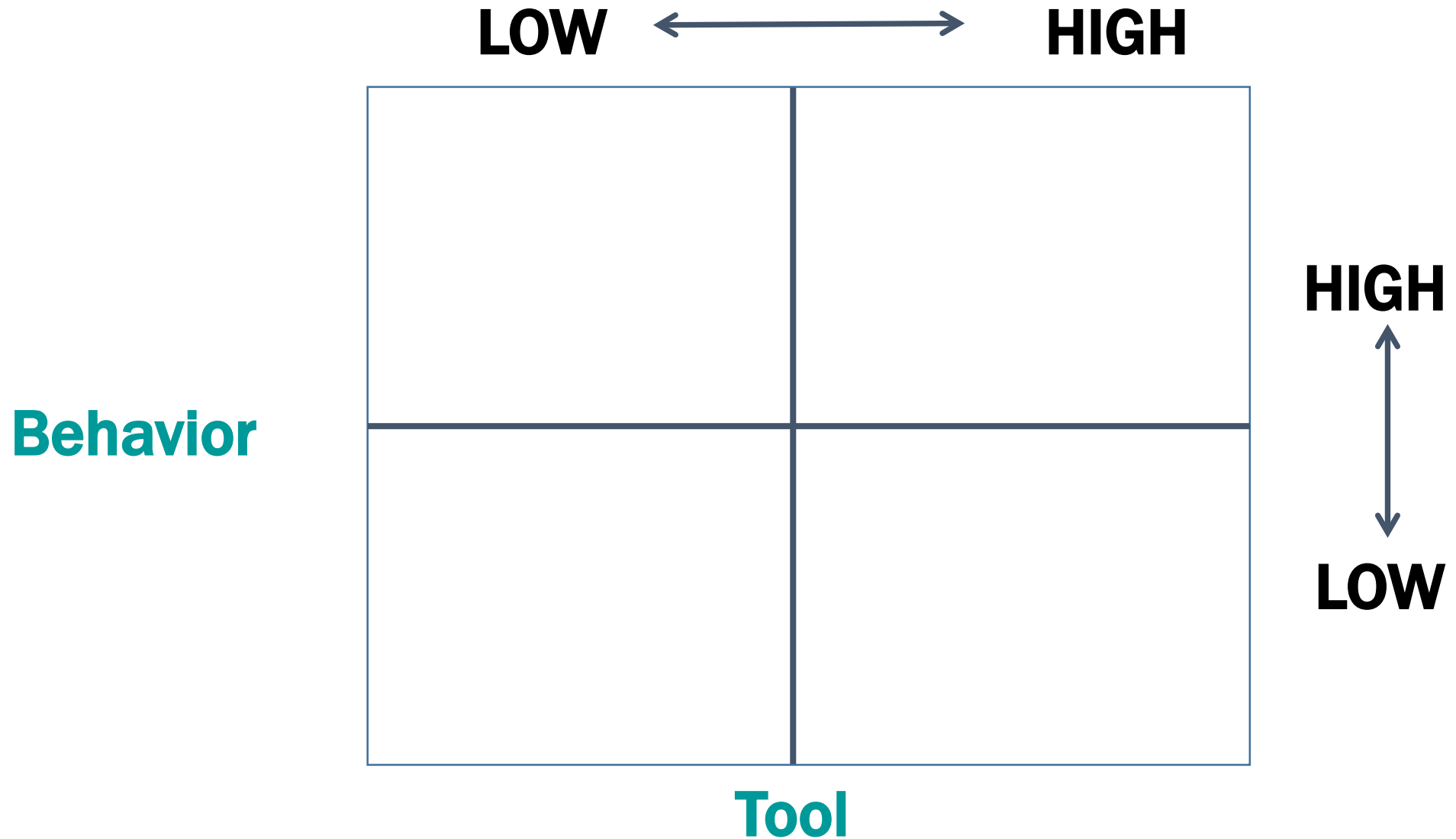
Codes
absences
on 2316

Data
Entry
Tech

Enters
coded
data

ChildPlus
Software

Where Does the Attendance Process Fit?





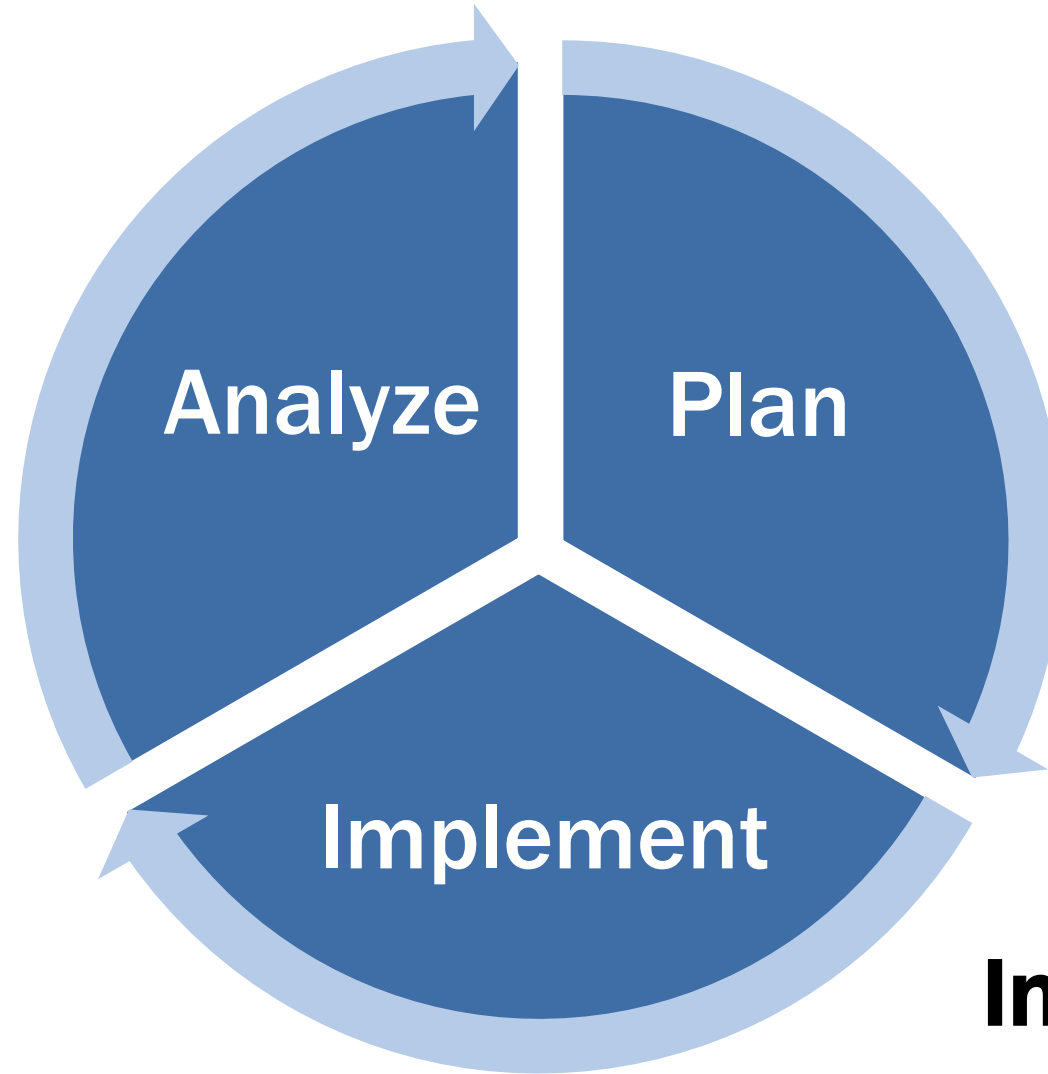
— **LET'S ANALYZE**

**What Changes Could We Make
to Our Data Workflow?**



Continuous Quality Improvement

**Analyze – How
did the Plan
work?**



Create the Plan

Implement the Plan



DATA, CQI, AND EARLY HEAD START/ HEAD START



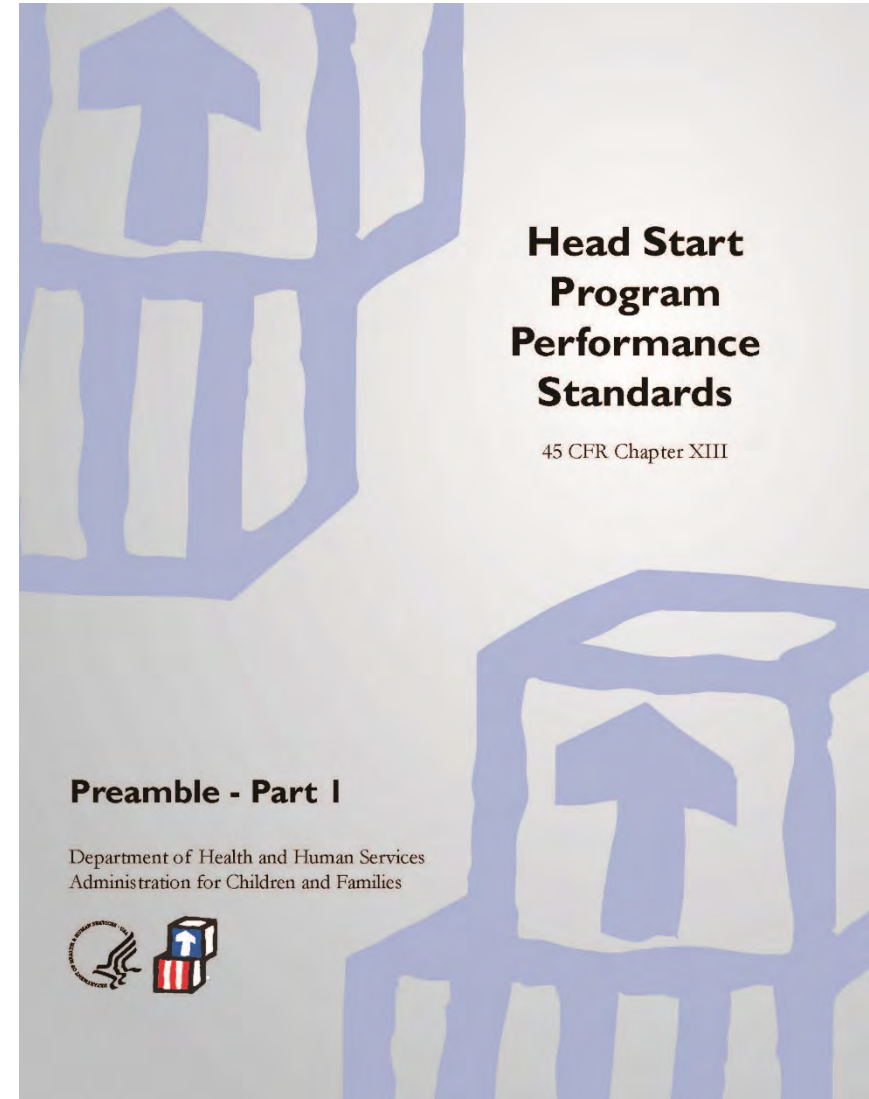
OFFICE OF HEAD START

An Office of the Administration for Children & Families

- October 2016: Revised Head Start Program Performance Standards released
- October 2017: Monitoring Protocol finalized
- January 2018: First federal reviews with Monitoring Protocol
- October 2018: Additional revisions to Monitoring Protocol



HEAD START PROGRAM PERFORMANCE STANDARDS (HSPPS)





HSPPS

Require **systematic local use** of **valid** and **reliable** assessment data that provides **useful** information for teachers and family service workers to individualize and improve services.

ACF HSPPS Final Rule: General Fact Sheet





Systematic local use

Can we demonstrate a true system of data use?

Valid and reliable

Can we ensure data accuracy and integrity?

Useful

Can our data be successfully utilized in the field?

— **M**ONITORING **P**ROTOCOLS



 **Focus Area One:** Understanding the Approach to Program Services

 **Focus Area Two:** Understanding Performance for Continuous Program Improvement



DATA TOURS

Programs must demonstrate an advanced ability to use their data

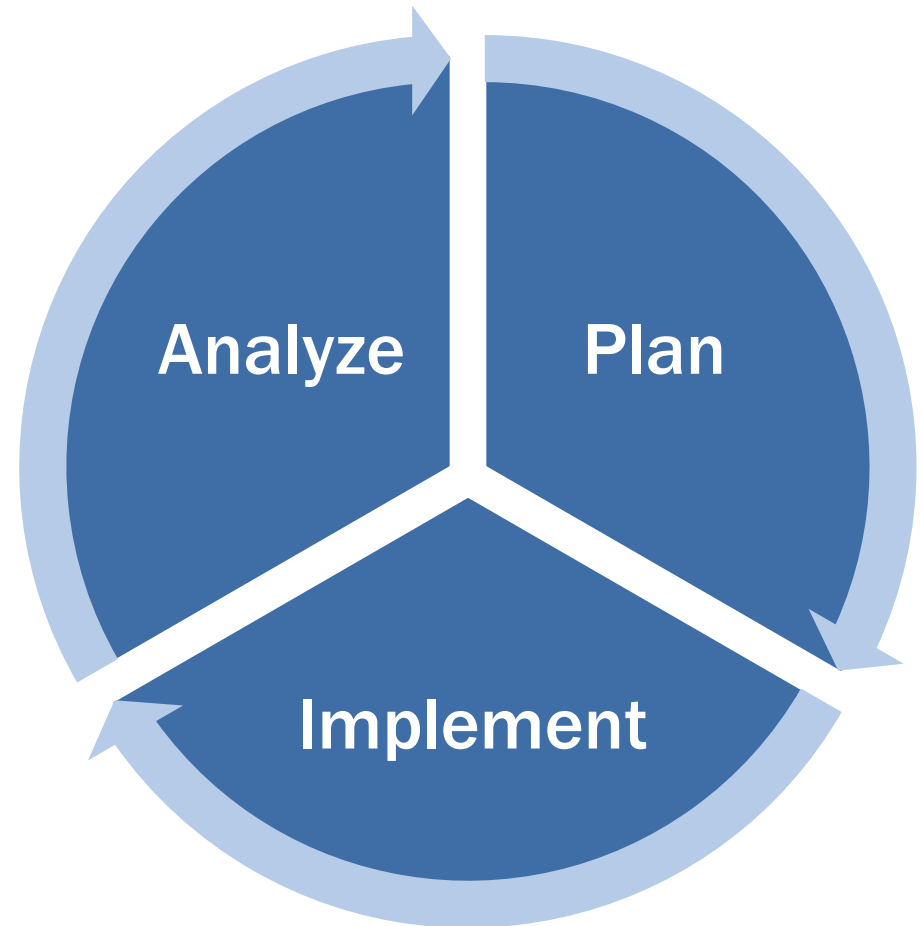
Not just static “canned” reports

Accessible across all program areas

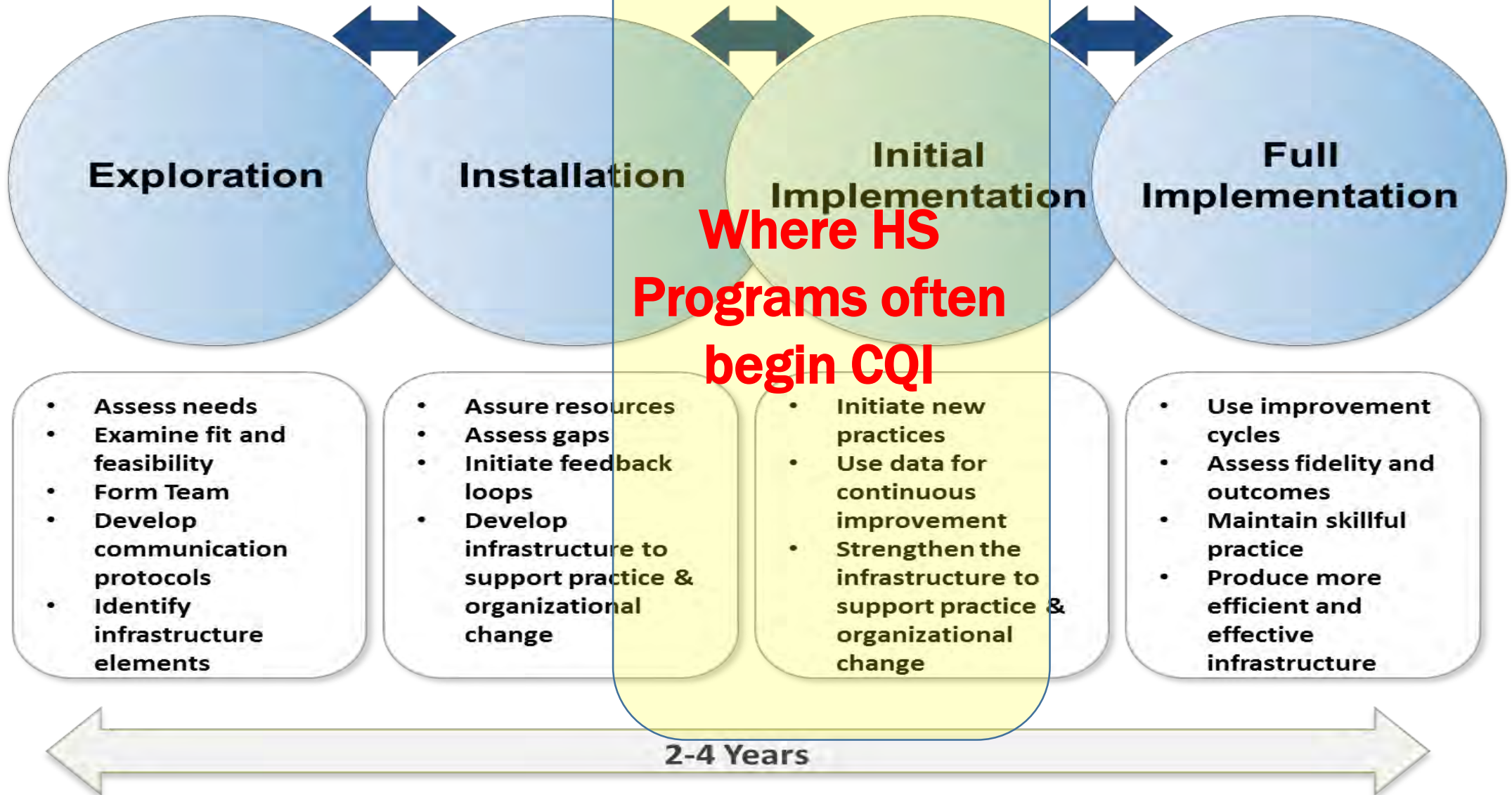


CONTINUOUS QUALITY IMPROVEMENT

Grantees must have a continuous quality improvement plan built from analysis of their data

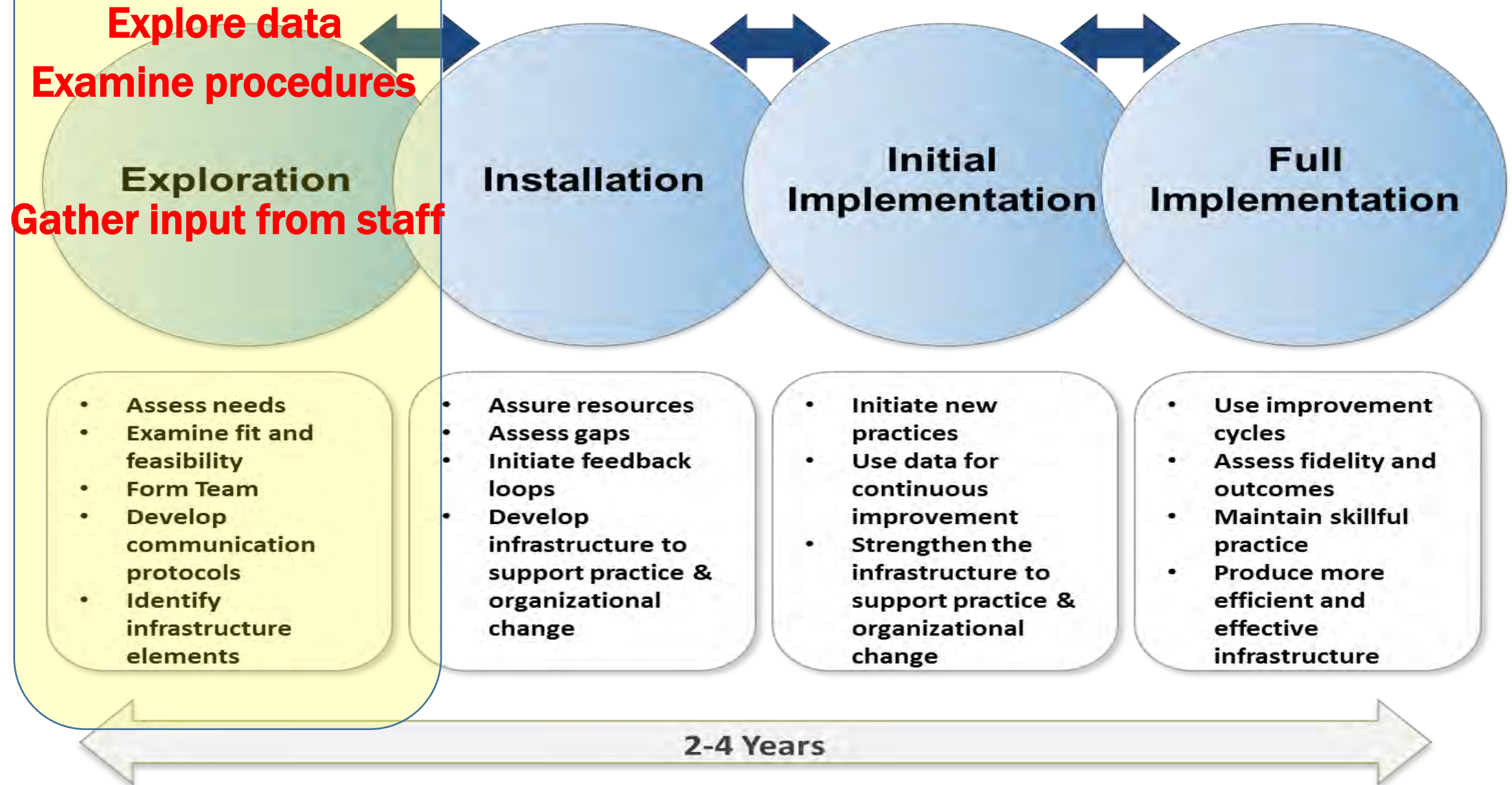


Implementation Stages



THE BEST WAY TO ACHIEVE
BIG GOALS
IS TO TAKE SMALL STEPS

Implementation Stages





TELL ME SHOW ME

All staff must articulate their knowledge of the CQI plan and then demonstrate the plan in practice within their position



TELL ME

Explain how you use data and implement your CQI plan.

SHOW ME


Demonstrate how you use data and how your CQI plan is implemented.

TELL ME

“These are the steps we’ve taken with our CQI project, which focuses on better identifying our families’ needs.”

SHOW ME

“This report shows me the needs of all the families at my site. I use this information to identify topics for parent meetings.”





DATA, CQI, AND EHS/HS

- Programs must have a system for using valid and reliable data
- Data must be used to inform development of CQI plans
- Staff must be able to articulate use of data and involvement in CQI plans



— Shift from Compliance to CQI



More than 50 years of compliance culture in EHS/HS

Most EHS/HS professionals have been socialized to a culture of compliance

Senior Leadership must champion the shift from compliance culture to CQI culture



Is Your EHS/HS Program Ready for This Shift?



BREAK





IDENTIFYING AND ADDRESSING CHALLENGES AND BARRIERS

— CHALLENGES AND BARRIERS

What are challenges and barriers to data use at your program?

What strategies have you tried to address these challenges and barriers?

What has worked? What hasn't?



What are the top 3 challenges/barriers?

What are 2 strategies that have worked?

What is 1 strategy that has not worked?



— CHALLENGES AND BARRIERS

Measuring Your Data Climate

Using Data Visualizations

Developing Data Capacity (NHSA)





MEASURING YOUR DATA CLIMATE



DATA CLIMATE

The attitude towards data-related tasks and responsibilities of the staff at your agency at any given time.



GENERAL MEASURE

My data collection efforts are appreciated and valued by my organization.

Strongly agree

Agree

Disagree

Strongly disagree

Not applicable to my job

I don't know



GENERAL MEASURE

Data is an important piece to serving children and families.

Strongly agree

Agree

Disagree

Strongly disagree

Not applicable to my job

I don't know



SPECIFIC MEASURE

The amount of data that I am expected to collect is reasonable.

I am given enough time to collect/ enter data.

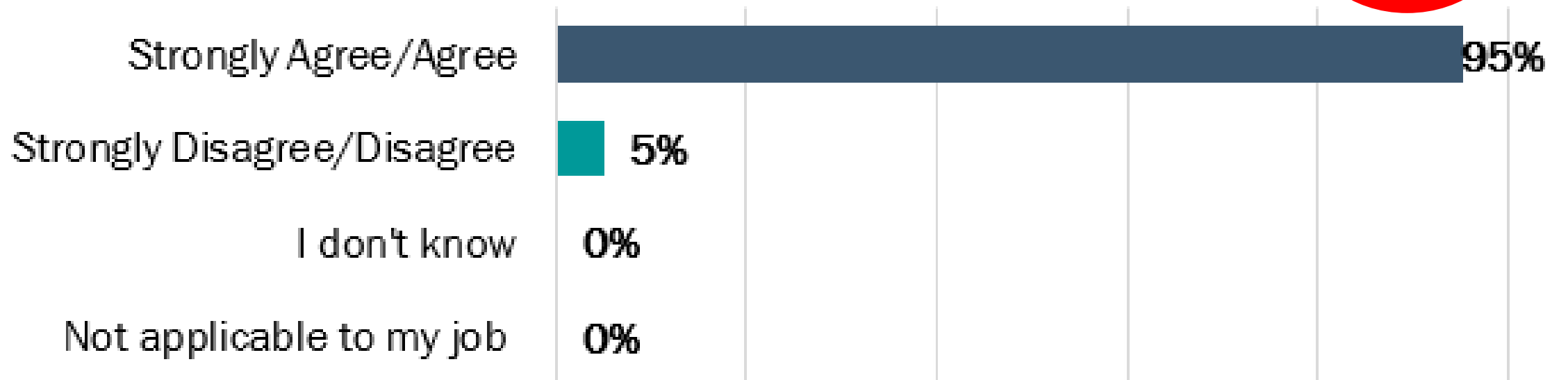


RECENT RESULTS

Large Midwest Grantee

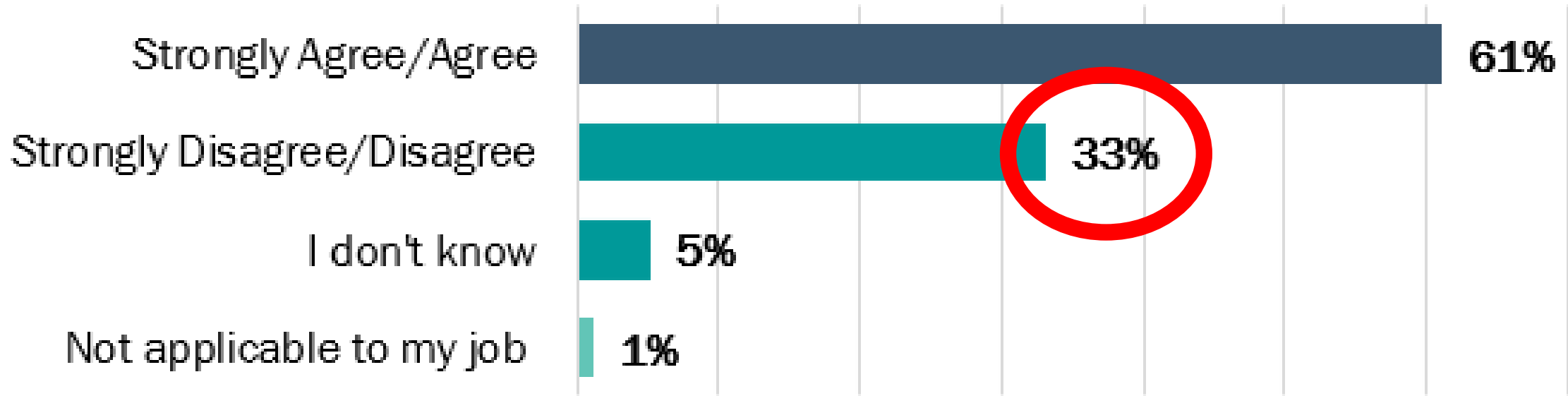
100 Lead Teachers in Sample

Object 14. Data is an important piece to serving children & families (n=83).



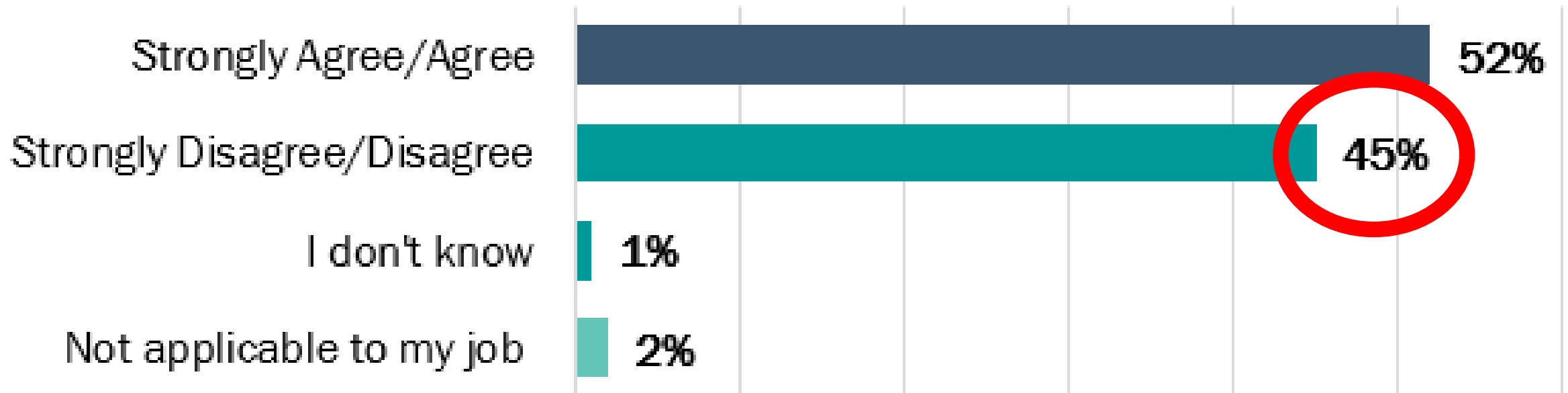
“Everyone agrees data is important!”

Object 16. The amount of data that I'm expected to collect is reasonable (n=83).



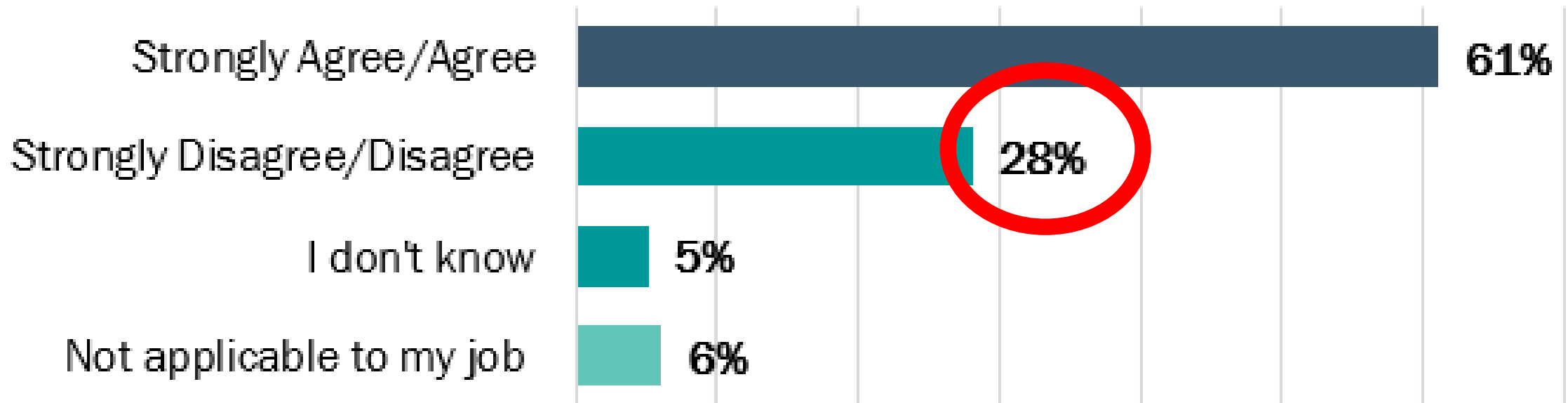
A third of teachers say there is TOO MUCH to do!

Object 17. I am given enough time to collect/enter data (n=83).



About HALF the teachers say there is not enough time!

Object 7. I received an instruction manual on how to collect/enter data (n=83).



One in four teachers say they don't have a manual.



DATA CLIMATE

The attitude towards data-related tasks and responsibilities of the staff at your agency at any given time.

Measuring your data climate is an excellent place to start when you return to your program.



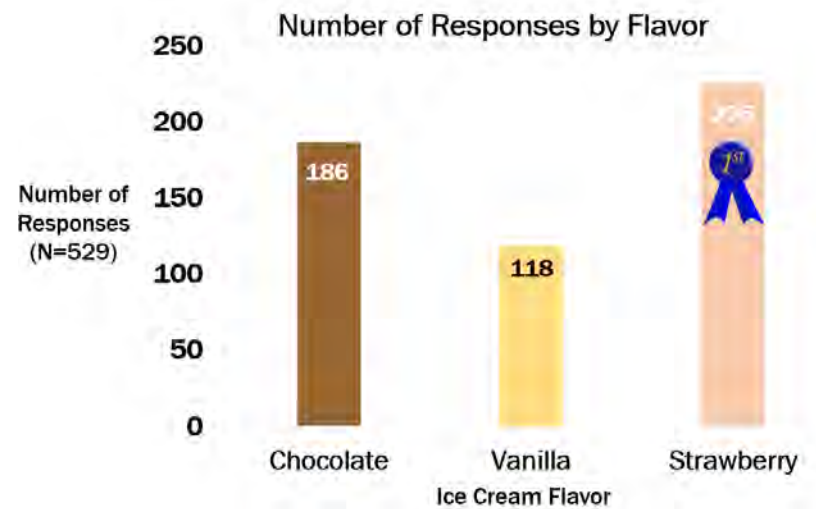
USING DATA VISUALIZATIONS



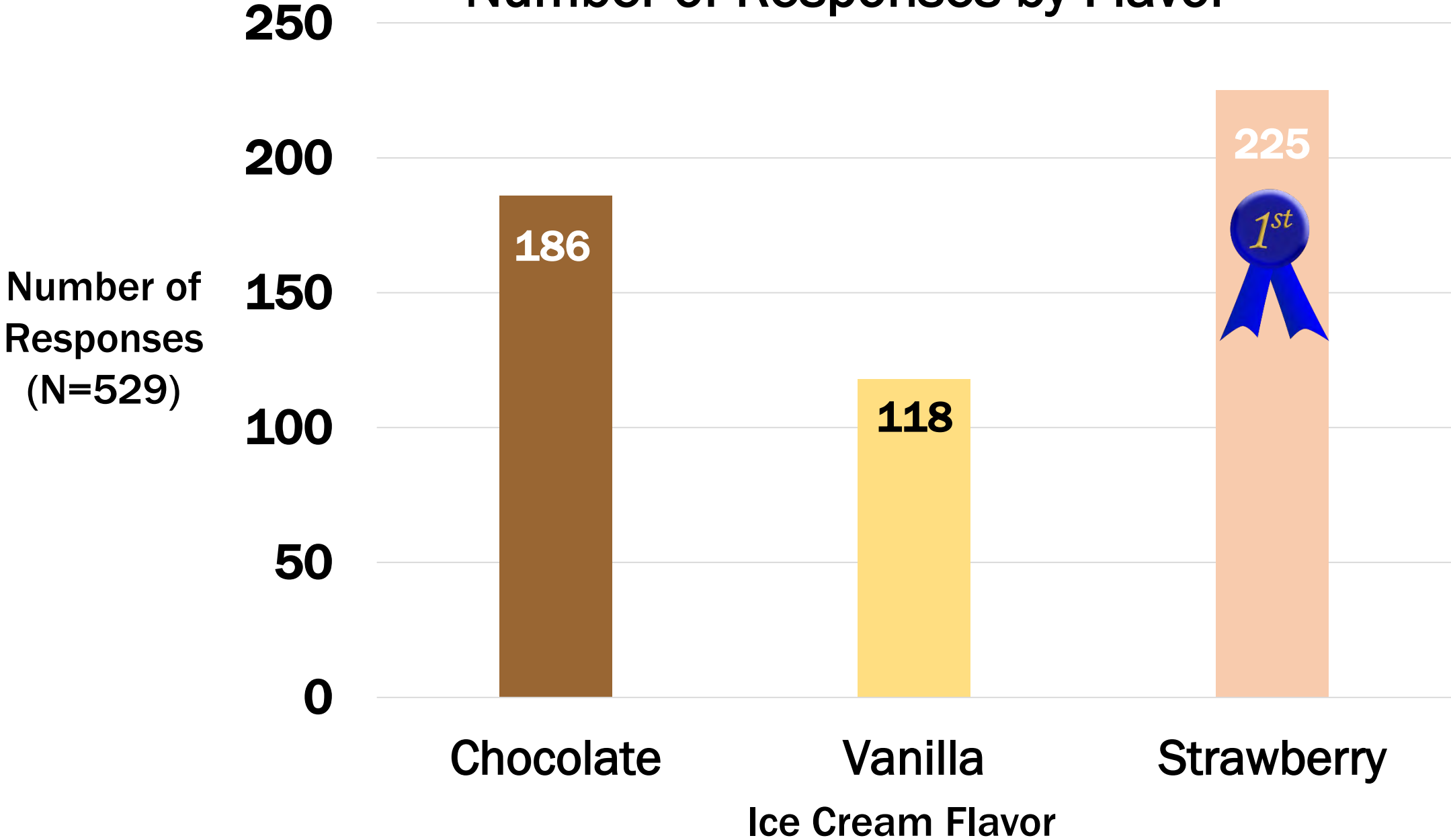
DATA VISUALIZATION

Presentation of data in pictures, images, or graphs to make trends easier to recognize

Chocolate	186
Vanilla	118
Strawberry	225
Total Responses	529



Number of Responses by Flavor





— **STEPS FOR VISUALIZING DATA**

Step 1: Know Your Audience

Step 2: Select Your Data

Step 3: Consider Your Focus

Step 4: Build Visualizations

Step 5: Identify Main Point and Any New Questions

Step 6: Tailor Visualization



— **STEP 1:**

KNOW YOUR AUDIENCE

Who is the audience?

How much experience does the audience have with the data?

How is the data relevant to them?



KNOW YOUR AUDIENCE

How much do they really need (or want) to know?

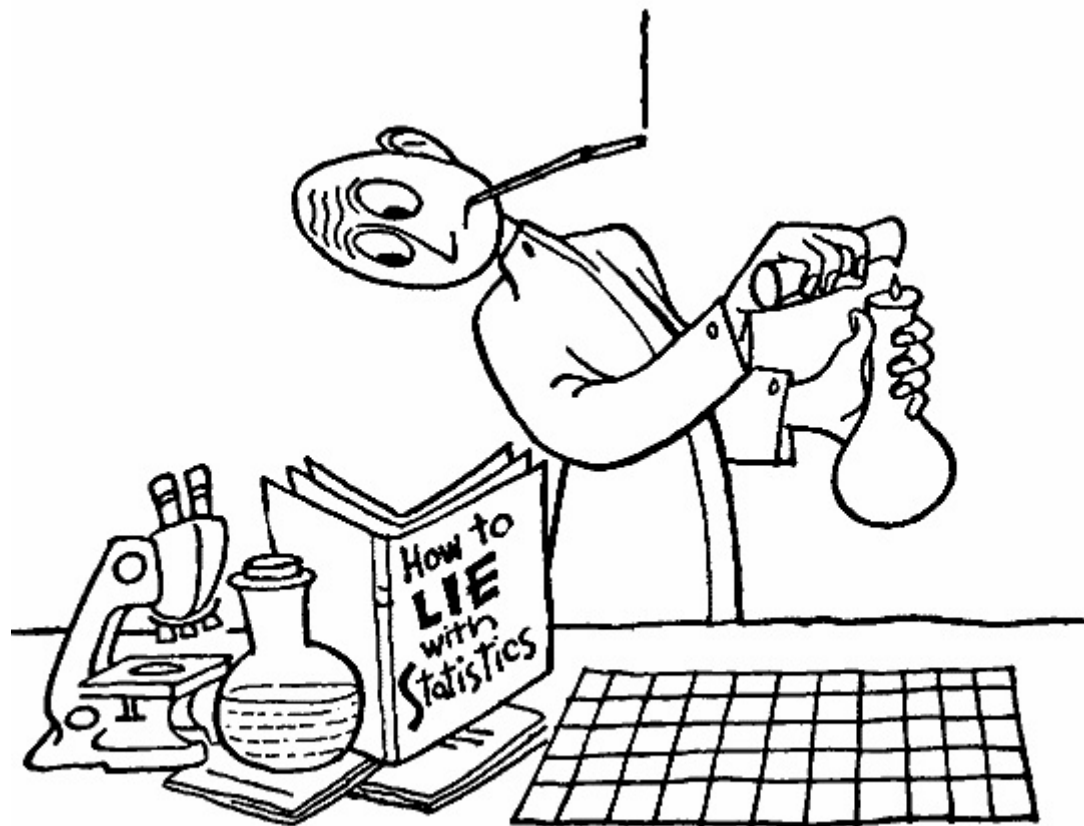
What is the message that you want them to leave with?





—STEP 2:

SELECT YOUR DATA





Desired Results
Developmental Profile *ONLINE*



— STEP 3:

CONSIDER YOUR FOCUS

Are you examining the data content?

OR

Are you examining the data
quality and validity?



DATA CONTENT

4/19/2019
12:38 pm
Acorn_Eval

██████████ Head Start

Page 1
ChildPlus

3420 - Growth Assessments

Program Term: Head Start 2018-2019, Enrollment Status: Waitlisted, Enrolled, Dropped, Drop/Wait, Drop/Accept, Completed, Abandoned HealthEvent.StartDate: 7/1/2018 - 4/15/2019, (BMI Percentile >= '95')

██████████ Head Start

Name	Birthday	Prog	Status	Status Date	Pri Ins	Ins #	Med Elig	Med #	
Event Name	Event Date		Age Today	Age At Assess	Height	Weight	% Wt/Ht	BMI	Head Circum
██████████ (D)	██████████	HS19		01/19/2019	M		E		
Growth Assessment	09/26/2018		4 yrs 0 mos	3 yrs 5 mos	37.50 in 33%	36 lbs 5 oz 80%	94	18.2, 95%	0.00 cm 0%
██████████	0██████████	HS19		08/20/2018	M		E		
Growth Assessment	10/30/2018		4 yrs 10 mos	4 yrs 4 mos	39.00 in 16%	39 lbs 6 oz 69%	94	18.2, 95%	0.00 cm 0%
██████████	██████████	HS19		08/20/2018	M		E		
Growth Assessment	10/05/2018		4 yrs 4 mos	3 yrs 10 mos	39.50 in 54%	42 lbs 8 oz 92%	97	19.1, 98%	0.00 cm 0%

— DATA QUALITY & VALIDITY

4/19/2019
12:07 PM

3421 - BMI At Enrollment and At End of Enrollment (Grid)

3 of 28
Acorn_Eval

Event	Event Type	Date	Age at Assessment	BMI Status	BMI	BMI Change	BMI %	Height	Height %	Weight	Weight %	Wt/Ht %	Head Circ.	Head Circ. %
Classroom: RM 4 AM														
Participant: ██████████ --Status: Enrolled --Enroll Date: 08/21/2018														
At Enrollment	Growth Assessment	9/28/18	4y 4m	Healthy Weight	16.4		79	39.50 in	24	36 lbs 6 oz	48	74	0.00	0
At End of Enrollment	Growth Assessment	3/15/19	4y 10m	Obese	1000	+5998%	99	4.20 in	1	41 lbs 0 oz	64	1	0.00	0

9/28/2018 = 39.5 inches



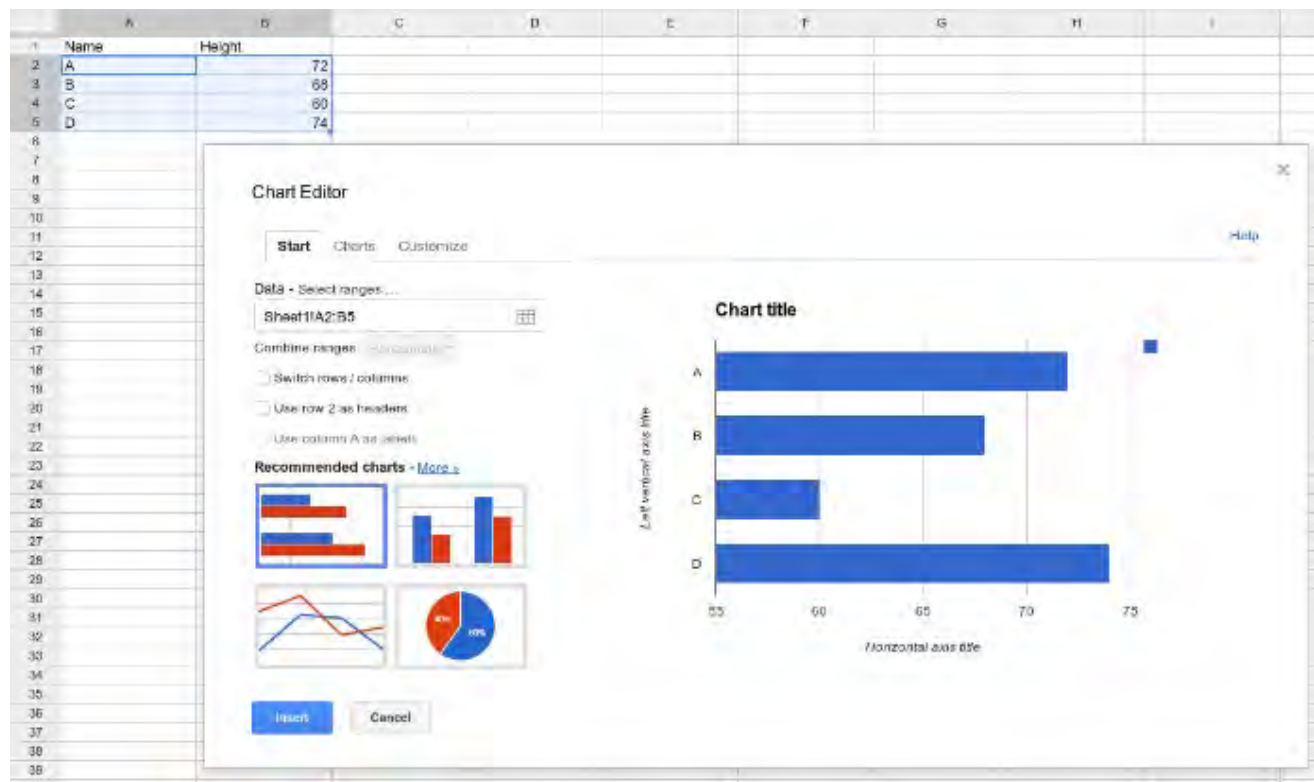
3/15/2019 = 4.2 inches





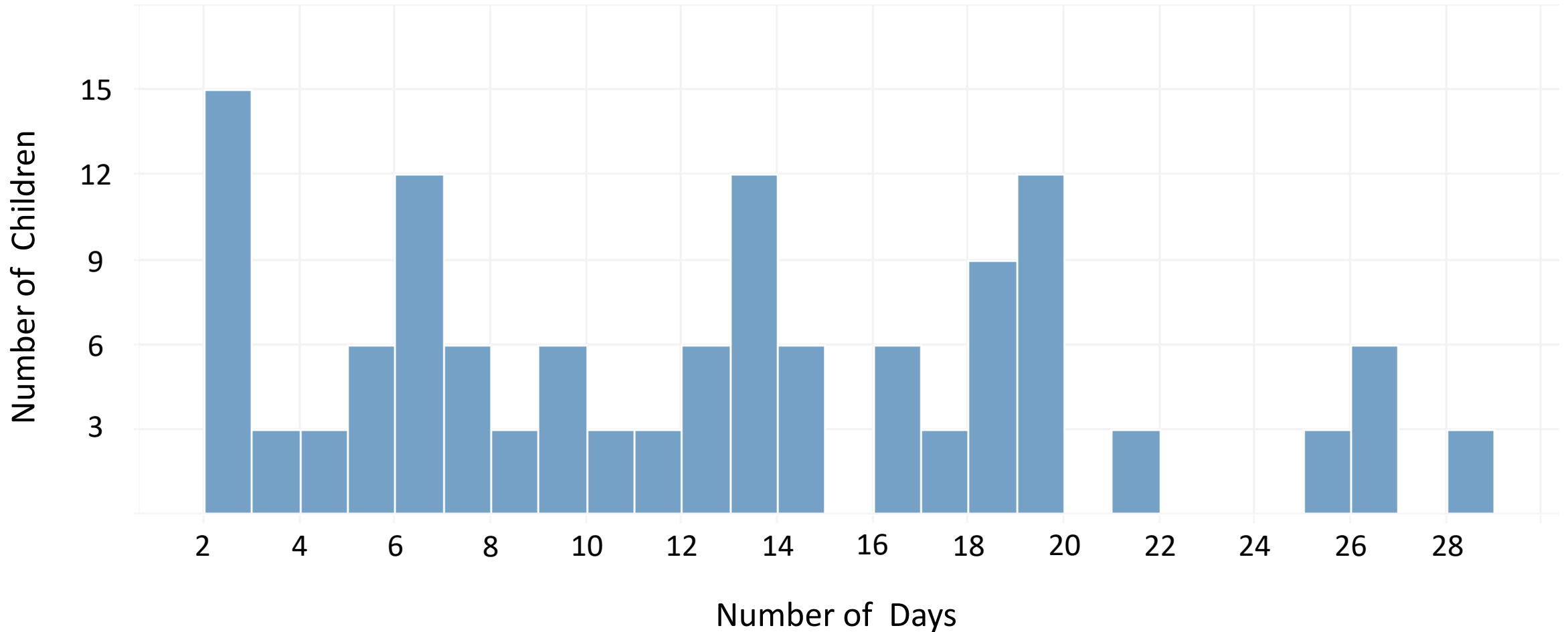
STEP 4:

BUILD VISUALIZATIONS





Days Between Last Date “Present” and Drop Date





— STEP 5:

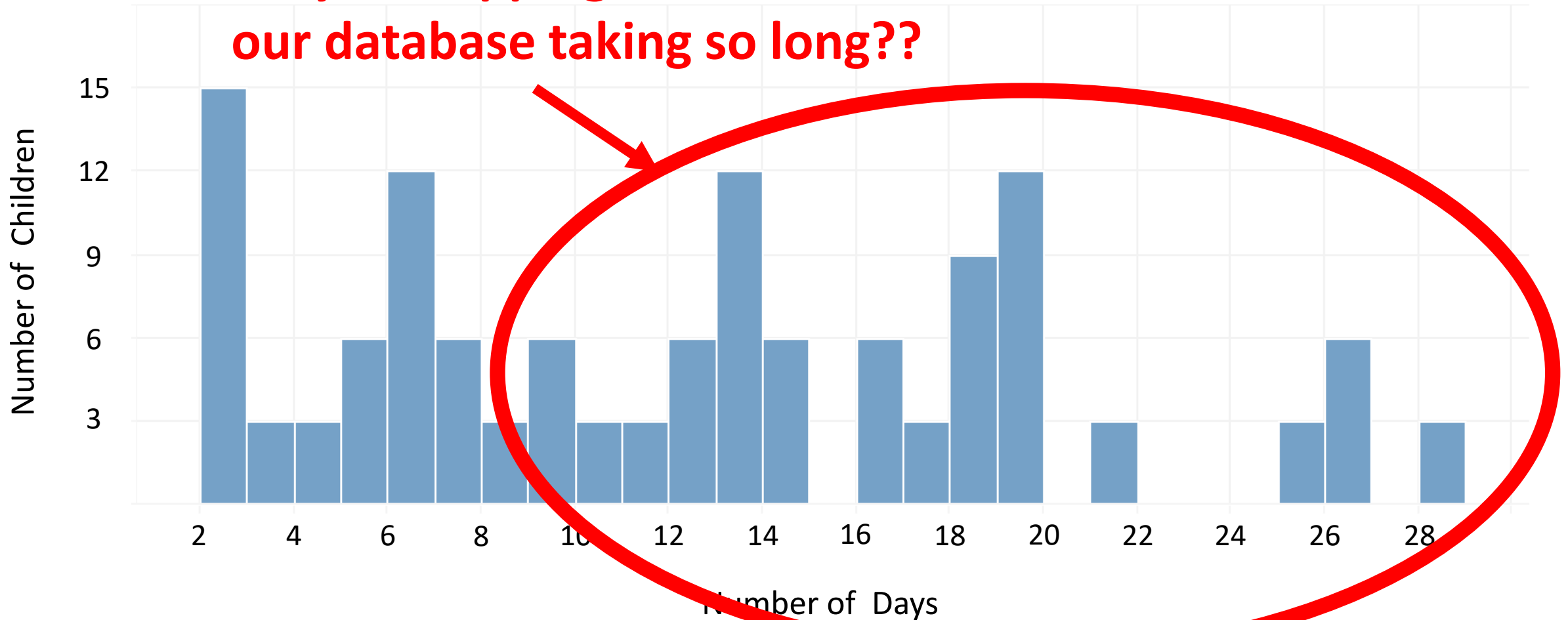
**IDENTIFY MAIN POINT AND
NEW QUESTIONS**





Days Between Last Date “Present” and Drop Date

Why is dropping kids from our database taking so long??



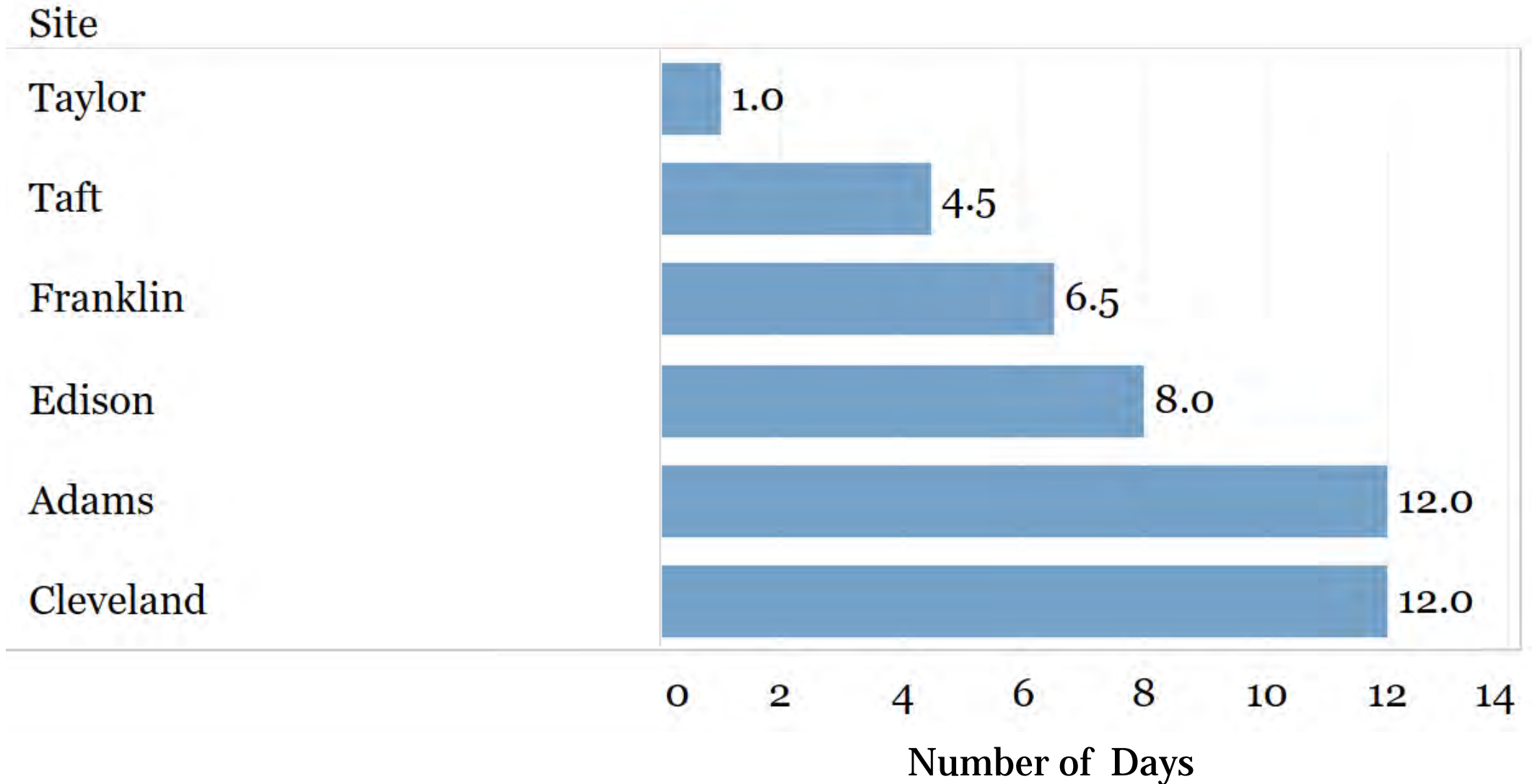
BIG QUESTIONS

Are some sites taking longer to drop children than others?

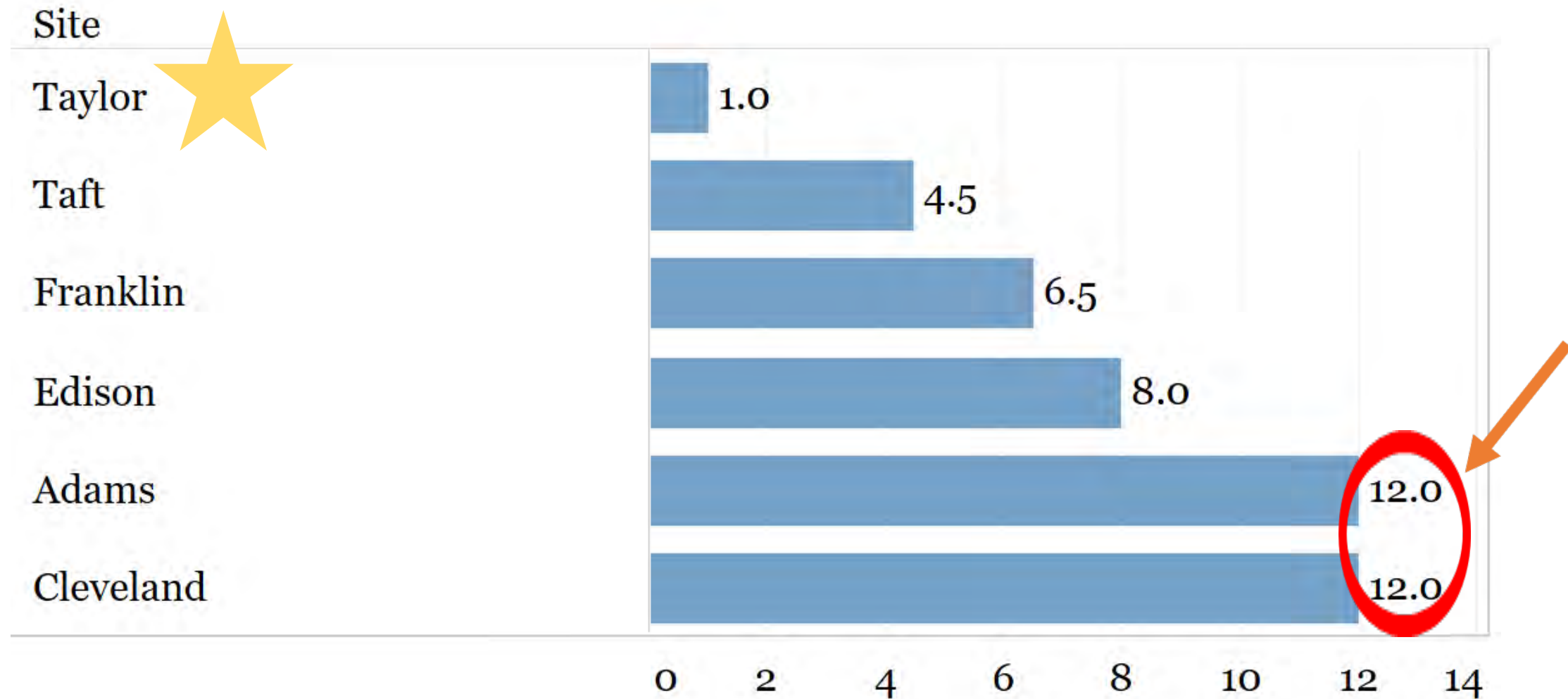




Median Days from Last Date “Present” to Drop Date



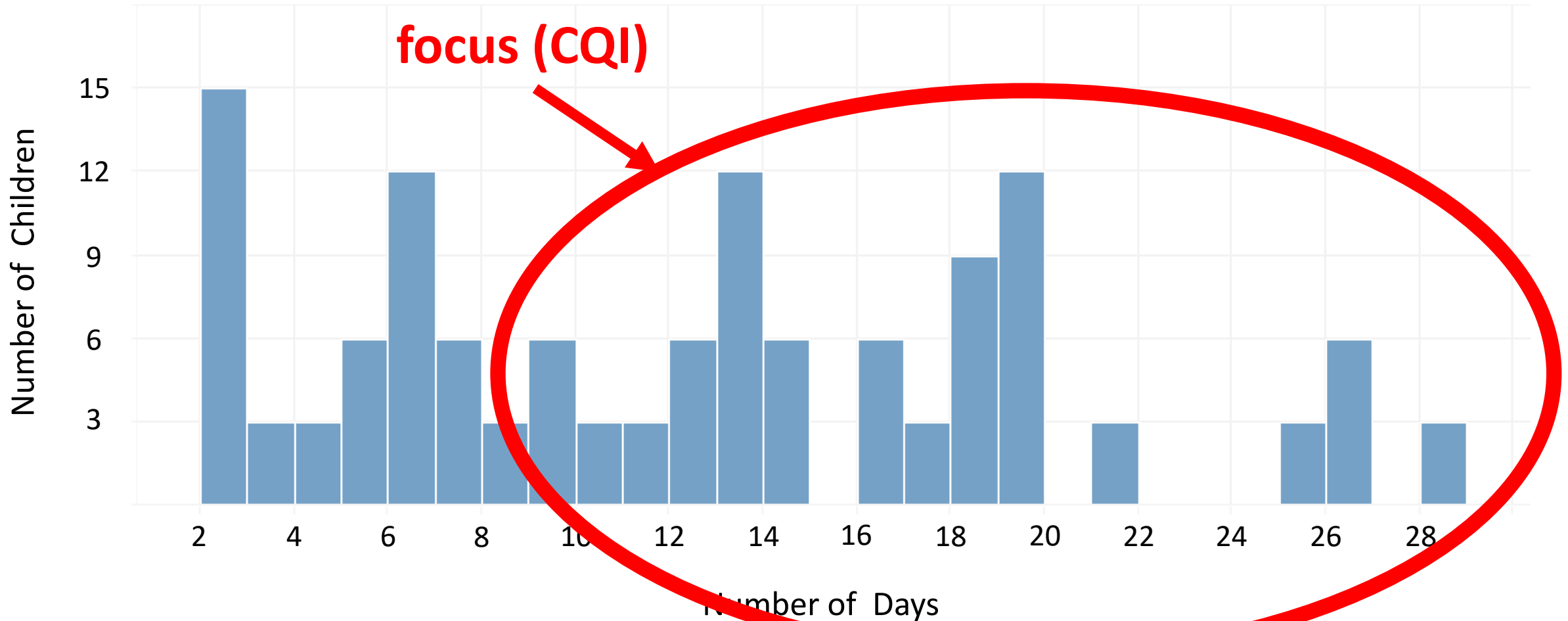
STEP 6: TAILOR VISUALIZATION





Days Between Last Date "Present" and Drop Date

Area for us to focus (CQI)





— USING DATA VISUALIZATIONS

Turning data into pictures is superior than generating static reports with rows and columns of figures.

Beginning to visualize small “pots” of data is an excellent place to start when you return to your program.



DEVELOPING DATA CAPACITY

<https://www.nhsa.org/our-work/initiative/developing-data-capacity>



Our mission is to coalesce, inspire and support the Head Start field as a leader in early childhood development and education.



Developing Data Capacity

A Hiring Guide

Introduction

Why Do Head Start Programs Need Data and Analytic Capacity?

All Head Start programs need to collect and analyze data and other information to find ways to improve their operations. Bringing continuous improvement to the field means using data, evidence, and evaluation at all levels.

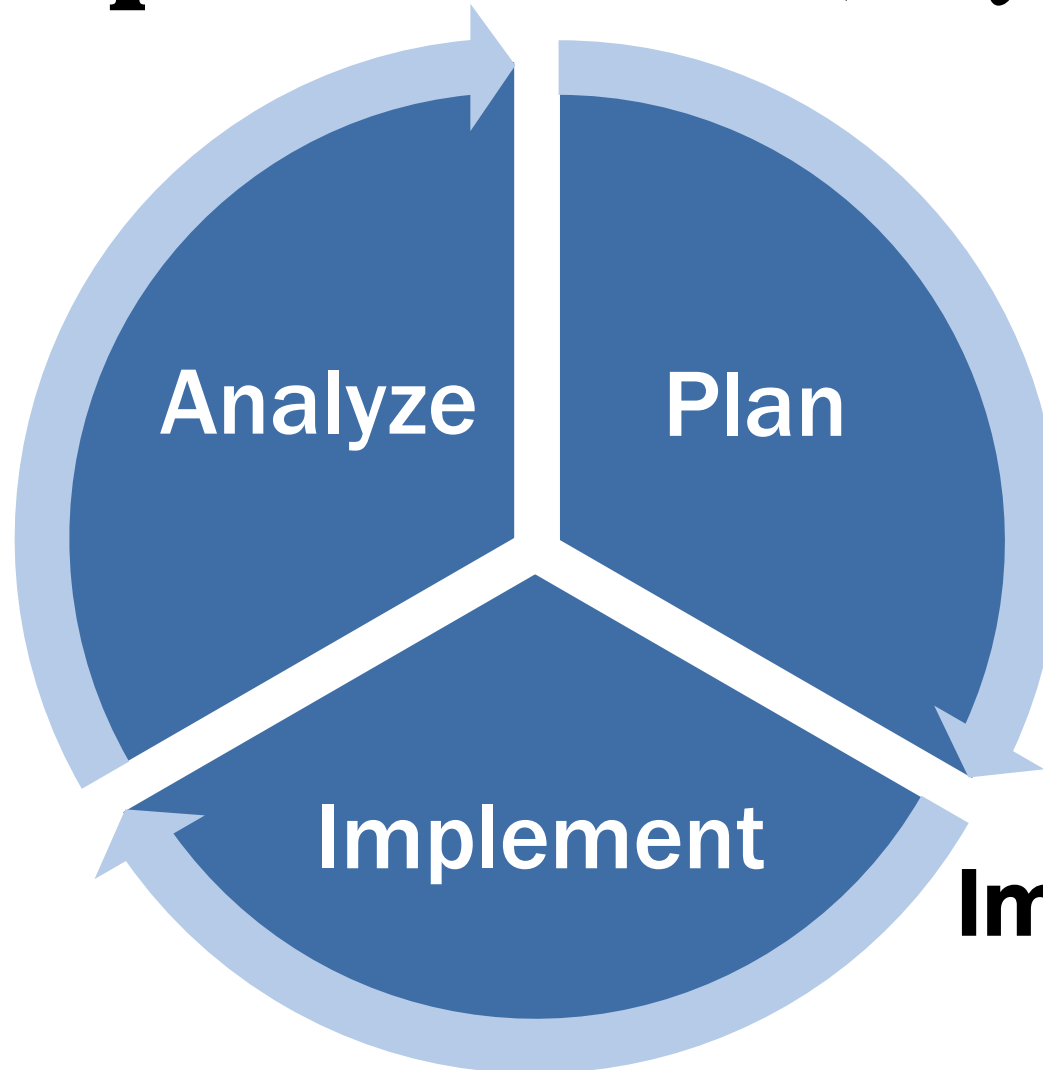
Why Do I Need This Toolkit?



REVIEW OF DAY ONE

Define Continuous Quality Improvement (CQI)

**Analyze –
How did the
Plan work?**



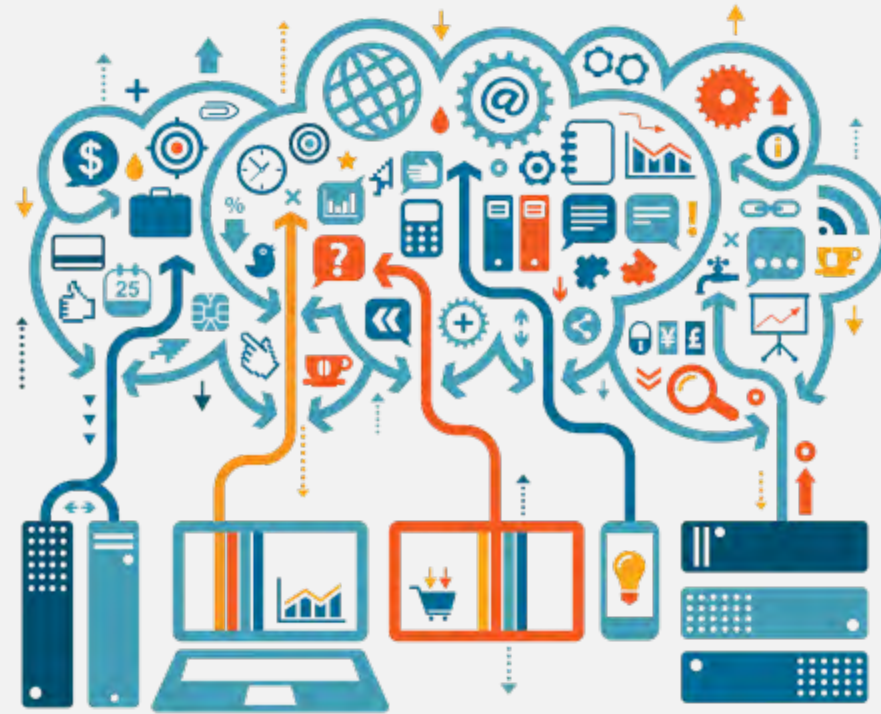
Create the Plan

Implement the Plan

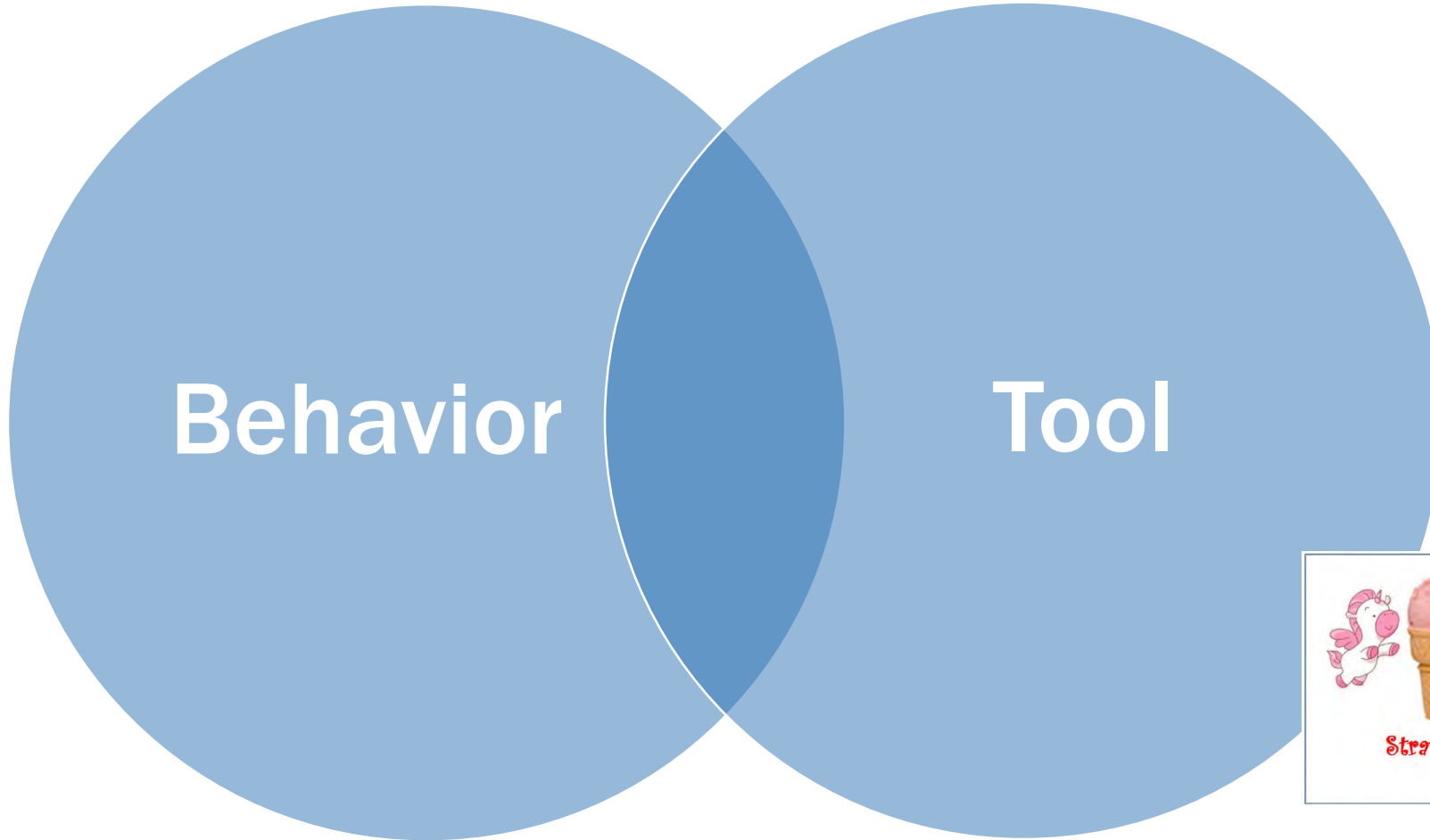
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DATA

Numbers given context



Describe the Importance of Data Accuracy and Integrity



Describe the Steps of Data Workflow

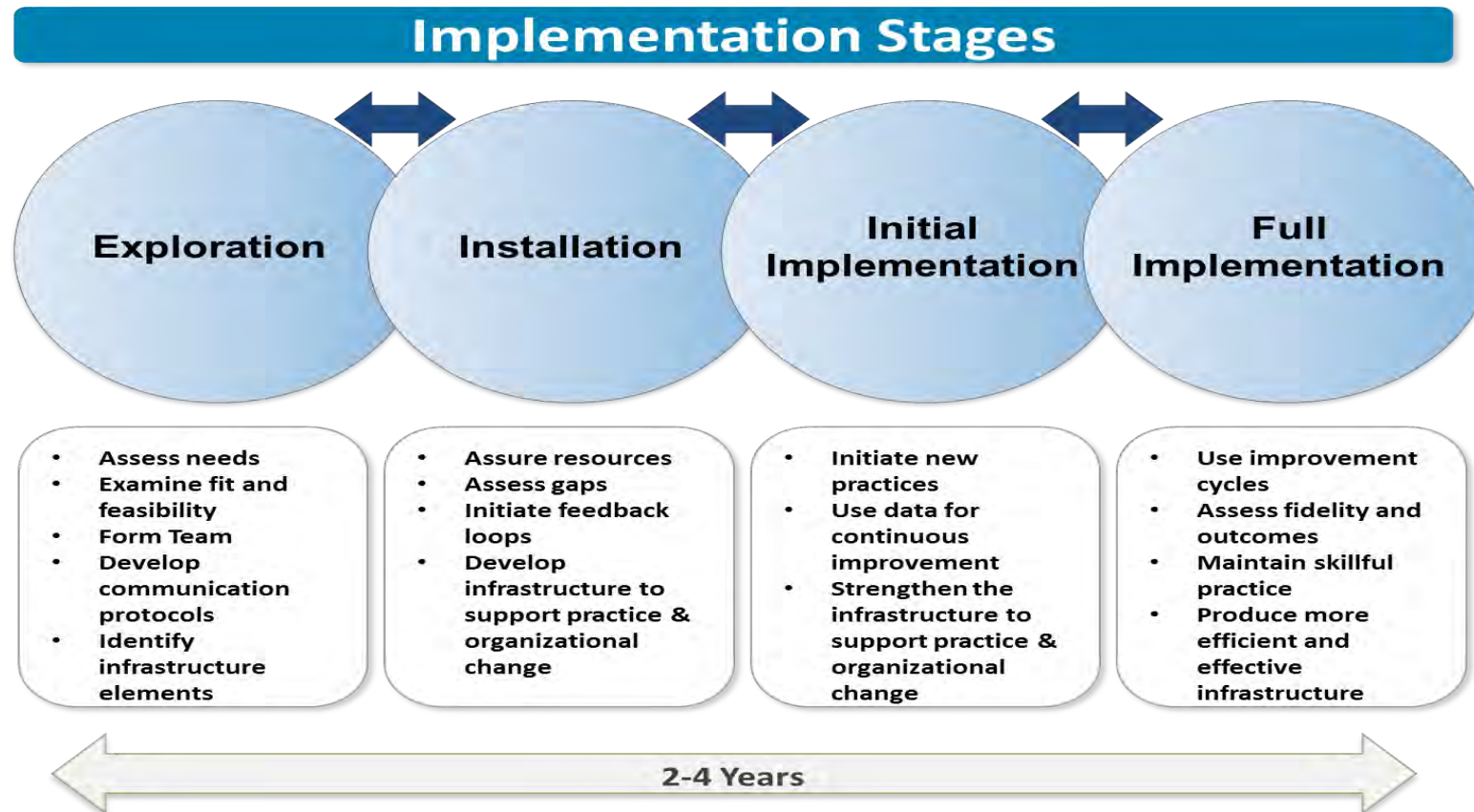
**DATA
COLLECTION**

**DATA
CODING**

**DATA
ENTRY**

**DATA
STORAGE**

Explain the Role of Data and CQI in EHS/HS in Context of New Office of Head Start Expectations



Identify Strategies for Addressing Challenges and Barriers to Effective Use of Data

Measuring your Data Climate

Using Data Visualizations

Developing Data Capacity



— EXPECTED OUTCOMES

Define Continuous Quality Improvement (CQI)

Describe the importance of data accuracy, data integrity, and data workflows

Identify strategies for addressing challenges and barriers to effective use of data

Explain the role of data and CQI in EHS/HS in context of new OHS expectations

Develop continuous quality improvement plans that align with Program Goals and Objectives

Describe strategies for successfully implementing CQI plans

THANK YOU



We'll see you
tomorrow at **8:45!**

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ACORN
EVALUATION