



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



**Use
and
Share**

MEASURING WHAT MATTERS: Exercises in Data Management

**Exercise 4: USE AND SHARE
Using PFCE Data to
Tell Your Story**



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

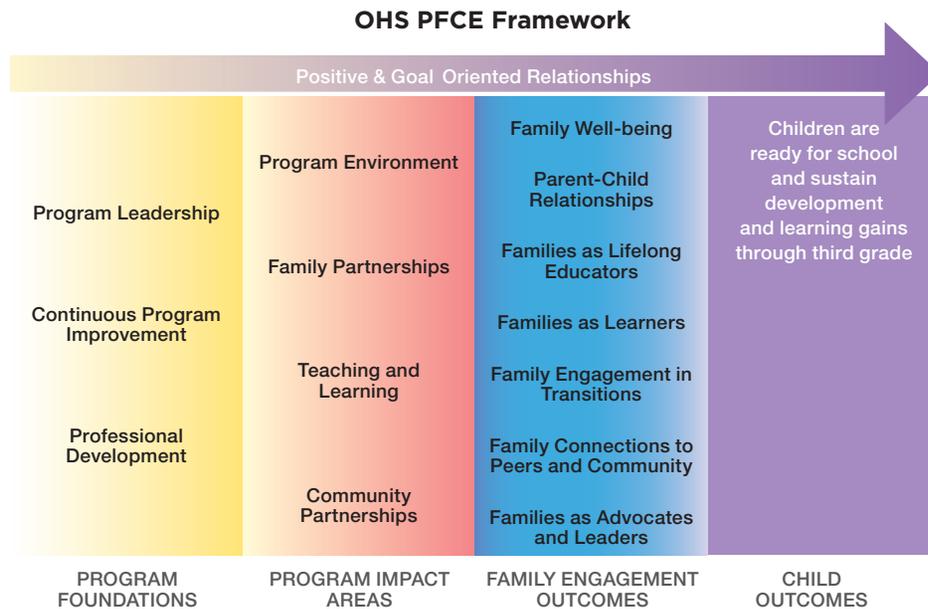
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EXERCISE SERIES INTRODUCTION

As a Head Start or Early Head Start leader, do you sometimes wonder how you will use your program’s data about families to decide your priorities and track program and family progress? Are you concerned about responding to questions from your governing body, Policy Council, or community leaders regarding the progress and results of program activities with families? Are you comfortable collecting and analyzing data on children’s progress, but less sure of how to assess your progress with families? If you answered “yes” to any of these questions, we invite you to try out this series of exercises.

As you set goals and develop and implement plans within a five-year project period, you will rely on data in at least two ways. One is to assess how well you are providing quality services for children and families and how you can improve your work. The second is to measure progress on outcomes for children and families. We created this exercise series to support program staff and families in both ways. We will explore the following questions as they relate to parent, family, and community engagement:

- What are Parent, Family, and Community Engagement (PFCE) data?
- What are the differences between measures of *effort* and measures of *effect*?
- What does it mean to aggregate and disaggregate data?
- What does it mean to track progress over time?
- How can data be meaningfully used and shared?



The Office of Head Start (OHS) Parent, Family, and Community Engagement (PFCE) Framework is a research-based approach to program change that shows how Head Start/Early Head Start programs can work together as a whole—across systems and service areas—to promote family engagement and children’s learning and development.

The data that we will be examining relate to the PFCE Framework Family Engagement Outcomes in the blue column.



The exercises are also organized to follow the four activities in the data management cycle: prepare, collect, aggregate and analyze, and use and share.¹ Each of these exercises focuses on a specific activity and will help you:

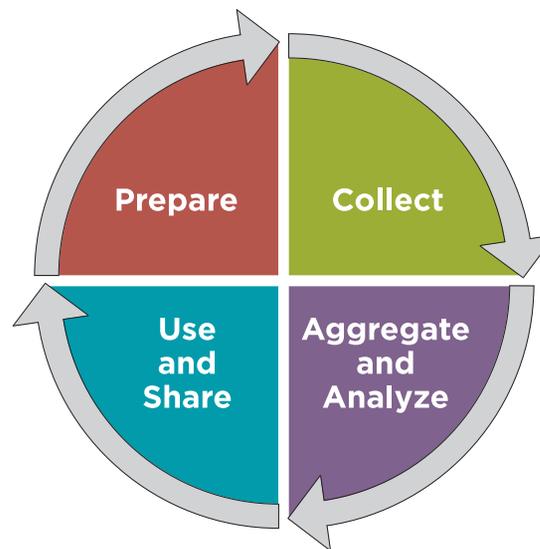
- **Prepare:** Get ready for data collection by thinking about the different kinds of data you need in order to show the reach and impact of your work with families.
- **Collect:** Identify how to gather data that are useful and easy to interpret.
- **Aggregate and Analyze:** Learn ways you can look at data to examine how well your program and families are doing in terms of the Family Outcomes of the OHS PFCE Framework.
- **Use and Share:** Understand the importance of sharing data in accurate, appealing, and accessible ways and learn strategies for using data to inform various aspects of programming.

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

If you're confident in your ability to prepare, collect, and aggregate and analyze data, then you might want to turn directly to page 12: Use and Share.

Explore the other exercises in this series by visiting:

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/assessing/assess.html>



The exercises in this series introduce concepts related to the four Data Activities that build on one another in a specific sequence. **It is important to begin with the first exercise and continue through to the last one in the series.**

¹ *Measuring What Matters: Using Data to Support Family Progress—Overview*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/measuring-what-matters.pdf>

Exercise 4 is about *using and sharing data*. Using and sharing data means relying on information—rather than hunches or anecdotes—to guide program decision-making and improvements. It also means using data to understand and convey the progress your program is making.

This exercise brings the concepts in the previous three exercises together. It presents the experience of one Head Start program through all Four Data Activities. The first step in this exercise (Prepare on page 6) reviews how data are prepared. The second step (Collect on page 8) provides an overview of how data are collected. The third step (Aggregate and Analyze on page 10) outlines how data are then aggregated and analyzed. The final step (Using and Sharing on page 12) adds how data are shared with different audiences and used for program improvement.

The worksheets included in this exercise are designed to help you think about how to examine and interpret your program's PFCE data. They are also designed to help you consider what data you might share, when, with whom, and in what ways.

As a program leader, you can use this exercise to:

- Help you take steps to understand what data show about your program.
- Inform your thinking about how you might present and share data.
- Choose the audiences with whom to share your work.
- Consider how to use data to make programmatic decisions.

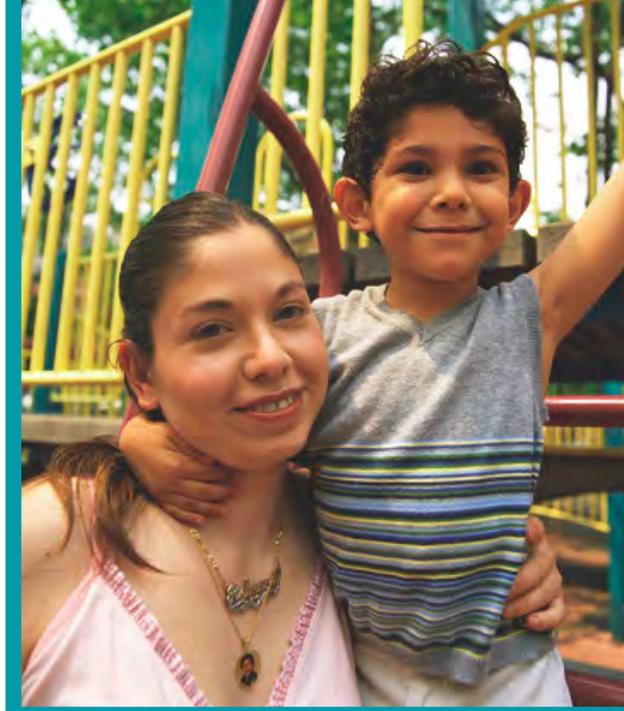
HOW TO USE EXERCISE 4:

On Your Own

- Read the story, *Using PFCE Data to Tell Your Story*.
- Reflect on the steps in the story and your own program's experiences.
- Review the instructions for completing the tables and worksheets.
- Complete the tables and questions that follow the story, and apply the questions to your own work.

Group Discussion

- Gather with others in your program to share your responses and ideas.
- Write any remaining questions you have about the data concepts you read about in the exercise.
- Work together to create a plan for applying the data concepts from the exercise to your own work.



LEARNING OBJECTIVES

- Consider the steps to take to understand the data you have collected.
- Understand the importance of presenting data in accurate, appealing, and accessible ways.
- Help programs identify what data to share, and how to use and share that data.



Kid Achievers Head Start: Using Data to Improve the Transition to School

Andy is the Family Engagement Coordinator at Kid Achievers Head Start. Kid Achievers serves nearly 300 children across four different locations. Each year, Kid Achievers graduates 144 four and five-year-olds. These children enter kindergarten in one of five local elementary schools.

In the previous program year, Andy offered a series of workshops for families and children focused on the transition to kindergarten. The workshops were part of a broader program goal to get children and families ready for kindergarten. The workshops explored a number of topics. For example, there was one workshop on how to complete kindergarten registration forms and another on how to advocate for children in elementary school. The series also organized a visit to a kindergarten and a community fun day. Review of attendance logs showed that the events were well attended. Satisfaction surveys showed that parents liked the workshops.

In the spring of the following year, Andy bumped into a mother of a current kindergartner who was a graduate of Kid Achievers. The mother shared that her son had a wonderful transition to kindergarten. She thanked Andy for the workshops he provided. She believed that she and her son felt confident in the elementary school setting because of the workshops.

Andy began thinking about this family's experience. Was Kid Achievers gathering data showing that families were actually having positive transition experiences?

Measures of effort count what and how much family programming your program offers.

Measures of effect track changes in knowledge or behaviors as a result of the activities your program offers.

To learn more, see ***Measuring What Matters: Exercises in Data Management—Exercise 1*** at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/measuring-what-matters-exercise-01.pdf>.

Prepare



Andy went back to his five-year plan to see how Kid Achievers was tracking progress toward its goal of getting children and families ready for kindergarten. He realized that his team was collecting a lot of **measures of effort** for the workshop series on transitions to kindergarten. For example, they collected the number of transition events offered in their data management system. They counted the number of families that attended each event. Parents also completed satisfaction surveys showing that they enjoyed the events. But Kid Achievers was not gathering any **measures of effect**. Andy had a hunch that the events were having a positive effect. But he had no real data to support it.

Andy had several questions about his program. Was the program's investment in transition programming influencing children's transition experiences? Should he continue to put resources into this work? Might there be different strategies he should consider to support transitions?

To understand more, Andy got a team of staff and families together. Their task was to develop one or two measures of effect for the transition series. Table 1 shows the **measure of effect** the team members developed as it relates to their goals, objectives, services, and expected outcomes.

Table 1.
Kid Achievers' Revised Goals, Objectives, Services, Expected Outcomes, and Measures

Goal	Objective	Services (Actions)	Expected Outcome	Measures
<p><i>What PFCE goal does our program want to accomplish?</i></p>	<p><i>What are we planning to do to reach our PFCE goal?</i></p>	<p><i>What actions are we going to take?</i></p>	<p><i>Which expected outcomes relate to our goals, objectives, and services? (Which PFCE Framework Family Outcome does this represent?)</i></p>	<p>Measures of Effort: <i>How much programming are we offering? Are we carrying out services as planned?</i></p> <p>Measures of Effect: <i>What difference is our program making? What are the changes in knowledge and behavior?</i></p>
<p>Kid Achievers Head Start will ensure that children and families are prepared for a smooth transition to kindergarten.</p>	<p>Kid Achievers Head Start will increase families' and children's knowledge and skills about kindergarten and their comfort in the transition process by encouraging child and family participation in at least 5 of the 10 transition-to-kindergarten activities held during the program year.</p>	<p>Design and implement up to 10 transition-to-kindergarten activities, or, approximately 1 activity per month over the course of the program year.</p>	<p>Families and children have the information, skills, and confidence to have smooth transitions to kindergarten. (Family Engagement in Transitions)</p>	<p>Effort: Number of transition activities offered; number of families attending each transition event; parent satisfaction with transition events.</p> <p>Effect: Parents report that they and their children have smooth transitions to kindergarten. Smooth transitions to kindergarten are determined through a variety of factors; for example, children and families like the elementary school setting, are comfortable in the setting, and make positive social connections.</p>

Qualitative data are gathered by getting rich descriptions of what people do and say. These data are often shared in an explanation or description.

Quantitative data are gathered through numbers and counts. These data are often shared through graphs and charts.



Collect



Andy and the group thought about the best way to track the measure of effect they identified. They decided to develop a short paper-and-pencil survey. This survey could be distributed to former Head Start families who now had children in kindergarten. Andy had families' names and contact information stored in the program's data management system. Contacting these families was going to be a new and significant initiative. It would go beyond the program's current ways of collecting and analyzing data. Although Andy was unsure about how things would work out, he decided to move ahead.

The survey asked families questions about their experiences transitioning to kindergarten. The survey also included a qualitative—or open-ended—question to get parents' opinions about what was most helpful in getting their family ready for kindergarten. The parents on the team also felt strongly that the survey should be completed anonymously. This would make parents feel more comfortable completing the survey honestly. (See Figure 1 for a copy of the survey.)

Figure 1. Kid Achievers Follow-up Survey

KID ACHIEVERS FOLLOW-UP SURVEY

- What Head Start program did your child attend? _____
- What elementary school does your child currently attend? _____
- Last year when you were in Head Start, did you participate in any of the following Head Start family activities?

	O Yes	O No
September orientation	<input type="checkbox"/>	<input type="checkbox"/>
Parent meeting: Choosing the right kindergarten for you	<input type="checkbox"/>	<input type="checkbox"/>
Parent workshop: Reading with children at home	<input type="checkbox"/>	<input type="checkbox"/>
Parent workshop: Registering for kindergarten	<input type="checkbox"/>	<input type="checkbox"/>
Family visit to nearby kindergartens	<input type="checkbox"/>	<input type="checkbox"/>
Parent workshop: Completing kindergarten forms	<input type="checkbox"/>	<input type="checkbox"/>
Kindergarten community fun day	<input type="checkbox"/>	<input type="checkbox"/>
Getting ready for kindergarten pajama night	<input type="checkbox"/>	<input type="checkbox"/>
Head Start/Kindergarten library reading marathon	<input type="checkbox"/>	<input type="checkbox"/>
End-of-the-year kindergarten celebration	<input type="checkbox"/>	<input type="checkbox"/>
- We're interested in hearing how your child's first year of kindergarten went and what the transition to kindergarten was like. Circle the number that best completes the statement below.

	Never	Rarely	Some -times	Often	Always
My child likes going to kindergarten.	1	2	3	4	5
I am confident talking with my child's kindergarten teacher about my child's progress.	1	2	3	4	5
I have met many new parents.	1	2	3	4	5
I get positive feedback from the kindergarten teacher about my child's progress.	1	2	3	4	5
My child made a lot of new friends this year.	1	2	3	4	5
I make sure my child gets homework done.	1	2	3	4	5
I feel welcome to visit my child's new school.	1	2	3	4	5
I know what my child is learning.	1	2	3	4	5
- What in your opinion was most helpful in getting you and your child ready for kindergarten?

DATA LINKS

Question 1 in the Kid Achievers Follow-up Survey asks families where they attended Head Start. Question 3 asks families to identify which workshops they participated in. This information was already available in the Kid Achievers' data management system. But for two reasons it was still important to ask these questions on the survey.

First, the survey was anonymous, so there was no way to gather parents' actual attendance from the data management system. Parents needed to be asked to remember which events they attended. Second, Question 3 could eventually serve as a "check" of the accuracy of the data collected. For example, Andy already knew that orientation was the event in the series with the best attendance. By seeing this result emerge again from the survey, he could feel confident that the survey was accurate.

For more information about getting data findings you can trust, see page 14 of *Measuring What Matters: Exercises in Data Management—Exercise 2* at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/measuring-what-matters-exercise-02.pdf>.

Andy and his team knew that collecting data using these surveys wouldn't be easy. Families who had graduated were now scattered across five different kindergartens. The team organized a Come Back to Your Head Start Reunion Day at each program site and planned to have families complete the surveys during the event. The team spent time before the reunion training family services workers and parent volunteers on how to hand out the survey and collect survey responses.¹

After collecting data at the Reunion Day and spending a month contacting families who didn't attend, Andy and the team were pleased to get 83 surveys back. This was a 58 percent response rate. Andy asked an administrative assistant to enter responses into another survey he had created using a free online survey tool. He then exported the data into an Excel spreadsheet.²

¹For more information about data collect methods, see *Measuring What Matters: Exercises in Data Management—Exercise 2* at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/measuring-what-matters-exercise-02.pdf>.

²For more information about setting up Excel spreadsheets, see *Measuring What Matters: Exercises in Data Management—Exercise 3* at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/measuring-what-matters-exercise-03.pdf>.



photo courtesy of NCQTL

A *response rate* is the percentage of people who respond to a survey. In this case, 83 of the 144 families (of students who had graduated from Head Start) completed the survey [(83/144)*100 = 58%].



Aggregate and Analyze

To start to make sense of the data from the Follow-up Survey, Andy created a data analysis plan (see Table 2). A data analysis plan is a roadmap for how to organize and analyze data. Andy identified the following three steps:

- 1) Aggregate (summarize) the data about transition experiences.
- 2) Disaggregate (separate) the transition data by the characteristics of the Head Start sites, elementary schools, and number of transition events in which parents participated.
- 3) Reflect on qualitative themes (e.g., group together common responses to open-ended questions).

Table 2. Andy’s Data Analysis Plan

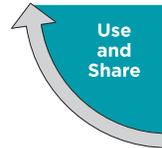
Steps	Data tools and methods for tracking progress	Analysis	Results
1. Aggregate the Data			
What Head Start program did the children attend whose families completed the survey?	Survey Item 1	Calculate the total number of surveys submitted from each Head Start site.	Lincoln Head Start: 12 (15%) Roosevelt Head Start: 17 (20%) Washington Head Start: 26 (31%) Kennedy Head Start: 28 (34%) Total number of surveys: 83
What elementary school do the children attend whose families completed the survey?	Survey Item 2	Calculate the total number of surveys submitted from each elementary school location.	Northside Elementary: 12 (15%) Southside Elementary: 17 (20%) Old Side Elementary: 14 (17%) New Side Elementary: 12 (14%) Westside Elementary: 28 (34%) Total number of surveys: 83
On average, how many Head Start workshops did parents attend? What were the workshops with the highest and lowest levels of attendance?	Survey Item 3	Calculate the average number of workshops families attended and the average number of families that participated in each workshop.	On average, families attended 5 events. Most-attended events: <ul style="list-style-type: none"> •Orientation •Pajama Night •End of the Year Celebration Least attended event: <ul style="list-style-type: none"> •Choosing the Right Kindergarten
How did parents rate their child’s transition experience?	Survey Item 4	Calculate the average program-wide total score on the transition survey.	Average total score on the transition items was 34 (low score = 8; high score = 40).

Note: Exercise 3 will walk you through the specific steps of these data analyses. See <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/measuring-what-matters-exercise-03.pdf>. For information about calculating the average, see Appendix I.

Table 2.
Andy’s Data Analysis Plan, cont.

Steps	Data tools and methods for tracking progress	Analysis	Results
2. Disaggregate the Data			
How did transition experiences vary by Head Start site?	Survey Items 4 & 1	Calculate the average transition score for each Head Start site.	Lincoln Head Start: Average = 21.75 Roosevelt Head Start: Average = 33.33 Kennedy Head Start: Average = 34.28 Washington Head Start: Average = 35.5
How did transition experiences vary by elementary school site?	Survey Items 4 & 2	Calculate the average transition score for each elementary school.	Northside Elementary: Average = 21.75 Southside Elementary: Average = 33.33 Westside Elementary: Average = 34.28 Old Side Elementary: Average = 31.01 New Side Elementary: Average = 39.93
Does transition experience vary by how many transition activities parents and children participate in?	Survey Items 4 & 3	Calculate the average transition score for families that attended 5 or more transition events. Calculate the average transition score for families that attended 4 or less transition events.	Family members who participated in 5 or more events: Average = 35.03 Family members who participated in 4 events or less: Average = 29.02
3. Reflect on Qualitative Themes			
What are the themes in parents’ responses to the open-ended question?	Survey Item 5	The planning team read through the responses and created themes or categories to describe some of the repeating ideas. For example, themes included families missing teachers from Head Start, families thanking teachers, and families wanting to come back to Head Start more often. After clear themes emerged from the survey results, a small group from the planning team read through each of the parent responses on the surveys and categorized them based on theme. The planning team then counted the number of times families mentioned certain themes.	In 50 out of 83 total surveys, parents mentioned that they would like to come back to Head Start more often.

Note: Exercise 3 contains information about specific steps that will walk you through these analysis procedures. See <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/measuring-what-matters-exercise-03.pdf>. For information about calculating the average, see Appendix I.



Use and Share: The 4 As of Data

Andy was pleased with the results of his analysis. He called a meeting of the original working group members and the Head Start Executive Director, Angela. He brought a copy of Table 2, his data analysis plan, to share with the group. His plan was to let everyone read the table and then talk about the results.

Unfortunately, the meeting did not go well. Everyone was confused by the data. No one knew what the numbers meant. It took Andy a long time to explain each finding. Angela was honest and told Andy that the data analysis table was not an ideal way to present his work and share the information. She asked Andy to think about other ways to share the data so that families, staff, and community partners would be able to make sense of them quickly. She explained that he needed to tell a story with the data. To do this, Angela suggested that he organize his results using the 4 As of sharing data: accurate, appealing, accessible, and audience specific.

1. Accurate: Andy and a few of the team members went back to his office. First they checked the accuracy of the data. They did this by randomly selecting hard copy surveys and ensuring that the responses were entered correctly in the Excel spreadsheet. As another test, Andy repeated a few calculations. The team members felt confident that their results were accurate.

2. Appealing: Andy and the few team members then searched websites for examples of visually appealing data. They realized they could present the findings using pictures, tables, and graphs. They didn't need to use a lot of words and numbers.

3. Accessible: Andy and his team realized that they had to make the data easy to understand. They thought about the key results of the analysis that were most important to share. They also knew they needed to share these data findings in simple, clear, and logical ways by creating a story about the data. Andy and the small group reviewed the data and chose six themes. They created six PowerPoint slides to reflect the themes. The title of each slide contained the message they wanted to convey. The picture or graph helped illustrate the key point.

4. Audience specific:³ Andy and his colleagues knew they would be sharing their PowerPoint slides with the working group, which was made up of families and staff. Because the working group had been a part of the data process from the beginning, they wanted to share as much of an overall story as possible. They realized that when it came time to share the data outside of the working group they would need to come up with different dissemination strategies.

Let's take a look at how Andy communicated the story about Kid Achievers' PFCE data.

³For more information visit: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/learning/docs/The-Four-Data-Activities.pdf>.

Slide 1

The Kid Achievers Survey on transitions to kindergarten was a success!

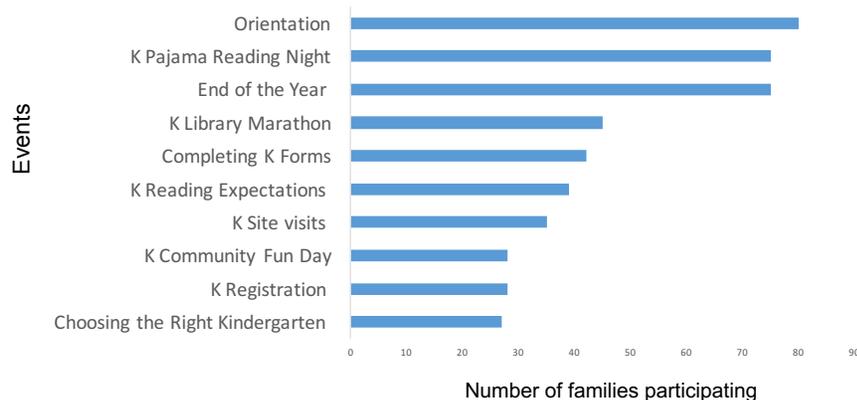
- Families from all 4 sites participated
- A total of 83 out of a possible 144 surveys were completed
- Families from Kennedy Head Start had the highest participation rates

Head Start Site	Elementary School Site	Percent of total surveys completed
Washington Head Start	Newside Elementary	17
Washington Head Start	Oldside Elementary	14
Kennedy Head Start	Westside Elementary	34
Roosevelt Head Start	Southside Elementary	17
Lincoln Head Start	NorthSide Elementary	15

Slide 2

About Kid Achievers transition events:

- On average families attended five events
- Kindergarten Orientation, K Pajama Reading Night, and our End-of-the-Year Celebration had the highest attendance



Creating Slide 3: Calculating the “Distance from the Mean”

To create Slide 3 Andy calculated the “distance from the mean” for each Head Start site and elementary school’s transition score. This helps the audience easily compare how programs are doing in relation to each other and to the average score. The “difference from the mean” is calculated by subtracting each school or site average score from the overall average. (See Appendix 1 for the definition of “mean.”)

Let’s look at two examples from this slide:

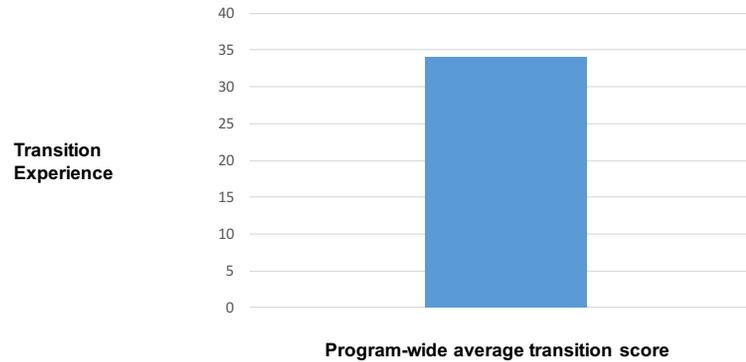
- 1) Washington Head Start’s transition score was 35.5. The average score for all Kid Achievers’ Head Start families was 34. Thus, Washington Head Start’s “distance from the mean” is 1.5 ($35.5 - 34 = 1.5$).
- 2) Lincoln Head Start’s transition score was 21.75. The average score for all Kid Achievers’ Head Start families was 34. Thus, Lincoln Head Start’s “distance from the mean” is -12.25 ($21.75 - 34 = -12.25$).

Programs with a score that was higher than the average have “distance from the mean” scores that are positive. When a score is lower than the average, “distance from the mean” scores are negative. You’ll notice in the graph that scores that are “positive” are shaded in blue and scores that are “negative” are shaded in red.

Slide 3

On average, children and families are having positive transition experiences.

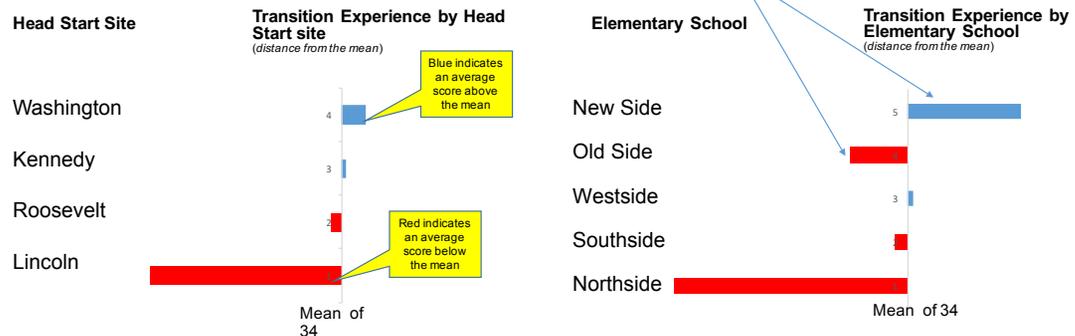
- The average transition score is 34 (out of a possible score of 40)



Slide 4

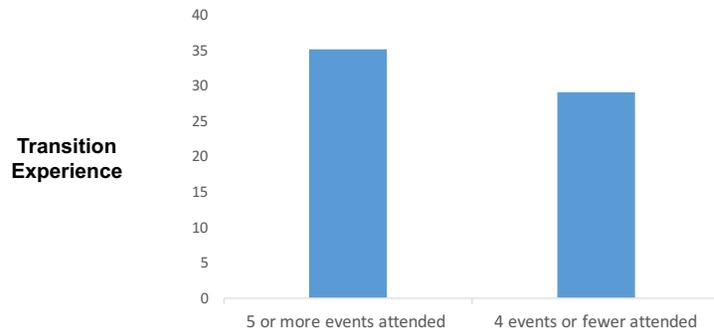
Transition experiences vary by Head Start Site and Elementary School.

- **Head Start:** Children and families from Washington Head Start have the most positive transition experience; children and families from Lincoln Head Start have the least positive transition experience
- **Elementary School:** Children and families from Washington Head Start who transition to:
 - ✓ New Side Elementary have the smoothest transitions of all
 - ✓ Old Side Elementary have one of the worst transition experiences



Slide 5

Families who attend **five or more** transition events report smoother transition experiences than families who attend **four events or fewer**.



Slide 6

Parents want more opportunities to come back to Head Start once their children have graduated.

60% of families liked keeping in touch with Head Start after their children graduated!



All families had positive things to say about the Head Start experience.



Your Turn

Using Worksheet 1, take a moment to review Andy's six slides. How you interpret the data might be influenced by your roles and responsibilities. See Appendix II for examples of potential responses.

Worksheet 1: Understanding the Data by Telling a Data Story

<p>1. What do the data suggest? (Use sentences such as, "I believe the data suggest. . . because. . ." or "Here are some tentative conclusions we've reached. . .")</p>	<p>2. What additional data would you need in order to get a more complete story?</p>
<p>3. Why do you think these are the results? What questions would you want answered now?</p>	<p>4. What programmatic decisions might you make now, based on the data?</p>

Sharing the Data With Different Audiences

Andy was excited about the progress he and his team members had made to communicate their data. Andy wrote an email to his Executive Director summarizing the information (see Figure 3).

Figure 3.
Andy's email to Angela, Executive Director of Kid Achievers Head Start

To: Executive Director
Subject: The Transition to Kindergarten Data Story!

Hi Angela!

Thanks for your advice at our working group meeting the other day. I went through the data with a few of the team members again. I think we have a compelling story to tell.

In terms of background:

- We surveyed 83 families from four of our sites with a 58% response rate. I think this is pretty encouraging. The response rate suggests that we can continue to do follow-up work successfully.
- Very few Lincoln Head Start parents completed the survey. I wonder if this is a reflection of parents' experiences at that program? They may be reluctant to return for a visit.
- Overall, the information we got from the survey about participation in transition events matches with information entered into our data management system (e.g., orientation, end-of-the-year celebration, and pajama night get the biggest turnout).

In terms of outcomes:

- On average, children are having positive transitions to kindergarten. However, experiences vary based on the Head Start program and elementary school that children attend. Children from Lincoln Head Start have the most negative transition experience. Children transitioning to Old Side Elementary also have a negative experience.
- Here's the most important part: families who attended more transition events have children with better transition experiences than families who attended fewer events. This suggests that our programming is really making a difference.
- The results of the open-ended questions were also interesting. Parents want more opportunities to come back and reconnect with their Head Start "family." What if we set up an "alumni mentoring" kindergarten program?

Let's add this discussion to our agenda for our supervision meeting on Friday and talk about next steps for sharing this work.

Cheers!
Andy





Use and Share: Andy Presents His Data Again

Andy and Angela reconvened the working group. Andy presented the findings from the survey using the new slides. The team had a lively and productive conversation. They asked interesting and helpful questions. For example, they asked questions about what was happening at Washington Head Start. Why was it that children going to Old School Elementary had such a negative experience? They offered feedback on how to present the data even more clearly.

The team also generated ideas for why there were certain results. For example, a few parents had remembered the workshop on choosing the right kindergarten. It was held on a very stormy evening. This might have made it difficult for parents to attend. The group began to create a list of some next steps the program might take to improve transition events and activities for children and families.

At this point the team was excited but also a little overwhelmed. Who should they share the data with? What should they share? How and in what format should they share it? The team decided that their next step was to brainstorm a list of their potential audiences. Then they would start thinking about how to organize the data for each audience, the best times to share the information, and which format might work best (see Table 3).

Table 3. Making Kid Achievers' Data Audience Specific

Who is the audience?	What data might be shared? What are the core messages and questions for this group?	When might the data be shared?	How might you share data in a way that is accessible and appealing?
1. Families in each program	<p><i>Share all data, using it to start a discussion about how to improve the transition experience</i></p> <ul style="list-style-type: none"> • Ask questions such as, “How could we have gotten more completed surveys back from family members?” • Brainstorm ideas for new programming (e.g., create a parent mentoring group) 	<ul style="list-style-type: none"> • Monthly classroom meetings • Morning or evening workshops 	<ul style="list-style-type: none"> • Create a one-page data summary with tips on how to be successful in kindergarten (translated into home languages) and send a summary home in children’s backpacks/post on website • Hold workshops for parents to ask questions • Encourage families to co-present findings
2. Staff in each program (e.g., program managers, teachers, family services workers)	<p><i>Share all data</i></p> <ul style="list-style-type: none"> • Highlight the amazing work being done, both in the transition workshops as well as in the efforts to find former Head Start children and parents for follow-up • Use data to start discussions about improving the transition experience • Discuss outreach strategies to get higher survey response rates in the future 	<ul style="list-style-type: none"> • Professional development day 	<ul style="list-style-type: none"> • Before sharing data, begin with an icebreaker activity (e.g., ask staff what children need to know to be successful in kindergarten, etc.) • Create a handout and deliver a visually accessible presentation
3. Head Start Board and Parent Policy Council	<p><i>Share all data</i></p> <ul style="list-style-type: none"> • Underscore the finding that when families participate in 5 or more transition activities, children have better transition experiences • Focus on strategies to improve parent participation in events, develop new events, and secure additional funding 	<ul style="list-style-type: none"> • Board meeting • Policy Council meeting 	<ul style="list-style-type: none"> • Create a PowerPoint presentation and executive summary of findings
4. Community and Local Education Agencies (LEA)/School Districts	<p><i>Share data tailored to specific communities and partners</i></p> <ul style="list-style-type: none"> • Provide background information about the importance of the transition to kindergarten and services Head Start offers • Emphasize that when families participate in 5 or more transition activities, children have better transition experiences • Brainstorm how to improve record sharing and alignment of curriculum and standards across programs and schools 	<ul style="list-style-type: none"> • Community partnership meetings and meetings with LEAs 	<ul style="list-style-type: none"> • Include findings in the Annual Report and post it on the program’s website • Develop a simple, one-page memo tailored to each individual school and/or district
5. Head Start Regional Office	<p><i>Share relevant data</i></p> <ul style="list-style-type: none"> • Explain how data show progress toward goals and objectives • Provide a plan to build on transition planning already in place and to continue to track measures of effort and measures of effect 	<ul style="list-style-type: none"> • Calls and meetings with Regional Office 	<ul style="list-style-type: none"> • Write and send memo to Regional Program Specialist

Your Turn

Take a moment to help Andy and the working group reach out to one of the audiences. Pick one of the audiences from Table 3 and draft an email highlighting the information that you think is important for that audience. You might draw on Andy's slides or choose to use some of the raw data from Table 2.

Worksheet 2. Sharing Data with a Specific Audience

To: Subject:

Using Data and Taking Action: Kid Achievers Uses Data to Improve Transition Programming

By the fall of the following year, Andy and members of the working group had met with all of the audiences on the list. Each of the audiences was excited about the findings. The conversations also led to improvements in transition-to-kindergarten programming. They decided to carry out certain program improvements as part of their five-year project period. Program improvements included:

- **Hiring a part-time transition support staff to be funded by a local foundation.** Kid Achievers hired a part-time transition support staff. Her role would be to work across all sites with families, children, and the local public schools around transition issues. The support staff would also work with the families to improve the quality of the family engagement work at each Head Start program.
- **Improving relationships with the local elementary schools.** Andy and the Educational Manager at Washington Head Start began meeting with the principal at Old Side Elementary. They partnered to improve the connection between the two programs around the transition to kindergarten.
- **Developing a parent mentoring group.** The new transition support staff was asked to develop an “alumni parent mentoring program.” Her role was to invite families of Head Start graduates back to the program. Each month the group members would talk about their experiences, answer questions, and offer advice and encouragement to other families.
- **Using data longitudinally (across time).** The working group has begun to examine data across time. They are beginning to compare data from the first year and second year of the project. By looking at data trends across time, Kid Achievers will be able to see more clearly how their work is making a difference and can be improved.



HOW CAN YOU SHARE DATA WITH FAMILIES EFFECTIVELY?

The Four R Approach provides guiding principles for how to share data with families.

- **Use Data Responsibly.** Using data responsibly means making sure that families have access to information. This information can be about their child or the program itself. Parent-teacher conferences and curriculum nights are great ways for parents and teachers to talk about student progress. Staff can also identify additional ways to share data, such as setting up a program website or holding monthly parent meetings.
- **Share Data in Respectful Ways.** Families need to understand what data mean. For example, teachers can help families understand children's development by sharing samples of children's work. Families also need to understand program-level data. For example, programs can help families understand their child's classroom scores on different quality measures. Programs can also help families understand how these scores compare to national averages.
- **Make Data Relevant.** Data must be relevant to children's and families' lives. For example, data might suggest a child is struggling with fine-motor skills. Teachers can work with parents to find activities that can support development of this skill in the home. Programs can also use data to guide decision-making. If data suggest programs are not fully enrolled, program staff and families can work together to improve recruitment methods.
- **Use Data to Promote Relationships.** Data sharing represents an opportunity to create and enhance meaningful relationships between families and teachers. Data can be used to explore children's strengths and program successes, and to find ways to expand learning opportunities.

You can read more about the Four R Approach in the *Measuring What Matters: Using Data to Support Family Progress Overview* at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/measuring-what-matters.pdf>.

These concepts come from the October 2010 *FINE Newsletter* available at: <http://www.hfrp.org/family-involvement/fine-family-involvement-network-of-educators/fine-newsletter-archive/october-fine-newsletter-using-student-data-to-engage-families> and the April 2013 *Fine Newsletter* available at: <http://www.hfrp.org/family-involvement/fine-family-involvement-network-of-educators/fine-newsletter-archive/april-fine-newsletter-changing-the-conversation-sharing-education-data-with-families>

Conclusion

Exercise 4 illustrates all of the Four Data Activities that support family progress. The exercise begins by showing how programs can prepare, collect, and aggregate and analyze data. It then emphasizes how programs can use and share data that they have collected. This means sharing data in accurate, appealing, accessible, and audience-specific ways. It also means using data to make program improvements. As you move forward with your work with data, we encourage you to use the tools in all four exercises to reflect on and apply these ideas.

We invite you to review our *Measuring What Matters Resource Guide* at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/measuring-matters-resource-guide.pdf>. This guide includes information on:

- Getting started
- Data tools or methods for tracking progress
- Program planning and program evaluation



Are you interested in learning more about using data to support family progress?

For additional NCPFCE resources on using data and assessing progress, visit <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/assessing/assess.html>

For an overview of the Measuring What Matters Series, visit <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/measuring-what-matters.pdf>

Appendix I

Means and Averages

The words “mean” and “average” can be used interchangeably. To calculate the mean, add the scores in a group together and divide by the number of scores. See Example 1.

Example 1. Calculating the Mean

You have 5 families with the following scores on the transition survey:

Family 1 = **40**

Family 2 = **30**

Family 3 = **35**

Family 4 = **32**

Family 5 = **38**

The mean score on the transition survey is the sum of all scores divided by the number of families:

$$40+30+35+32+38 = \frac{175}{5} = 35$$

Appendix II

Potential Responses to Worksheet 1

This appendix provides potential responses to Worksheet 1. This is not a comprehensive list of responses but can be a starting point for reflection and discussion.

Slide 1: Discussion might revolve around the idea of response rates. For example, this slide draws attention to the low survey response rate at Lincoln Head Start and the high response rate at Kennedy Head Start.

It is difficult to know what a “good” response rate would be in a situation like this. Programs might consider developing criteria to ensure that all families have opportunities to complete the survey. For example, programs might require that family services workers make at least three attempts to contact a family. These attempts might be either by phone or in person. If a family services worker is unable to contact a family, another arrangement might be made. For example, a family from the working group or a different staff person might reach out. This slide also raises questions about whether there were any patterns of differences between families who participated in the survey and those who did not.

Slide 2: Responses might focus on which activities were most successful, which were the least successful, and why. See the Data Links textbox on page 9 for information on how this slide helps the team verify that its data matches the data in the data management system.

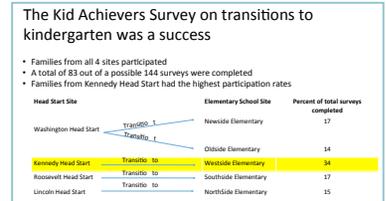
Slide 3: Discussion can focus on the positive transition experiences that children and families are having overall. Discussion can also center on the need to disaggregate the data to understand differences in transition scores by different subgroups (see slides 4 and 5).

Slide 4: Responses might consider transition experience by 1) Head Start location and 2) kindergarten location. Transition experiences at all sites were about equal except for Lincoln Head Start, where the transition scores were lower. Children from Washington Head Start transitioning into New Side Elementary had much better experiences than those children transitioning into Old Side Elementary. In addition, this is one area where it might have been more interesting if Andy had more subgroup information included in the analysis (e.g., differences by gender, race, ethnicity, special education status, etc.).

Slide 5: Responses may focus on this as a powerful point of data for Andy to use to justify resources for the transition workshop series and for efforts to improve them.

Slide 6: Responses may center on how qualitative data are helpful in getting information you might not have anticipated.

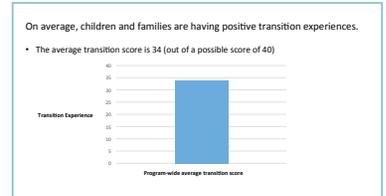
Slide 1



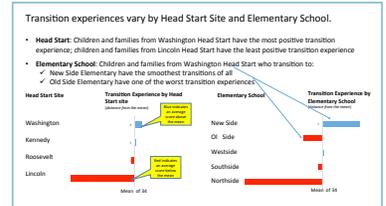
Slide 2



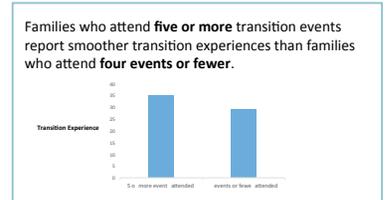
Slide 3



Slide 4



Slide 5



Slide 6



Appendix III

Worksheet 3: Who is your audience?

Reflect on your program. What audiences do you share data with? What data do you share with them? When do you share your data? In what formats do you share the information you collect? Take some time to complete this table while thinking about the family data you have in your own program.

Table 4. Making Your Program’s Data Audience Specific

Who is the audience?	<i>What data might be shared?</i> What are the core messages and questions for this group?	When might the data be shared?	How might data be shared so that it is accessible and appealing?
1. Families in each program			
2. Staff in each program (e.g., program managers, teachers, family services workers)			
3. Head Start Board and Parent Policy Council			
4. Community and Local Education Agencies (LEA)/School Districts			
5. Head Start Regional Office			
6. Other (e.g., university partners, funders, etc.)			



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