Data in Head Start and Early Head Start

THE NATIONAL CENTER ON Program Management and Fiscal Operations

Data Resources

The first table below, "Head Start Resources," lists the resources—along with their description and source—that are available on the Early Childhood Learning and Knowledge Center (ECLKC) website. The second table, "Other Resources," lists resources that can be found on other websites.

Head Start Resources

Resource	Description	Source
"Bringing the Parent, Family, and Community Engagement Framework to Your Program: Beginning a Self-Assessment"	Assists programs in their efforts to regularly assess the parent, family, and community engagement (PFCE) aspects of their program and engage in continuous learning and improvement. Moves programs toward systemic, integrated, and comprehensive PFCE by bringing together stakeholders through a reflective self-assessment process that includes gathering and reviewing data to plan and spark new ideas.	National Center for Parent, Family, and Community Engagement (NCPFCE)
"Family Engagement and Ongoing Child Assessment"	Addresses the perspectives of parents and program staff in the sharing of child assessment information. Describes how data can be used to help children, families, and staff work together and how data-sharing leads to action steps and is a pathway from birth to school entry.	NCPFCE
"Five Steps to a Community Assessment: A Workbook for Head Start and Early Head Start Programs Serving Hispanic and Other Emerging Populations"	Frames the development of a Community Assessment around a five-step process that includes planning and organizing, designing data collection, gathering data, reviewing and analyzing, and making decisions. The workbook includes a set of worksheets that accompany each step.	ECLKC

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Glossary of Common Head Start Data Sources	Lists data sources that provide program leaders and decision-makers with information that can guide the development of meaningful work plans and other continuous improvement efforts, including determining priorities.	Center for Children & Families, Education Development Center (EDC)
Introduction to Data Analysis Handbook	Provides an introduction to the procedures and methods of data analysis so that data can be used in meaningful ways. Examines data analysis using examples from each of the Head Start content areas.	Migrant and Seasonal Head Start Technical Assistance Center, Academy for Educational Development (AED)
"Leading with a Vision: Managing Change and Creating Quality: The Director's Professional Development Planner"	Includes a section on Self-Assessment and ongoing monitoring that describes how to turn results into action steps, and details ways to engage program managers in using data to evaluate program performance, identify opportunities for improvement, and make decisions.	National Head Start Training and Technical Assistance Resource Center
"Learning from Assessment Toolkit"	Consists of five presentations that discuss the importance of conducting frequent child assessments, and highlight key strategies for gaining the most from the information you collect.	Office of Planning, Research, & Evaluation (OPRE), Administration for Children & Families
"Managing Programs: A Systemic Approach to Program Planning"	Includes information about key data sources for effective program planning and a step-by-step planning method, including synthesizing and analyzing data and assessing the effectiveness of present systems for data collection.	ECLKC
"Office of Head Start Summit: On the Road to School Readiness" February 15–17, 2011	Features approaches to using data to improve teaching and learning and to inform program Self-Assessment and improvement. Created as a PowerPoint presentations by researchers, practitioners, and training and technical assistance providers.	ECLKC
"School Readiness in Programs Serving Preschool Children"	Outlines four school readiness action steps that employ data collection and analysis.	Office of Head Start
"Program Preparedness Checklist, Version 5"	Helps Head Start and Early Head Start programs promote school readiness for dual language learners (DLLs) by examining program systems and services for children and families who speak languages other than English. This revised,	National Center on Cultural and Linguistic Responsiveness

Resource	Description	Source
	comprehensive document features indicators drawn from the Head Start Program Performance Standards, research, and recommended practices. Version 5 is an electronic document that provides automatic data tabulation, summary pages to support analysis and interpretation of the data, embedded links to guidance on the recommended practices, and suggestions on how to use the data for program planning and decision-making.	(NCCLR), Office of Head Start
"School Readiness for All Children: Using Data to Support Child Outcomes"	Describes how leaders can create a culture shift that enables programs to implement effective data-collection systems in order to evaluate child and family outcomes as well as the professional growth and development of program staff. Organizes data collection and analysis into four strategic steps that can support school readiness for all children. Includes a detailed case study.	National Center on Quality Teaching & Learning (NCQTL)
The Program Manager's Guide to Evaluation	Includes a section that describes a variety of data collection instruments. Contains worksheets to help plan the data-collection process.	OPRE
Training Guides for the Head Start Learning Community: Planning and Reviewing for Success	Includes four modules: "Plan to Plan," "Take Stock," "Propose Directions," and "Adopt Plans," as well as a review section with training activities and worksheets related to data collection and analysis.	Aspen Systems Corporation
"Using the Head Start Parent, Family and Community Engagement Framework in Your Program: Markers of Progress"	Emphasizes that the information that programs gather from observations, conversations, and reflections is important data that can be incorporated into decision-making about the program. Invites programs to reflect on how data about parent, family, and community engagement efforts and outcomes drives decision-making and supports continuous improvement. Provides indicators for data use at the starting point, progressing, and innovating levels.	NCPFCE

Other Resources

Resource	Description	Source
Creating a Data-Driven Culture: Leadership Matters	This publication discusses the importance of creating a data-driven culture and outlines eight steps for success in moving programs from being data rich and information poor to making real-time decisions based on accurate, reliable, and timely data.	Lane B. Mills. SAS Institute Inc., 2011. Retrieved from http://www.sas.com/resources/whitepaper/wp_27579.pdf
Data-Driven Decision-Making: A Powerful Tool for School Improvement	This white paper outlines the basic elements and steps involved in implementing a data-driven, decision-making system with the goals of boosting overall school performance and improving student achievement.	John Messelt. Sagebrush Corporation, 2004. Retrieved from https://www.erdc.k12.mn.us/promo/sage/images/Analytics_WhitePaper.pdf
Early Childhood Program Evaluations: A Decision-Maker's Guide	This clear, concise guide helps prepare decision-makers to be better consumers of evaluation information by posing five key questions that address both the substance and the practical utility of rigorous evaluation research.	National Forum on Early Childhood Program Evaluation: Center on the Developing Child. Harvard University, 2007. Retrieved from http://developingchild.harvard.edu/resources/reports_and_working_papers/decision_makers_guide/
W. K. Kellogg Foundation Evaluation Handbook	Developed for use by projects funded by the Kellogg Foundation, this handbook features a section—"Part Two: Blueprint for Conducting Project-Level Evaluation"—that provides a clearly written overview of the steps in project evaluation. Each step is discussed in detail and includes helpful, practical advice.	The Kellogg Foundation, 1998. Retrieved from http://www.wkkf.org/knowledge-center/resources/2010/W-K-Kellogg-Foundation-Evaluation-Handbook.aspx

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Expanding the Evidence Universe: Doing Better by Knowing More	This paper proposes a set of five recommendations that the philanthropic, public, nonprofit, academic, business, and entrepreneurial communities can take to build a wider and deeper evidence base that would contribute to better outcomes for disadvantaged children, families, and communities.	Lisbeth B. Schorr and Frank Farrow. Center for the Study of Social Policy, 2011. Retrieved from http://lisbethschorr.org/doc/ExpandingtheEvidenceUniverseRichmanSymposiumPaper.pdf
From Data to Decisions: The Power of Analytics	Geared to federal managers, this publication makes the case that the extensive and systematic use of data (known as "analytics") drives fact-based actions for effective management and that turning data into meaningful information enables program staff and agency leaders to make decisions. Agencies need to foster a collaborative process, drawing in partners and creating a supportive, safe environment that allows staff to identify problems and address them.	Partnership for Public Service and IBM Center for the Business of Government, 2011. Retrieved from http://www.businessofgovernment.org/sites/default/files/From%20Data%20to%20Decisions.pdf
From Data to Decisions II: Building an Analytics Culture	This follow-up report looks at day-to-day practices that can help build and sustain an analytics culture, drive meaningful changes, and achieve mission results. It provides practical approaches, practices, and strategies that program leaders can apply.	Partnership for Public Service and IBM Center for the Business of Government, 2012. Retrieved from http://www.businessofgovernment.org/sites/default/files/From%20Data%20to%20Decisions%20II.pdf
Inquiry and Action: Making School Improvement Part of Daily Practice	This guide describes a process for using data in self-study in the context of school reform; it includes a series of worksheets on such topics as generating your essential questions, connecting your essential questions to data, school-wide data mapping, disaggregating the data, drawing conclusions, and examining self-study conclusions.	Frank D. Barnes. Annenberg Institute for School Reform, 2004. Retrieved from http://annenberginstitute.org/tools/guide/SIGuide_intro.pdf

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Making Sense of Data-Driven Decision Making in Education: Evidence from Recent RAND Research	This RAND Corporation occasional paper defines data-driven decision-making and addresses four fundamental questions: What types of data are administrators and teachers using? How are they using these data? What kinds of support are available to help with data use? What factors influence the use of data for decision-making?	Julia A. Marsh, John F. Pane, and Laura S. Hamilton. RAND Corporation, 2006. Retrieved from http://www.rand.org/pubs/occasional_papers/2006/RAND_OP170.pdf
"No Schools Left Behind"	This article describes four different kinds of data and how to combine them in different ways to answer questions about program implementation.	Victoria L. Bernhardt. *Using Data to Improve Student Achievement, Educational: Leadership 60* (February 2003). Retrieved from http://www.ascd.org/publications/educational-leadership/feb03/vol60/num05/No-Schools-Left-Behind.aspx
Sustaining School Improvement: Data-Driven Decision-Making	This publication addresses three key elements of data collection, analysis, and use: purposeful data collection and analysis, the provision of resources and other supports, and communication. It discusses the role of leadership teams and includes a continuum of sustainability strategies that programs can use to assess their data-driven decision-making process.	Mid-continent Research for Education and Learning, 2003. Retrieved from https://titleiidgrants.wikispaces.com/file/view/5031tg_datafolio.pdf
The Complexities of Integrating Data-Driven Decision-Making into Professional Preparation in Schools of Education: It's Harder Than You Think	This report from an invitational meeting convened by the Spencer Foundation discusses seven key themes related to issues of data-driven decision-making and includes recommendations and next steps.	Ellen B. Mandinach, Edith S. Gummer, and Robert D. Muller, 2011. West Ed, Education Northwest, and CNA Analysis and Solutions. Retrieved from

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		http://educationnorthwest.org/webfm_send/1133
Using Data for Decisions	This issue of *Voices in Urban Education*, a quarterly publication of the Annenberg Institute for School Reform at Brown University, focuses on data-based decision-making at the school and district levels. Articles include "Data-Informed Decision-Making: Using Data Wisely and Well," "Using Data to Inform Decision-Making in Urban School Districts: Progress and New Challenges," "Building a Data Culture: A District-Foundation Partnership," "Flexibility and Adaptability: Building a Data System that Works for Everyone," "How Community Groups Use Data," and "Beyond Test Scores: Leading Indicators for Education."	Annenberg Institute for School Reform. *Voices in Urban Education 18* (November 2008). Retrieved from http://annenberginstitute.org/publication/using-data-decisions-voices-urban-education-18
Using Data in Multi-Agency Collaborations: Guiding Performance to Ensure Accountability and Improve Programs	This publication is designed to help organizations that are collaborating to address the challenges inherent in multi-agency performance management and data sharing. It includes sections on getting started, making it work, using data to improve the initiative, and sustaining the system. While framed in terms of interagency collaboration, the resource is relevant to the topic of data use within an organization and includes information on creating a culture of data use.	Karen E. Walker, Chelsea Farley, and Meredith Polin. *Child Trends and Public/Private Ventures* (February 2012). Retrieved from http://www.childtrends.org/Files/Child_Trends-2012_02_23_FR_UsingData.pdf
"Using Data to Improve Educational Outcomes"	This four-page document discusses why data use is important, how data use can improve educational outcomes, what types of data are most useful, factors that hinder effective data use, and actions that can be taken at various levels of an organization to foster a culture of data use.	Pathways to College Network. (n.d.). Retrieved from http://www.pathwaystocollege.net/pdf/data.pdf

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Using Data: The Math's Not the Hard Part	In this issue brief, the author states, "Better access to data offers an unprecedented opportunity for educators to become problem-solvers, using hard evidence to analyze student performance and craft data-driven school improvement plans." The brief includes six tips for helping schools "seize the data."	Craig D. Jerald. Center for Comprehensive School Reform and Improvement, 2006. Retrieved from http://www.centerforcsri.org/files/CenterIssueBriefSept06.pdf