

## Head Start Program Performance Standards

### Management of Program Data 1302.101(b)(4)

(b) *Coordinated approaches.* At the beginning of each program year, and on an ongoing basis throughout the year, a program must design and implement program-wide coordinated approaches that ensure:

(1) The training and professional development system, as described in §1302.92, effectively supports the delivery and continuous improvement of high-quality services;

(2) The full and effective participation of children who are dual language learners and their families, by

(i) Utilizing information from the program's community assessment about the languages spoken throughout the program service area to anticipate child and family needs;

(ii) Identifying community resources and establishing ongoing collaborative relationships and partnerships with community organizations consistent with the requirements in §1302.53(a); and,

(iii) Systematically and comprehensively addressing child and family needs by facilitating meaningful access to program services, including, at a minimum, curriculum, instruction, staffing, supervision, and family partnerships with bilingual staff, oral language assistance and interpretation, or translation of essential program materials, as appropriate.

(3) The full and effective participation of all children with disabilities, including but not limited to children eligible for services under IDEA, by providing services with appropriate facilities, program materials, curriculum, instruction, staffing, supervision, and partnerships, at a minimum, consistent with section 504 of the Rehabilitation Act and the Americans with Disabilities Act; and,

**(4) The management of program data to effectively support the availability, usability, integrity, and security of data. A program must establish procedures on data management, and have them approved by the governing body and policy council, in areas such as quality of data and effective use and sharing of data, while protecting the privacy of child records in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws.**



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# PROGRAM-WIDE COORDINATED APPROACHES: KEY MESSAGES

The concept of **coordinated approaches** is not new in Head Start – in fact it’s built into the comprehensive systems and services that programs have provided to children and families for the past 50 years, from family engagement to health services, from coaching to community partnerships.

Each Head Start program must achieve positive outcomes for young children and their families in the context of local priorities, strengths and needs. In every setting, child and family outcomes are stronger when all aspects of the program are deeply coordinated, and contributing to the same goals.

## COORDINATED APPROACHES HELP ENSURE THAT PROGRAMS ARE:

- Planful, systems-focused and strategic
- Stable, with strong relationships between program design (systems) and delivery (services)
- Flexible, reflecting trends and changes in program priorities, strengths and needs
- Data-driven, ensuring consistency and quality in all aspects of the program
- Positive environments for children, families, staff and external partners

### Required coordinated approaches in the Head Start Program Performance Standards (HSPPS)

Head Start programs have long used coordinated approaches to meet the needs of enrolled children and families. Programs retain the flexibility to design or revise their systems and services, using coordinated approaches to ensure:

An effective program, fiscal, and human resource management structure “that provides effective management and oversight of all program areas and fiduciary responsibilities to enable delivery of high-quality services in all of the program services...” [HSPPS 1302.101(a)].

Integration of all systems, services and content areas. The HSPPS are just a starting point – programs routinely use coordinated approaches because they are effective. That said, these are the four areas where the HSPPS specifically require coordinated approaches:

- training and professional development systems;
- full and effective participation of children who are dual language learners and their families;
- full and effective participation of children with disabilities; and
- the management of program data

[1302.101 (b)]



# Rethinking DATA Use - Action Plan

## 1. Prepare

### Something to think about:

Planning for data collection ensures that programs know up front what data they need to collect to make sure they are completing tasks in a timely manner and to track progress towards their goals and objectives. If you don't think ahead, you may not be able to retrieve missing data. Planning ahead for data often eliminates data paralysis, which happens as a result of collecting too much data. Remember in preparing for data it also is important to consider the role of leadership.

<b>New Ideas</b>
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<b>What's working well?</b>
<b>What do you want to strengthen?</b>
<b>How will you improve your abilities in the preparation stage of data collection and use?</b>
<b>INITIAL thoughts for your ACTION PLAN</b>



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# Rethinking DATA Use - Action Plan

## 2. Collect

### Something to think about:

Head Start programs are required to collect a lot of data. This wealth of data can be both a blessing and a curse. Sometimes Head Start programs are so inundated with data that data paralysis results. To be effective, data collection must be intentional and organized. Follow the “Goldilocks” principle for collecting data. Too much data is overwhelming. Too little may not provide what you need. Collect “just right” data, and only collect data that will be used. Use a variety of methods to collect data. You will want to have multiple sources of data to inform your decisions.

**New Ideas**

<b>What’s working well?</b>
<b>What do you want to strengthen?</b>
<b>How will you strengthen your ability to collect data?</b>
<b>INITIAL thoughts for your ACTION PLAN</b>



## 3. Aggregate and Analyze

### Something to think about:

“Aggregate and analyze” means putting the data to use by looking at it in different ways. This is where you begin to turn data into usable information. You examine data in different ways to identify what is working and what is not working; identify trends and patterns that pinpoint needs, strengths, and challenges; connect different types of data and sources to get a bigger picture; and compare data—such as conducting a longitudinal analysis that compares the same data from year to year or comparing Head Start data to external local, regional, state, or national data. Do you allow enough time for meaningful dialogue, asking broad questions that focus on outcomes?

**New Ideas**

<b>What’s working well?</b>
<b>What do you want to strengthen?</b>
<b>How will you strengthen your ability to aggregate and analyze data?</b>
<b>INITIAL thoughts for your ACTION PLAN</b>



New Ideas

## 4. Use and Share

### Something to think about:

“Use and share” are the most relevant parts of the data process for Head Start leaders. This is where programs continue to turn data into information and then use it to make significant program decisions, guide program improvement efforts, solve problems, and identify new critical questions based on the results of their data analysis. It is how you know that your organization is basing its decisions on sound information rather than on hunches, where you move from “We think” or “We believe” to “We know.”

What’s working well?

What do you want to strengthen?

How will you strengthen your ability to use and share data?

INITIAL thoughts for your ACTION PLAN



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# Rethinking DATA Use - Action Plan

Goal Statement:				
Strategy	Action Steps	Person(s) Responsible	Resources Needed	Timeline



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# Rethinking DATA Use - Action Plan

Goal: \_\_\_\_\_

SMART Objective: \_\_\_\_\_

Outcome: \_\_\_\_\_

Action/Strategy	Person(s) Responsible	Timelines	Data Source(s)	Status



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## SAMPLE PLAN FOR EVALUATING PRACTICE-BASED COACHING

The following table provides an example of the process through which a program might establish goals, collect data, and analyze data to evaluate a Practice-Based Coaching (PBC) plan. Data are collected on implementation of coaching (How well is PBC enacted based on our plan?), the impacts on teaching (How does PBC implementation affect teacher use of practices?), and the effects on outcomes for children (How do changes in teacher practices affect children’s progress toward school readiness goals?).

Coaching Priorities		Gather Data		Analyze Data	Develop Plan	Implement Plan	Evaluate Plan
What type of information is needed?	What do we want to achieve?	What data do we already have that can be used?	What other data do we need?	How will we analyze and summarize data?	How do the data inform the coaching plan?	Let’s coach!	Did it work?
<b>IMPLEMENTATION</b>							
Practice-Based Coaching	Each teacher in the program receives expert PBC every other week for an hour.	None	PBC logs to record frequency and duration of coaching sessions and whether indicators associated with each PBC component are implemented	Number of visits and duration of visits for each teacher is five visits in six months for 45 minutes. Average percent of coaching log indicators implemented across visits is 72%.	Coaches need to spend more time in classrooms, including a minimum of 60 minutes each visit, and they need to implement additional coaching log indicators.	Supervisor reviews coaching logs with coaches during monthly coaching meetings.	Yes. Coaches implemented coaching for an average of 60 minutes and average percent of coaching log indicators implemented = 85%.
<b>IMPACTS</b>							
Teaching and instructional practices	Teachers engage in caring and responsive interactions with children.	CLASS data		Average score for all teachers on the emotional support domain is 4.32.	Teachers need more exemplars and feedback about responsive interactions.	Coaches provide exemplars, conduct focused observations, and support reflection and feedback.	Yes. Average CLASS emotional support domain score increased to 5.32 within six months.
	Teachers use specific teaching practices and curriculum content to teach social and emotional skills.	None	An implementation checklist from the comprehensive or social emotional curriculum.	Average percentage social emotional teaching practices implemented on the checklist is 52%.	Teachers need lessons modeled in classrooms by coach and opportunities for practice with feedback.	Coaches model lessons and observe teachers using the teaching practices.	Yes, but the program continues to need improvement. Average implementation increases to 69%.

## OUTCOMES

School readiness goal	Children will engage in positive adult-child relationships and interactions.	Scores on curriculum-based assessment for establishing and sustaining relationships	Additional measures of positive adult-child relationships and interactions	Average percentage of children below expectations on curriculum-based assessment is 33%.	Teachers need support to use curriculum-based activities and lessons focused on establishing and sustaining relationships.	Coach supports teachers' implementation of lessons and activities from curriculum focused on establishing and sustaining relationships.	Yes, but the program continues to need improvement. Fewer children are below expectations on curriculum-based assessment (24%).
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