



Head Start Quality Initiative
Region 1 Head Start Technical Assistance Network

Setting the Stage for Data Analysis:

Assessing Program Strengths and Risks

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University of Massachusetts Donahue Institute



Administration for Children and Families

Setting the Stage for Data Analysis

Assessing Program Strengths and Risks



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Setting the Stage for Data Analysis: Assessing Program Strengths and Risks



INTRODUCTION

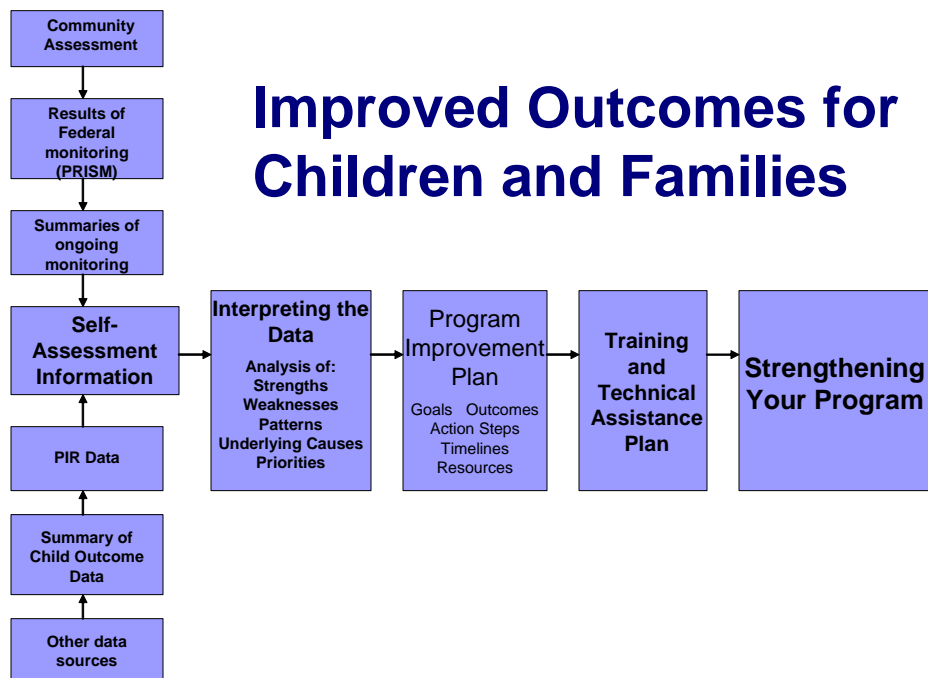
Purpose

This tool was developed to help Head Start programs utilize all relevant data sources during self-assessment, program improvement, and T/TA planning.

The tool will assist Head Start programs to:

- Review all critical Head Start data sources
- Identify information that has significance for program planning
- Use time and resources efficiently and effectively
- Organize large amounts of data in a user-friendly format that can be easily shared with key stakeholders
- Identify indicators of program strength and accomplishment from a variety of data sources
- Identify areas of potential risk to the program that should be at the forefront during data analysis and program planning

As illustrated in the chart below, a strong self-assessment process integrates all relevant data sources into the self-assessment and planning process. When multiple sources of data are used during the data analysis, your program is well-positioned to create effective program improvement plans and meaningful training and technical assistance plans that strengthen the program's foundation, support program excellence, and lead to improved outcomes for children and families.



As a result of using this tool, Head Start leaders in your program will have a packet of significant program information from multiple data sources to use during the data analysis and program planning process. The information generated in this packet will both broaden their view of the program and deepen their understanding of issues that emerge.

How to Use this Tool

Head Start programs collect large amounts of data every year. Several factors drive this data collection, including the comprehensive nature of Head Start and the growing demands at the federal and regional levels for accountability and results-based management. Important data sources include Program Information Report (PIR), Program Review Instrument for Systems Monitoring of Head Start and Early Head Start Grantees (PRISM) reports, community assessment, self-assessment, ongoing monitoring reports, and child outcomes data. Used wisely and effectively, these data sources are key to comprehensive data analysis, risk management, and meaningful program improvement and training and technical assistance.

To accurately assess your program's progress in implementing Head Start regulations and the current status of management systems and program services, you will want to review information from all of the relevant Head Start data sources. A thorough review of each of these data sources will reveal areas of strength as well as areas of potential risk that need to be at the forefront of program improvement and training and technical assistance efforts.

This tool was developed to provide programs with a systematic process for organizing large amounts of critical Head Start data in a succinct and user-friendly format that can be easily used by program leaders in data analysis, risk assessment and other program planning efforts.

The process outlined in this tool includes three key steps in organizing large amounts of data to help your team prepare for data analysis:

Step 1: Planning for the process by dividing responsibilities

Step 2: Identifying and recording significant data

Step 3: Integrating significant data into Self-Assessment data analysis and program planning

STEP 1: Plan for the Process by Dividing Responsibilities

Organizing Head Start data from numerous data sources is more manageable when the responsibility is shared among team members. Think about assigning one or more persons to serve as the “data expert” for each Head Start data source.

“Data experts” are often responsible for:

- Becoming familiar with their assigned data source
- Preparing a summary of the data using the relevant set of worksheets in this tool
- Sharing this information with other leaders
- Serving as a resource during data analysis sessions with members of the program’s leadership team

This tool provides a separate set of worksheets for each of the key Head Start data sources. Consider giving each “data expert” the section of the tool relating to their assigned data source along with a copy of the introductory section on pages 2-5.

Use the Assignment Worksheet in Step 1 (page 6) to record the names of the person(s) you have designated to be data expert(s) for each of your relevant data sources.

STEP 2: Identify and Record Significant Data

Step 2 provides programs with the opportunity to identify significant data from some key Head Start data sources, including PRISM, PIR, community assessment, self-assessment, ongoing monitoring reports, and child outcomes data.

As you review each data source, you will use the designated worksheets to identify and record **Significant Data** that needs to be shared with program leaders and considered during data analysis, risk assessment and other program planning activities. Significant data refers to information that impacts or potentially impacts the operations of the programs, including areas of strengths and areas of potential risk.

For each significant item of data, you will identify the corresponding Head Start system or service area. This will facilitate the identification of patterns and trends during data analysis and program planning.

NOTE: DO NOT DRAW CONCLUSIONS PREMATURELY

As you proceed to review and identify significant data from each of the relevant data sources, we caution you against drawing conclusions prematurely and determining program issues based on a partial review of program data. When identifying and recording significant data, data experts must constantly remind themselves to use the worksheets to record information *as it appears* in the data source, and to avoid analyzing the information at this early stage.

Only after you have identified and organized the significant data from all your data sources will your team be ready to engage in the data analysis and planning process. Decisions based on full and complete data will lead to sustainable program improvement.

STEP 3: Integrate Significant Data into Self-Assessment, Data Analysis, and Program Planning

Share significant data with program leaders

Once your “data experts” have completed the worksheets for each section of the tool, your program is ready to share the information with program leaders.

Due to the amount and complexity of Head Start information, it is important for program leaders to stop, review, and reflect on significant Head Start data at different points during the self-assessment and planning process. In preparation for data analysis, you will want to convene leaders to review all of the completed worksheets and discuss emerging strengths and risks that need to stay at the forefront during future self-assessment, planning, and program improvement activities. In the third section of this tool, you will find a number of questions that you can use to guide discussions with program leaders as you work together to review and reflect on information from the relevant data sources collected in this tool.

Incorporate significant data into self-assessment data collection

The information that has been recorded on the various worksheets is invaluable to participants in your self-assessment process. Persons assigned to collect data during self-assessment can review the completed worksheets for significant data that relates to their assigned area, and incorporate this information into self-assessment summaries.

Integrate significant data into data analysis and program planning

Convene program leaders to discuss how the significant data you have recorded in this tool will be integrated with other self-assessment information and used during the data analysis process.

The completed worksheets provide program leaders with a convenient packet of significant data from multiple data sources within your program. By reviewing this data *along with other self-assessment information*, leaders will obtain a thorough and comprehensive view of the program and will be better prepared to engage in a thorough data analysis and planning process to determine the future direction of program improvement and technical assistance efforts.

STEP I: PLAN FOR THE PROCESS

Use this worksheet to assign responsibilities for identifying and recording significant data from each data source. You may want to provide each person assigned to a data source with a copy of the section of this tool related to their assigned data source, along with a copy of the Introduction.

ASSIGNMENT WORKSHEET

Data Source	Person(s) assigned
PRISM Review Report	
Program Information Report (PIR)	
Community Assessment	
Previous Self-Assessment	
Ongoing Monitoring Reports <ul style="list-style-type: none"> • Fiscal Operations • Progress in Meeting Goals and Objectives • Program Operations <ul style="list-style-type: none"> ○ Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) ○ Facilities ○ Child development ○ Health ○ Mental health ○ Disabilities ○ Nutrition ○ Family Partnerships ○ Community Partnerships ○ Parent Involvement 	
Child Outcomes Data	
Other Data Source, <i>specify:</i>	
Other Data Source, <i>specify:</i>	
Other Data Source, <i>specify:</i>	

STEP 2: IDENTIFY AND RECORD SIGNIFICANT DATA

As you review each data source, you will use the designated worksheets to identify and record significant data that needs to be shared with program leaders and considered during data analysis, risk assessment and other program planning activities.

SIGNIFICANT DATA refers to information that impacts or potentially impacts the operations of the program, including areas of strength and areas of potential risk. The worksheets in this tool include a number of “questions to consider” to help you identify the data that is significant for your program.

As you review a number of data sources such as PIR, ongoing monitoring reports, and child outcomes data and complete the worksheets, you will use the worksheets to distinguish data that indicates areas of strength and accomplishment for your program.

Identify *Areas of Strength* by asking yourself the following questions:

- Does the data indicate a new area of strength or accomplishment in the program?
- Does it indicate any significant achievement in meeting or exceeding Head Start Performance Standards?

It is important to record this data to provide a balanced view of your program. You will want to build upon many of the strengths and accomplishments you identify to address other areas of your program that may need strengthening.

As you identify significant data and complete the worksheets in each section of the tool, you may become aware of information that, due to its high level of significance, may constitute a potential area of risk to the program.

Identify *Areas of Potential Risk* by asking yourself:

- Does the data reveal areas where the program is not fully implementing Head Start regulations?
- If this issue is not resolved expediently, will program funding be jeopardized?
- If this issue is not resolved expediently, will program services or systems be compromised?

This information should remain at the forefront of data analysis and program improvement planning. Use the space on each of the worksheets to identify information that points to potential areas of risk.

As you identify significant data for each of the relevant data sources, use your knowledge of Head Start regulations to designate the corresponding *Head Start system or service area*. Record this information in the last column of each worksheet as illustrated in the sample below.

The information you record in this last column will be used by program leaders to look across data sources to determine when multiple data sources point to strengths or issues in particular areas of the program.

SAMPLE EXCERPTS FROM COMPLETED WORKSHEETS

PIR DATA	Areas of Strength	Areas of Potential Risk	SYSTEM/ SERVICE AREA
<i>Less than 50% of the children had? a dental home at the end of the program year.</i>		✓	<i>Health (Oral Health)</i>
<i>Program was under-enrolled for four consecutive months (Jan – April) in program year 2005-2006.</i>		✓	ERSEA

COMMUNITY ASSESSMENT DATA	SYSTEM/ SERVICE AREA
<i>Head Start families report that they need more assistance with children’s challenging behaviors.</i>	<i>Mental Health</i>

IDENTIFY AND RECORD SIGNIFICANT DATA: MOST RECENT PRISM REVIEW REPORT

The PRISM Review Report contains critical information that must be incorporated into your program planning and improvement efforts. Examine your most recent PRISM Review Report. If any of the deficiencies or areas of non-compliance have not been corrected, they will need to remain at the forefront of your current program improvement efforts. It is also important to focus on the deficiencies and areas of non-compliance that have been corrected to ensure that the efforts made were sustainable over time.

Use the first column of the PRISM Review Report worksheet to record any deficiencies and areas of non-compliance from your most recent PRISM. Place a check in the second column to note any deficiencies and/or areas of non-compliance that have not been corrected.

Use the last column on the worksheet to record the Head Start system or service area for each deficiency and area of non-compliance. This information will allow you to look across data sources to determine if multiple data sources point to strengths or issues in specific areas of the program.

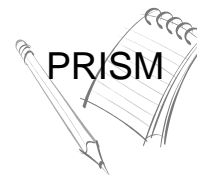
In order to determine whether Head Start agencies meet standards...with respect to program, administrative, financial management, and other requirements, the Secretary shall conduct...A full review of each such agency at least once during each 3-year period...Head Start Act 641A(c)(1)(A)

If the Secretary determines, on the basis of a review...that a Head Start agency fails to meet the standards...the Secretary shall...require the agency to correct the deficiency...and initiate proceedings to

SAMPLE SIGNIFICANT DATA FROM PRISM REVIEW REPORTS

PRISM Deficiencies	Deficiencies that have <u>not</u> been corrected	System/ Service Area
1304.20(b)(1) <i>"The grantee did not perform a developmental screening with 45 days of the child's entry into the program."</i>	✓	Health Services
74.21(b)(3) <i>"The grantee did not ensure implementation of appropriate internal controls to safeguard Federal funds."</i>		Fiscal

PRISM Noncompliances	Noncompliances that have <u>not</u> been corrected	System/ Service Area
1305.3(c) <i>"The grantee's Community Assessment did not collect and analyze information regarding the estimated number of children with disabilities 4 years or younger, including types of disabilities and relevant services provided to the children by community agencies."</i>	✓	Planning
1305.4(e) <i>"The grantee did not consistently include a signed statement by a Head Start employee indicating that children were eligible to participate in the Head Start Program"</i>		ERSEA



SIGNIFICANT DATA FROM PRISM REVIEW REPORT

Date of most recent PRISM Review _____

Data reviewed by _____ Date reviewed _____

<i>PRISM Deficiencies</i>	<i>Deficiencies that have <u>not</u> been corrected</i>	<i>System/Service Area</i>

<i>PRISM Noncompliances</i>	<i>Noncompliances that have <u>not</u> been corrected</i>	<i>System/Service Area</i>

IDENTIFY AND RECORD SIGNIFICANT DATA: PROGRAM INFORMATION REPORT (PIR)

This section is designed to assist you in identifying and highlighting significant PIR data, and organizing and preparing this data for analysis by your leadership team. The process of thoughtfully reviewing current PIR Summary Reports and PIR data from previous years will result in the identification of significant data that has potential implications for program improvement.

SIGNIFICANT DATA refers to information that impacts or potentially impacts the operations of the program, including areas of strength and areas of potential risk. The PIR worksheets on the following pages include a number of “questions to consider” to help you identify the data that is significant for your program.

As you complete the worksheets, you will be asked to distinguish data that indicates areas of strength and accomplishment for your program. Identify Areas of Strength by asking yourself the following questions:

- Does the data indicate a new area of strength or accomplishment in the program?
- Does it indicate any significant achievement in meeting or exceeding Head Start Performance Standards?

It is important to record this data to provide a balanced view of your program. You will want to build upon many of the strengths and accomplishments you identify to address other areas of your program that may need strengthening.

As you complete the worksheets, you may also become aware of information that, due to its high level of significance, may constitute a potential area of risk to the program. Identify Areas of Potential Risk by asking yourself:

- Does the data reveal areas where the program is not fully implementing Head Start regulations?
- If this issue is not resolved expediently, will program funding be jeopardized?
- If this issue is not resolved expediently, will program services or systems be compromised?

This information should remain at the forefront of data analysis and program improvement planning. Use the space on each of the worksheets to identify information that points to potential areas of risk.

Please note: Not all the significant data identified on the worksheet may indicate an area of strength or a potential risk, yet it will still be important to share with program leaders.

The Head Start Program Information Report (PIR) is an OMB-approved report that collects comprehensive data on the services, staff, children and families served by more than 2,600 Head Start and Early Head Start programs nationwide. All programs (grantees and delegates) are mandated by Federal regulations to submit a Program Information Report for each year in which they provide services to children.

*To obtain PIR Summary Reports, submit your PIR data over the web through <https://www.pirweb.net>. Following submission of your PIR data, go to the “report” option on the menu and print copies of PIR summary reports for your program. If you have questions, please contact Xtria, your ACF Program Specialist, or your assigned TA Specialist.

For each item of significant PIR data that you have recorded, use your knowledge of Head Start regulations to designate the corresponding Head Start system or service area. Record this information in the last column of each worksheet as illustrated in the sample below. The information you record in this last column will be used by program leaders to look across data sources to determine when multiple data sources point to strengths or issues in particular areas of the program.

SAMPLE SIGNIFICANT PIR DATA

1. Profile Report

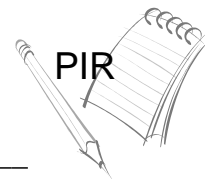
Program Information			
Significant Data	Areas of Strength	Areas of Potential Risk	System/Service Area
<i>Over the last 3 years the family service worker caseload has increased from 20.03 to 33.14</i>			<i>Human Resources</i>

2. Performance Indicators

Performance Indicators			
Significant Data	Areas of Strength	Areas of Potential Risk	System/Service Area
<i>1. 100% of children received physical exams</i>	✓		<i>Health</i>
<i>2.</i>			
<i>3. 99% of children needing medical treatment received treatment</i>	✓		<i>Health</i>

4. Enrollment Statistics Report

Actual Enrollment			
Significant Data	Areas of Strength	Areas of Potential Risk	System/Service Area
<i>15% enrolled children over income</i>		✓	<i>ERSEA</i>



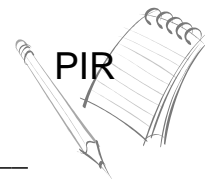
SIGNIFICANT PIR DATA

Data reviewed by: _____ Date reviewed _____

1. Profile Report

Performance Indicators			
<p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> • Is the program fully enrolled? • Does the teaching staff meet current Head Start regulations for degree requirements? • Do assistant teachers, home visitors and family child care teachers meet the degree requirements set by the program? • Have HS/EHS children received required medical and dental treatment? • Is the program meeting or exceeding the required number of children with disabilities who need special education? (At least 10%) • Does the program make efforts to hire current or former HS/EHS parents as employees of the program? 			
<i>Significant Data</i>	<i>Areas of Strength</i>	<i>Areas of Potential Risk</i>	<i>System/Service Area</i>

Program Information			
<p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> • Is teacher turnover rate a program issue? Is the rate better or worse than in previous years? • Are family service worker caseloads reasonable and realistic? Do they meet program objectives? 			
<i>Significant Data</i>	<i>Areas of Strength</i>	<i>Areas of Potential Risk</i>	<i>System/Service Area</i>

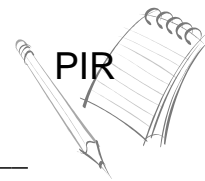


SIGNIFICANT PIR DATA

Data reviewed by: _____ Date reviewed _____

2. Performance Indicators

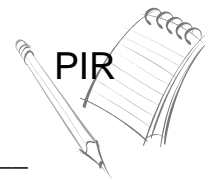
<i>Performance Indicators</i>			
<p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> Do any of the first eight indicators point to issues in our delivery of health and dental services to children? 			
Significant Data (Review performance indicators listed in the PIR Report)	Areas of Strength	Areas of Potential Risk	System/Service Area
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
<p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> Does class size meet Head Start Performance Standards and licensing requirements? Do staff to child ratios meet Head Start Program Performance Standards and licensing requirements? 			
10.			
11.			
<p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> Does the information about staff degrees highlight any potential issues with meeting Head Start Program Performance Standards on degree requirements? 			
12.			
13.			
14.			
15.			
16.			
<p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> If the program offers the home-based option, do staff/child ratios meet HS/EHS Standards? 			
17.			



SIGNIFICANT PIR DATA

Data reviewed by: _____ Date reviewed _____

<i>Performance Indicators</i>			
<p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> • Do the numbers point to any enrollment issues? • Is there a time lapse before openings in the program are filled? • How does the number of returning children compare with past years? • Has the program maintained full enrollment? • Does the number of over income children exceed 10%? 			
Significant Data (Review performance indicators listed in the PIR Report)	Areas of Strength	Areas of Potential Risk	System/Service Area
18. 19. 20. 21. 22.			
<p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> • Does the program meet or exceed the Head Start Program Performance Standard on the percentage of children with disabilities? • Are all of the children with disabilities receiving special services? 			
23. 24.			
<p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> • Does the program effectively engage families in setting goals and establishing FPAs? • Does the program provide services and assistance that meet the needs of the families? 			
25. 26. 27. 28. 29.			
<p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> • Is the rate of children and pregnant women who drop out of concern to the program? 			
30. 31.			



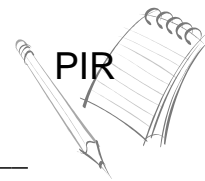
SIGNIFICANT PIR DATA

Data reviewed by: _____ Date reviewed _____

3. Staff Qualifications Report

Education and Experience of Management Staff			
<i>Questions to consider:</i>			
<ul style="list-style-type: none"> • Do the degrees of management staff meet the program expectations? • Do the years in position of management staff indicate any strengths or challenges? 			
<i>Significant Data</i>	<i>Areas of Strength</i>	<i>Areas of Potential Risk</i>	<i>System/Service Area</i>

Classroom/Child Development Staff Qualifications			
<i>Questions to consider:</i>			
<ul style="list-style-type: none"> • Does the education of classroom/child development staff meet Head Start Program Performance Standards and program objectives on degree attainment? 			
<i>Significant Data</i>	<i>Areas of Strength</i>	<i>Areas of Potential Risk</i>	<i>System/Service Area</i>

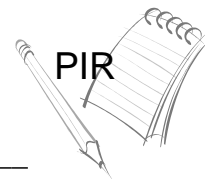


SIGNIFICANT PIR DATA

Data reviewed by: _____ Date reviewed _____

Supervisory Child Development Staff Qualifications			
<i>Questions to consider:</i> <ul style="list-style-type: none"> • Does the educational level of child development staff in supervisory positions meet Head Start Program Performance Standards and program objectives on degree attainment? 			
<i>Significant Data</i>	<i>Areas of Strength</i>	<i>Areas of Potential Risk</i>	<i>System/Service Area</i>

Family and Community Partnerships Staff Qualifications			
<i>Questions to consider:</i> <ul style="list-style-type: none"> • Do the qualifications of family and community partnership staff meet Head Start Performance Standards and program objectives? 			
<i>Significant Data</i>	<i>Areas of Strength</i>	<i>Areas of Potential Risk</i>	<i>System/Service Area</i>



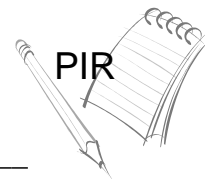
SIGNIFICANT PIR DATA

Data reviewed by: _____ Date reviewed _____

4. Enrollment Statistics Report

Funded and Actual Enrollment			
<p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> • Compare actual enrollment figures to funded enrollment figures*. Do these figures indicate any potential issues around HS/EHS turnover? • How do figures pertaining to receipt of public assistance, income eligible vs. over income, and numbers of foster children compare with previous years? • Does the data on turnover provide insight on program strengths or challenges with retaining HS/EHS children and families? • Do the ages of children coincide with program objectives and recruitment targets? • Does our program place priority on serving children the year before entering public school? • How do the ethnicity, race and language data match what we know about our community? • How does the data on ethnicity, race and language compare to previous years? Is the program serving any new populations? 			
<i>Significant Data</i>	<i>Areas of Strength</i>	<i>Areas of Potential Risk</i>	<i>System/Service Area</i>

* Total funded enrollment is the number of slots. Total actual enrollment is all children and pregnant women who received any services during the year, even if they drop out.

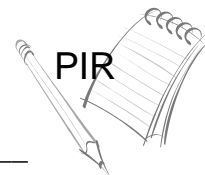


SIGNIFICANT PIR DATA

Data reviewed by: _____ Date reviewed _____

5. Health Services Report

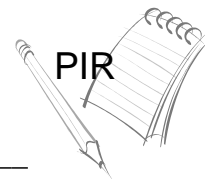
Health Services Information (Children)			
<p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> • Is the program successful in ensuring that all Head Start children have health insurance? • Do the numbers of children with different sources of health insurance tell us anything about how effective the program is at accessing different health care resources for families? • Is the program completing all required medical screenings on children? • Are children who are diagnosed as needing medical treatment actually receiving treatment? • What are the health issues for which children are receiving treatment? How does this compare to last year's data about children's health? • Does the program ensure that all children are connected to a medical home at the end of the enrollment year? • Does the program ensure that children are up to date on immunizations? • Are we able to ensure that children are connected to a dental care provider? • Are all Head Start children receiving oral health exams and preventive care? • Does the number of children being diagnosed as needing dental treatment indicate any possible dental issues for families? • Are children who are diagnosed as needing dental treatment actually receiving treatment? • Are we ensuring that infants and toddlers receive oral health screenings? • What does the data tell us about mental health services for children? • How do the numbers of mental health consultations with staff about a child (3 or more times) compare with the numbers of consultations with parents about a child? • Are all the children referred for mental health services outside the program receiving services? • How do the numbers of mental health referrals compare to past years? Any significant change? 			
<i>Significant Data</i>	<i>Areas of Strength</i>	<i>Areas of Potential Risk</i>	<i>System/Service Area</i>



SIGNIFICANT PIR DATA

Data reviewed by: _____ Date reviewed _____

Health Services Information (Pregnant Women)			
<i>Questions to consider:</i>			
<ul style="list-style-type: none"> • Is the program effective in ensuring that all pregnant women in the program have health insurance? • Are pregnant women enrolled in our program receiving health care and education that meets Head Start Program Performance Standards? • Is the program effective in ensuring that all pregnant women in the program receive dental exams or treatment? 			
<i>Significant Data</i>	<i>Areas of Strength</i>	<i>Areas of Potential Risk</i>	<i>System/Service Area</i>



SIGNIFICANT PIR DATA

Data reviewed by: _____ Date reviewed _____

6. Family Information Report

Family Information			
<p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> • How does family information compare to targets for Head Start recruitment and enrollment? • How does the data about federal or other assistance compare to other years? • Is the program effective in engaging families in goal setting and developing FPAs? • How does the number of homeless families served compare to last year's data on homeless families with young children? • Is the program effective in assisting homeless families in acquiring housing? • Does the program offer regularly scheduled programs to involve fathers? Are these programs successful in engaging fathers? • Compare the number of participating fathers with last year's numbers. 			
<i>Significant Data</i>	<i>Areas of Strength</i>	<i>Areas of Potential Risk</i>	<i>System/Service Area</i>

Family Services			
<p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> • What are the most commonly used types of services? • Are there any significant changes when compared to data collected in previous years? • Have any new patterns emerged? 			
<i>Significant Data</i>	<i>Areas of Strength</i>	<i>Areas of Potential Risk</i>	<i>System/Service Area</i>

IDENTIFY AND RECORD SIGNIFICANT DATA: COMMUNITY ASSESSMENT

Review the information from the most recent Community Assessment to identify **SIGNIFICANT DATA**. As you review information pertaining to community strengths, needs, and resources, identify key changes and emerging trends and ask yourself:

- What new information have we learned from our most recent community assessment?
- What information needs to be shared with Head Start leaders so that they can determine how Head Start services can be improved to reflect the community we serve?

Use the attached worksheets to document this information and designate the corresponding Head Start system or service area.

Each Early Head Start and Head Start grantee must conduct a Community Assessment within its service area once every three years...In each of the two years following completion of the Community Assessment the grantee must conduct a review to determine whether there have been any significant changes in the information...If so, the

The Early Head Start and Head Start grantee and delegate agency must use information from the Community Assessment to:

- (1) Help determine the grantee's philosophy, and its long-range and short-range program objectives;
- (2) Determine the type of component services that are most needed and the program option or options that will be implemented;
- (3) Determine the recruitment area that will be served by the grantee, if limitations in the amount of resources make it impossible to serve the entire service area;
- (4) If there are delegate agencies, determine the recruitment area that will be served by each delegate agency;
- (5) Determine appropriate locations for centers and the areas to be served by home-based programs; and
- (6) Set criteria that define the types of children and families who will be

Part I

For each of the broad categories within the community assessment, document key changes in the space provided. Use the right hand column to identify the corresponding Head Start systems or service area(s).

SAMPLE

1) The demographic make-up of Head Start eligible children and families, including their estimated number, geographic location, and racial and ethnic composition.	System/ Service Area
Significant changes: <i>The number of children who have moved to this area from Brazil has increased from 45 in 1990 to 390 in 2000.</i>	<i>Planning ERSEA</i>

Part II:

Use the space provided to identify and record new and emerging strengths and assets in the community that can be used to support families and enhance services offered through Head Start.

SAMPLE

Community Strengths and Assets	System/ Service Area
<i>Hospital health clinic now offers "Reach Out and Read" to all families with children from birth to 8yrs.</i>	<i>Parent Involvement</i>

SIGNIFICANT COMMUNITY ASSESSMENT DATA

Data reviewed by _____ Date reviewed _____

Part I

For each of the broad categories within the community assessment, document key changes in the space provided. Use the right hand column to identify the corresponding Head Start systems or service area(s).

<p>1. The demographic make-up of Head Start eligible children and families, including their estimated number, geographic location, and racial and ethnic composition.</p> <p><i>Questions to Consider:</i></p> <ul style="list-style-type: none"> • What information will help to determine how target recruitment areas and recruitment strategies may need to change? Has the community experienced ethnic shifts or an influx of new populations? • Does the assessment provide information regarding the location of homeless families in the community? • What information will help determine the recruitment areas that will be served by delegate programs (if applicable)? • Is there information that will assist in determining the appropriate locations for centers and areas to be served by home-based programs? • Is there information that will assist in determining age groupings that best meet the needs of Head Start eligible children and families? 	
<p><i>Significant changes:</i></p>	<p>System/Service Area</p>

SIGNIFICANT COMMUNITY ASSESSMENT DATA

Data reviewed by _____ Date reviewed _____

<p>2. Other child development and child care programs that are serving Head Start eligible children, including publicly funded State and local preschool programs, and the approximate number of Head Start eligible children served by each.</p> <p><i>Questions to Consider:</i></p> <ul style="list-style-type: none"> • What information will help to determine how target recruitment areas and recruitment strategies may need to change as well as the recruitment areas to be served by delegate programs? • Is there information that will assist in determining the appropriate locations for centers and areas to be served by home-based programs? • What information will help determine the types of children and families who will be given priority for recruitment and selection? • What information will help determine program options and age groupings that best meet the needs of Head Start eligible children and families? 	
<i>Significant changes:</i>	System/Service Area
<p>3. The estimated number of children with disabilities four years old or younger, including types of disabilities and relevant services and resources provided to these children by community agencies</p> <p><i>Questions to Consider:</i></p> <ul style="list-style-type: none"> • What information will assist in determining the type of content area services that are most needed? • Is there information that will help determine the program options that should be implemented? • What information will help to determine how target recruitment areas and recruitment strategies will need to change? • What information will help determine the types of children and families who will be given priority for recruitment and selection? 	
<i>Significant changes:</i>	System/Service Area

SIGNIFICANT COMMUNITY ASSESSMENT DATA

Data reviewed by _____ Date reviewed _____

<p>4. Data regarding the education, health, oral health, mental health, nutrition and social service needs of Head Start eligible children and their families</p> <p><i>Questions to Consider:</i></p> <ul style="list-style-type: none"> • What information will help program leaders determine the program’s philosophy and long-range and short-term program objectives? • What information will assist in determining the type of content area services that are most needed? • What information will help determine the types of children and families who will be given priority for recruitment and selection? • What information will help determine program options that best meet the needs of Head Start eligible children and families? 	
<i>Significant changes:</i>	System/Service Area
<p>5. The education, health, nutrition and social service needs of Head Start eligible children and their families <u>as defined by families of Head Start eligible children and by institutions in the community that serve young children</u></p> <p><i>Questions to Consider:</i></p> <ul style="list-style-type: none"> • What information will help program leaders determine the program’s philosophy and long-range and short-term program objectives? • What information will assist in determining the type of content area services that are most needed? • What information will help determine the types of children and families who will be given priority for recruitment and selection? • What information will help determine program options that best meet the needs of Head Start eligible children and families? 	
<i>Significant changes:</i>	System/Service Area

SIGNIFICANT COMMUNITY ASSESSMENT DATA

Data reviewed by _____ Date reviewed _____

<p>6. Resources in the community that could be used to address the needs of Head Start eligible children and their families, including assessments of their availability and accessibility</p> <p><i>Questions to Consider:</i></p> <ul style="list-style-type: none"> • What information will help program leaders determine the program's philosophy and long-range and short-term program objectives? • What information will assist in determining gaps in service and the type of content area services that are most needed? 	
<p><i>Significant changes:</i></p>	<p>System/Service Area</p>
<p>7. Other areas</p>	
<p><i>Significant changes:</i></p>	<p>System/Service Area</p>

SIGNIFICANT COMMUNITY ASSESSMENT DATA

Data reviewed by _____ Date reviewed _____

Part II:

Use the space provided to identify and record new and emerging strengths and assets in the community that can be used to support families and enhance services offered through Head Start.

Community Strengths and Assets	System/ Service Area

IDENTIFY AND RECORD SIGNIFICANT DATA: PREVIOUS SELF-ASSESSMENT

This section is designed to support you in examining your program's previous Self-Assessment results and Self-Assessment follow-up information.

SIGNIFICANT DATA from the program's previous self-assessment regarding the strengths and areas to strengthen will assist program leaders during the data analysis and planning process. This is an important source of information about the status of the program's quality improvement efforts.

Areas of Strength

Use the first worksheet to record the program **Strengths** that were identified as a result of your previous self-assessment. Then, identify the Head Start system or service area.

Areas to Strengthen

Use the second worksheet to record the **Areas to Strengthen** identified as a result of your previous self-assessment.

Review self-assessment follow-up information and progress reports to identify issues from your previous self-assessment that have not been resolved. Place a check in the second column to note issues that are resolved. Then, use the last column to record the Head Start system or service area.

At least once each program year, with the consultation and participation of the policy groups and, as appropriate, other community members, grantee and delegate agencies must conduct a self-assessment of their effectiveness and progress in meeting program goals and objectives and in

SAMPLE SIGNIFICANT DATA FROM PREVIOUS SELF-ASSESSMENT

Strengths	System/Service Area
<i>New orientation system developed and implemented</i>	<i>Human Resources</i>

Areas to Strengthen	Not Resolved	System/Service Area
<i>Inconsistent community representation on Policy Council-regular attendance by community representatives continues to be a problem</i>	✓	<i>Governance/Community Partnerships</i>
<i>Under-enrolled for the past two years</i>		<i>ERSEA</i>

SIGNIFICANT DATA FROM PREVIOUS SELF-ASSESSMENT

Data reviewed by _____ Date reviewed _____

Strengths Identified In Previous Self-Assessment

<i>Strengths</i>	<i>System/Service Area</i>

SIGNIFICANT DATA FROM PREVIOUS SELF-ASSESSMENT

Data reviewed by _____ Date reviewed _____

Areas to Strengthen Identified in Previous Self-Assessment

<i>Areas to Strengthen</i>	<i>Not Resolved</i>	<i>System/ Service Area</i>

IDENTIFY AND RECORD SIGNIFICANT DATA: ONGOING MONITORING REPORTS

The worksheets in this section will assist you in organizing significant data from ongoing monitoring reports into a concise format that can be shared with program leaders and used during data analysis, self-assessment, and technical assistance planning.

SIGNIFICANT DATA refers to information that impacts or potentially impacts the operations of the program, including areas of strength and areas of potential risk.

To complete the attached worksheets, you will need to review ongoing monitoring reports to identify *significant data* from the following three areas of the program:

1. Fiscal operations
2. Progress in meeting goals and objectives
3. Program operations

Ongoing monitoring of program operations includes reports from the following Head Start service areas:

- Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)
- Facilities
- Child development
- Health
- Mental health
- Disabilities
- Nutrition
- Family Partnerships
- Community Partnerships
- Parent Involvement

Focus your work on monitoring summary reports completed by the program's content area specialists.

Grantees must establish and implement procedures for the ongoing monitoring of their **own Early Head Start and Head Start operations**, as well as those of each of their delegate agencies, to ensure that these operations effectively

Ongoing, regular monitoring by grantee agencies helps to assess grantee and delegate operations, to ensure that necessary steps are being taken to meet Federal regulations as well as local **goals and objectives**, and to ensure that appropriate interventions are taken in a timely

Internal grantee monitoring is an ongoing process in which an agency analyzes program reports, self-assessment findings, written plans, and other important documents to determine whether its program of services and **fiscal operations** are in compliance with the Federal regulations.

As you complete the worksheets, you will be asked to distinguish data that indicates areas of strength and accomplishment for your program.

Identify Areas of Strength by asking yourself the following questions:

- Does the data indicate a new area of strength or accomplishment in the program?
- Does it indicate any significant achievement in meeting or exceeding Head Start Performance Standards?

It is important to record this data to provide a balanced view of your program. You will want to build upon many of the strengths and accomplishments you identify to address other areas of your program that may need strengthening.

As you complete the worksheets, you may also become aware of information that, due to its high level of significance, may constitute a potential area of risk to the program. Identify Areas of Potential Risk by asking yourself:

- Does the data reveal areas where the program is not fully implementing Head Start regulations?
- If this issue is not resolved expediently, will program funding be jeopardized?
- If this issue is not resolved expediently, will program services or systems be compromised?

This information should remain at the forefront of data analysis and program improvement planning. Use the space on each of the worksheets to identify information that points to potential areas of risk.

Please note: Not all the significant data identified on the worksheet may indicate an area of strength or a potential risk, yet it will still be important to share with program leaders.

For each item of significant data that you have recorded, use your knowledge of Head Start regulations to designate the corresponding Head Start system or service area. Record this information in the last column of each worksheet as illustrated in the sample below. The information you record in this last column will be used by program leaders to look across data sources to determine when multiple data sources point to strengths or issues in particular areas of the program.

SAMPLE SIGNIFICANT DATA FROM ONGOING MONITORING REPORTS

Ongoing Monitoring of Fiscal Operations

Significant Data	Areas of Strength	Areas of Potential Risk	System/Service Area
<i>Financial reports not provided to the Policy Council for 3 of the past 12 months</i>		✓	<i>Financial Management & Governance</i>

Progress on Meeting Goals and Objectives

Significant Data	Areas of Strength	Areas of Potential Risk	System/Service Area
<i>The intake forms have not been translated into Hmong.</i>		✓	<i>Family Partnerships</i>
<i>The intake forms have been translated into Spanish.</i>	✓		<i>Family Partnerships</i>

Ongoing Monitoring of Program Operations

Significant Data	Areas of Strength	Areas of Potential Risk	System/Service Area
<i>The health and safety checklists have not been completed regularly in each classroom: 25% of classrooms have not completed their checklists as required.</i>		✓	<i>Facilities</i>
<i>We maintained full enrollment for the past 5 months.</i>			<i>ERSEA</i>

SIGNIFICANT DATA FROM ONGOING MONITORING REPORTS

Data reviewed by _____ Date reviewed _____

FISCAL OPERATIONS

<i>Significant Data</i>	<i>Areas of Strength</i>	<i>Areas of Potential Risk</i>	<i>System/Service Area</i>
			Financial Management
			Financial Management
			Financial Management
			Financial Management
			Financial Management
			Financial Management



SIGNIFICANT DATA FROM ONGOING MONITORING REPORTS

Data reviewed by _____ Date reviewed _____

PROGRESS ON MEETING GOALS AND OBJECTIVES

<i>Significant Data</i>	<i>Areas of Strength</i>	<i>Areas of Potential Risk</i>	<i>System/Service Area</i>



SIGNIFICANT DATA FROM ONGOING MONITORING REPORTS:

PROGRAM OPERATIONS

Duplicate this worksheet for each program service area

Data reviewed by _____ Date reviewed _____

Program Area: _____

<i>Significant Data</i>	<i>Areas of Strength</i>	<i>Areas of Potential Risk</i>	<i>System/Service Area</i>

IDENTIFY AND RECORD SIGNIFICANT DATA: CHILD OUTCOMES

This section is designed to support you in examining your program's child outcomes data and identifying patterns of progress for groups of children over time as they receive services through the program year.

The process of examining your current child outcomes data and comparing it to child outcomes data collected in previous years will help you to determine the information that is significant to the planning and program improvement process.

The worksheets in this section will assist you in organizing significant child outcomes information into a concise format that can be shared with program leaders and used during data analysis, self-assessment, and technical assistance planning.

Educational Performance Measures. Such results-based performance measures shall include educational performance measures that ensure that children participating in Head Start Programs—

- (A) know that letters of the alphabet are a special category of visual graphics that can be individually named;
- (B) recognize a word as a unit of print;
- (C) identify at least 10 letters of the alphabet; and
- (D) associate sounds with written

SIGNIFICANT DATA refers to information that impacts or potentially impacts the operations of the program, including areas of strength and areas of potential risk. The worksheet in this section includes a number of "questions to consider" to help you identify the data that is significant for your program.

As you complete the worksheets, you will be asked to distinguish data that indicates areas of strength and accomplishment for your program. Identify Areas of Strength by asking yourself the following questions:

- Does the data indicate a new area of strength or accomplishment in the program?
- Does it indicate any significant achievement in meeting or exceeding Head Start Performance Standards?

It is important to record this data to provide a balanced view of your program. You will want to build upon many of the strengths and accomplishments you identify to address other areas of your program that may need strengthening.

As you complete the worksheets, you may also become aware of information that, due to its high level of significance, may constitute a potential area of risk to the program. Identify Areas of Potential Risk by asking yourself:

- Does the data indicate any areas or patterns of low performance? Are there large differences between and among the different areas that are measured?
- When comparing data over the past three years does it reveal consistently low or decreasing outcomes for children?
- Does the data suggest a need to adjust program resources to improve child outcomes in a particular area?

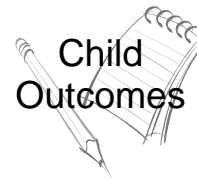
This information should remain at the forefront of data analysis and program improvement planning. Use the space on each of the worksheets to identify information that points to potential areas of risk.

Please note: Not all the significant data identified on the worksheet may indicate an area of strength or a potential risk, yet it will still be important to share with program leaders.

For each item of significant data that you have recorded, use your knowledge of Head Start regulations to designate the corresponding *Head Start system or service area*. Record this information in the last column of each worksheet as illustrated in the sample below. The information you record in this last column will be used by program leaders to look across data sources to determine when multiple data sources point to strengths or issues in particular areas of the program.

**SAMPLE SIGNIFICANT DATA FROM
CHILD OUTCOMES INFORMATION**

Significant Data	Areas of Strength	Areas of Potential Risk	System/Service Area
<i>In Program Yr 2002 and 2003, data showed minimal progress in the social/emotional domain. In Program Yr 2004, data shows significant progress in the social/emotional domain.</i>	✓		<i>Child Development</i>
<i>Child outcomes from past two years shows 62% of children who are transitioning to kindergarten have not demonstrated significant growth in phonological awareness.</i>		✓	<i>Child Development</i>
<i>Children enrolled in the part day option showed an increase of 53% in book knowledge & appreciation in Program Yr. 2004. Children enrolled in the full day option showed an increase of 61% in book knowledge & appreciation in Program Yr 2004.</i>			<i>Child Development</i>



SIGNIFICANT DATA FROM CHILD OUTCOMES INFORMATION

Data reviewed by _____

Date reviewed _____

<p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> • Does the data show patterns of progress and accomplishments for groups of children in different Domains and indicators of learning and development? • Does the data show patterns of outcomes for children in different program options, forms of services and service areas? • Does the data show patterns of outcome data for different groups of children such as (a) those that begin Head Start at different levels of functioning and (b) children that receive one or two years of Head Start services? • Does the data show trends in outcome data from year to year, in terms of stability and change in pattern of progress and levels of accomplishment? 			
<i>Significant Data</i>	<i>Areas of Strength</i>	<i>Areas of Potential Risk</i>	<i>System/Service Area</i>
			Child Development
			Child Development
			Child Development
			Child Development
			Child Development

IDENTIFY AND RECORD SIGNIFICANT DATA: OTHER DATA SOURCES

Think about information that is available from other data sources in your program that can assist you in obtaining a full and complete assessment of the program. Consider:

- Evaluations conducted by other funding sources
- Federal and State assessment information
- NAEYC accreditation information
- Reporting and monitoring reports prepared by the grantee

The worksheets in this section will assist you in organizing information from these other data sources into a concise format so that it can be shared with program leaders and used during self-assessment, data analysis, and program planning.

SIGNIFICANT DATA refers to information that impacts or potentially impacts the operations of the program, including areas of strength and areas of potential risk.

As you complete the worksheets, you will be asked to distinguish data that indicates areas of strength and accomplishment for your program. Identify Areas of Strength by asking yourself the following questions:

- Does the data indicate a new area of strength or accomplishment in the program?
- Does it indicate any significant achievement in meeting or exceeding Head Start Performance Standards?

It is important to record this data to provide a balanced view of your program. You will want to build upon many of the strengths and accomplishments you identify to address other areas of your program that may need strengthening.

As you complete the worksheets, you may also become aware of information that, due to its high level of significance, may constitute a potential area of risk to the program. Identify Areas of Potential Risk by asking yourself:

- Does the data reveal areas where the program is not fully implementing Head Start regulations?
- If this issue is not resolved expediently, will program funding be jeopardized?
- If this issue is not resolved expediently, will program services or systems be compromised?

This information should remain at the forefront of data analysis and program improvement planning. Use the space on each of the worksheets to identify information that points to potential areas of risk.

Please note: Not all the significant data identified on the worksheet may indicate an area of strength or a potential risk, yet it will still be important to share with program leaders.

For each item of significant data that you have recorded, use your knowledge of Head Start regulations to designate the corresponding Head Start system or service area. Record this information in the last column of each worksheet as illustrated in the sample below. The information you record in this last column will be used by program leaders to look across data sources to determine when multiple data sources point to strengths or issues in particular areas of the program.

DATA SOURCE: _____

Data reviewed by _____ Date reviewed _____

<i>Significant Data</i>	<i>Areas of Strength</i>	<i>Areas of Potential Risk</i>	<i>System/Service Area</i>

DATA SOURCE: _____

Data reviewed by _____ Date reviewed _____

<i>Significant Data</i>	<i>Areas of Strength</i>	<i>Areas of Potential Risk</i>	<i>System/Service Area</i>

DATA SOURCE: _____

Data reviewed by _____ Date reviewed _____

<i>Significant Data</i>	<i>Areas of Strength</i>	<i>Areas of Potential Risk</i>	<i>System/Service Area</i>

STEP 3: INTEGRATE SIGNIFICANT DATA INTO SELF-ASSESSMENT, DATA ANALYSIS, AND PROGRAM PLANNING

The completed worksheets provide program leaders with a convenient packet of significant data from multiple data sources within your program that can be used in a number of important ways.

Share significant data with program leaders

Once you have organized significant data from the various Head Start data sources, you will want to share this information with program leaders so that they can begin to gain insight into all facets of the program.

You may want to duplicate the completed worksheets and create individual packets to distribute to program leaders for their review.

Engage the group in a guided discussion to help them understand the information contained in their packets:

- **Ask the team to review information identified as *areas of strength* throughout the packet to determine if there are common themes as you look across the different data sources.**
- **Ask the team to review the information to determine if multiple data sources point to certain issues that are emerging patterns.**
- **Ask the team to review the significant information listed throughout the worksheets, paying particular attention to the items labeled *potential areas of risk*, in light of their own knowledge of Head Start regulations and national and regional priorities.**
- **Ask the team to review the data identified as *potential areas of risk* to determine if there are critical issues facing the program that should remain at the forefront during data analysis and program improvement, and T/TA planning.**

Keep a record of the key insights shared during these discussions so that they can be revisited later during the data analysis process.

Incorporate significant data into self-assessment

Provide copies of your completed worksheets to individuals who are responsible for data collection during program self-assessment. Data collectors can review the completed worksheets for significant data that relates to their assigned area, and incorporate this information into self-assessment summaries.

Integrate significant data into data analysis and program planning

Discuss with program leaders how the significant data you have recorded in this tool will be integrated with other self-assessment information and used during the data analysis process.

Your completed worksheets provide program leaders with a convenient packet of significant data from multiple data sources within your program. By reviewing this data *along with other self-assessment information*, leaders will obtain a thorough and comprehensive view of the program and will be better prepared to engage in a thorough data analysis and planning process to determine the future direction of program improvement and technical assistance efforts.

Update your programs' procedures and written plans for self-assessment, program planning, and T/TA planning to reflect how the information in this tool will be used in the process. This will help to ensure that your program fully utilizes all relevant data sources and will result in stronger systems throughout the program.