

# What Can Data From Three Dozen Head Start Programs Tell Us About HS and EHS Children and Families?

Presented by:

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# Link to Presentation

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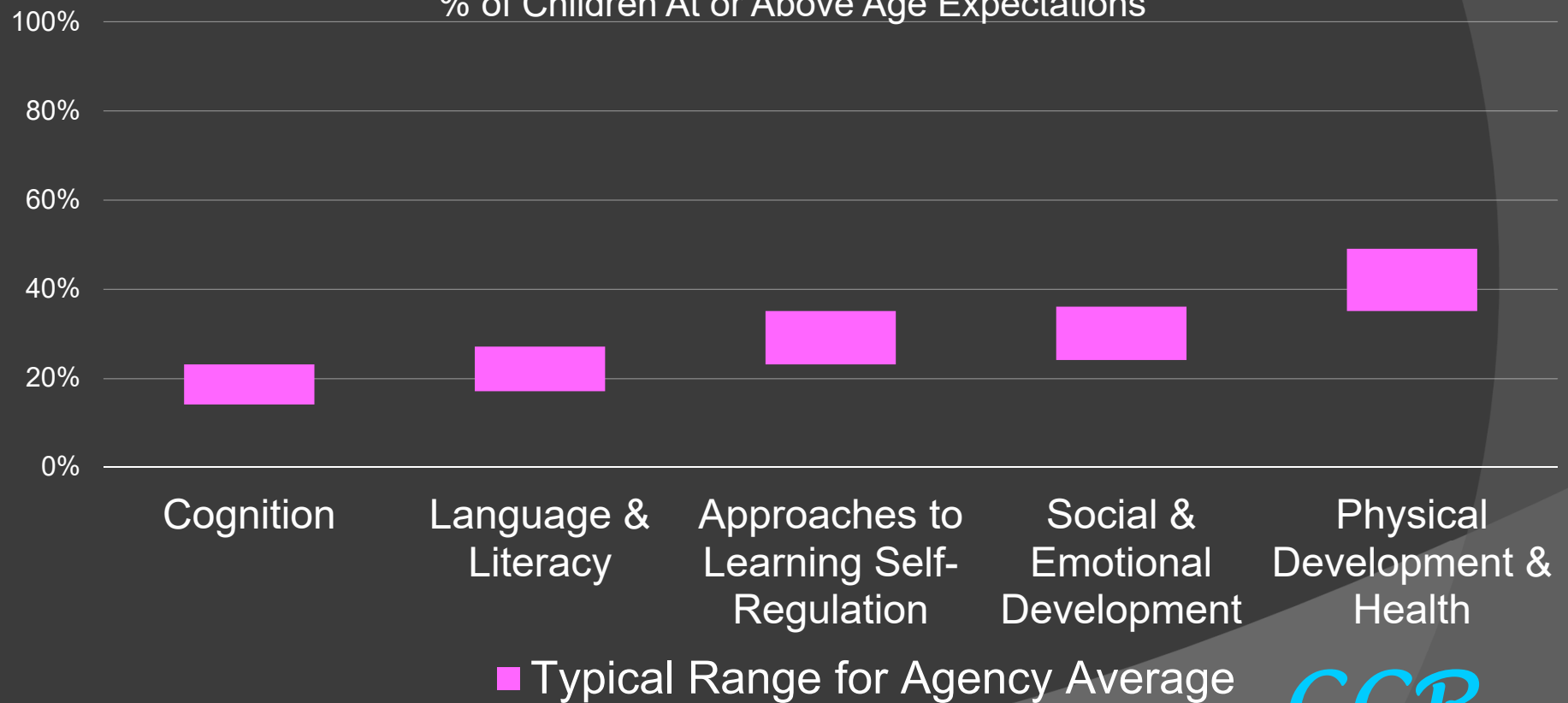
# Agenda

- ◎ Child Assessment Benchmarks
- ◎ Drivers of Child Development
- ◎ Data Stories, CQI, and FA2 Reviews
- ◎ Bonus Round – Grab Bag Examples
  - Family Assessments – What do parents want? What do we ask about?
  - Absent Reasons Data Quality
  - Child Assessment Data Quality
  - Putting it All Together – identifying High Need Children and High Need Classes.

# Child Assessment Benchmarks

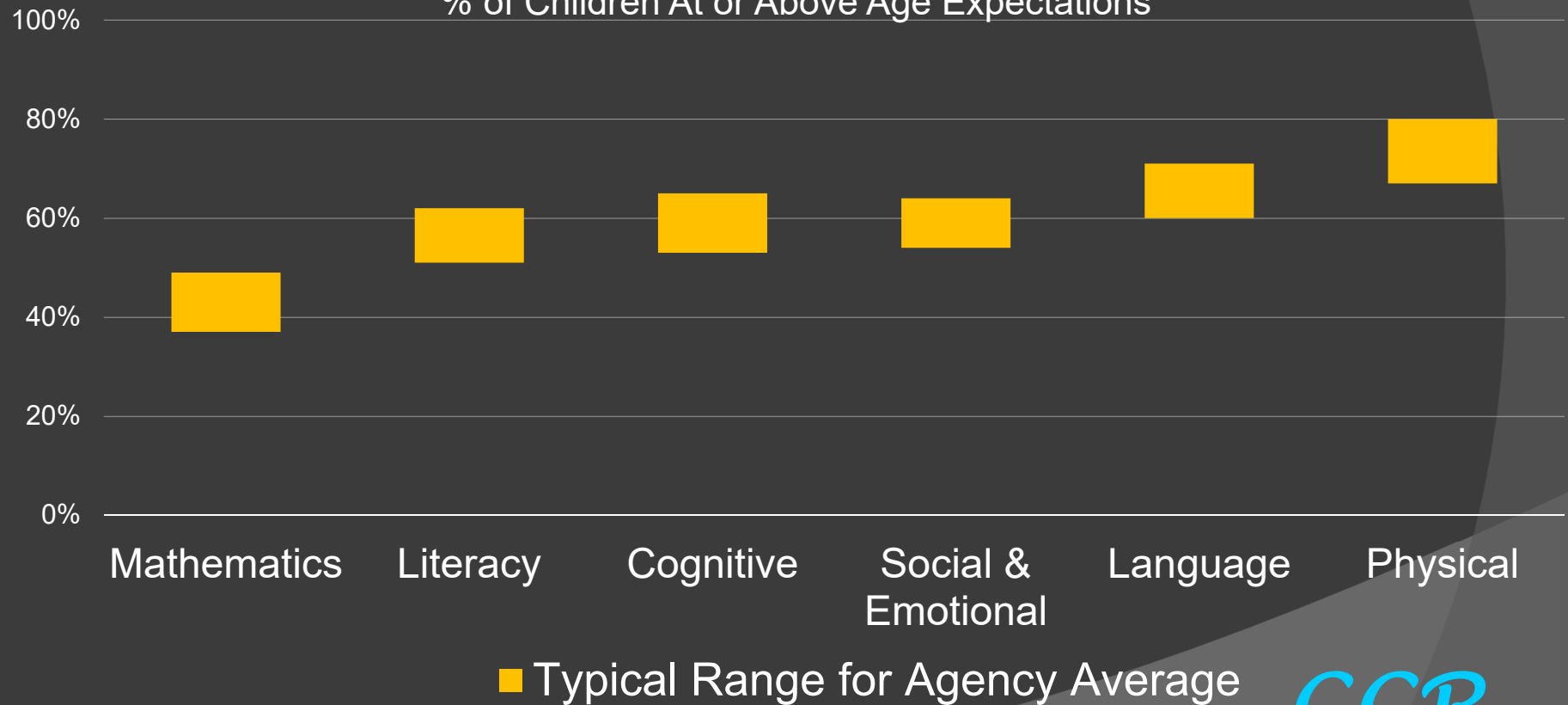
# DRDP Agency Benchmarks

## Agency Benchmarks DRDP 4 Year-Old Initial Assessment (fall) % of Children At or Above Age Expectations



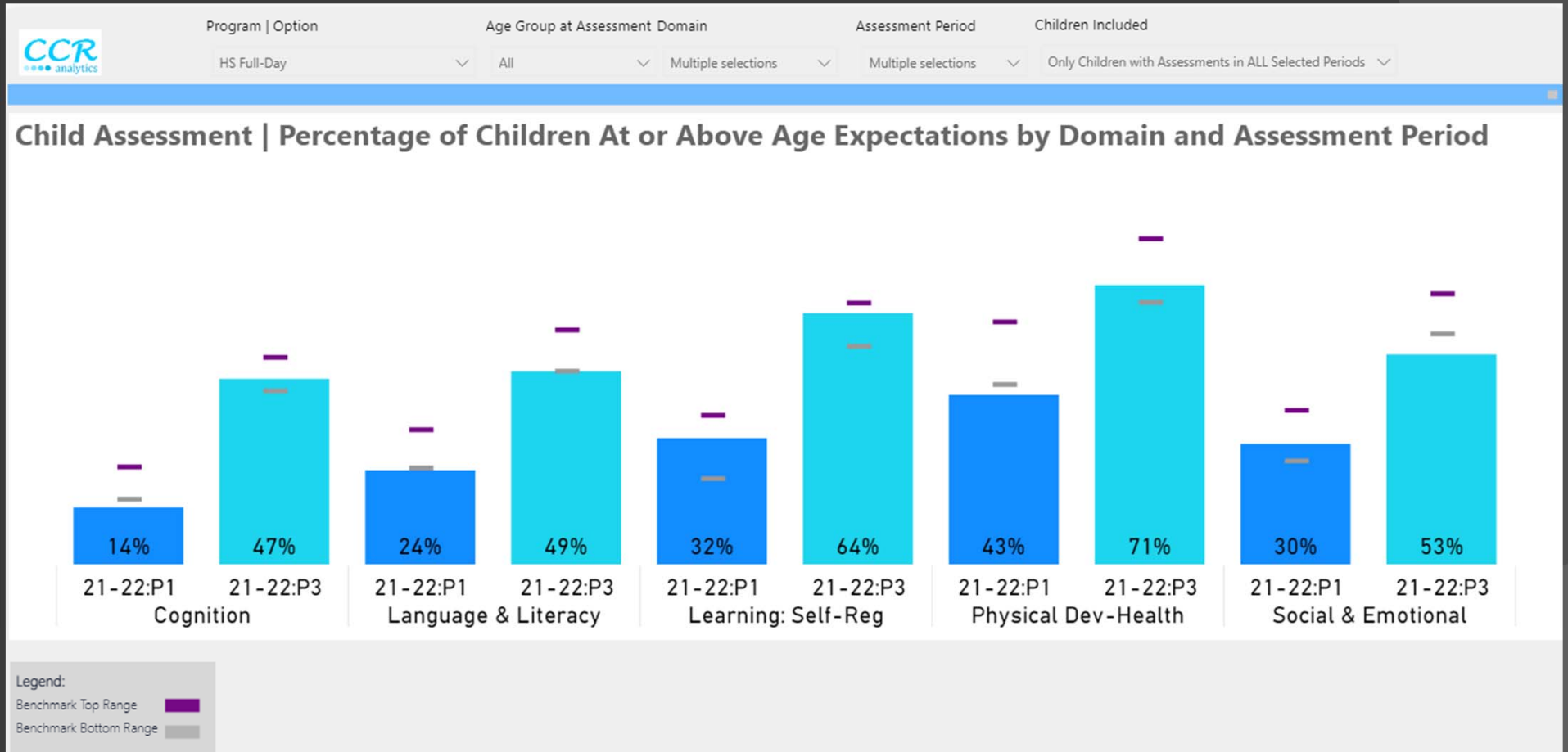
# TS Gold Agency Benchmarks

## Agency Benchmarks TS Gold 4 Year-Old Initial Assessment (fall) % of Children At or Above Age Expectations



■ Typical Range for Agency Average

# Dashboard Analysis of Agency Benchmarks



# Key Points to Keep in Mind with Benchmark Analysis

- ⦿ Be clear on the difference between agency benchmarks and child benchmarks.
- ⦿ Agency benchmarks need to differentiate based on age and assessment period.
- ⦿ Agency benchmarks can provide more nuance when looking at your child assessment data.



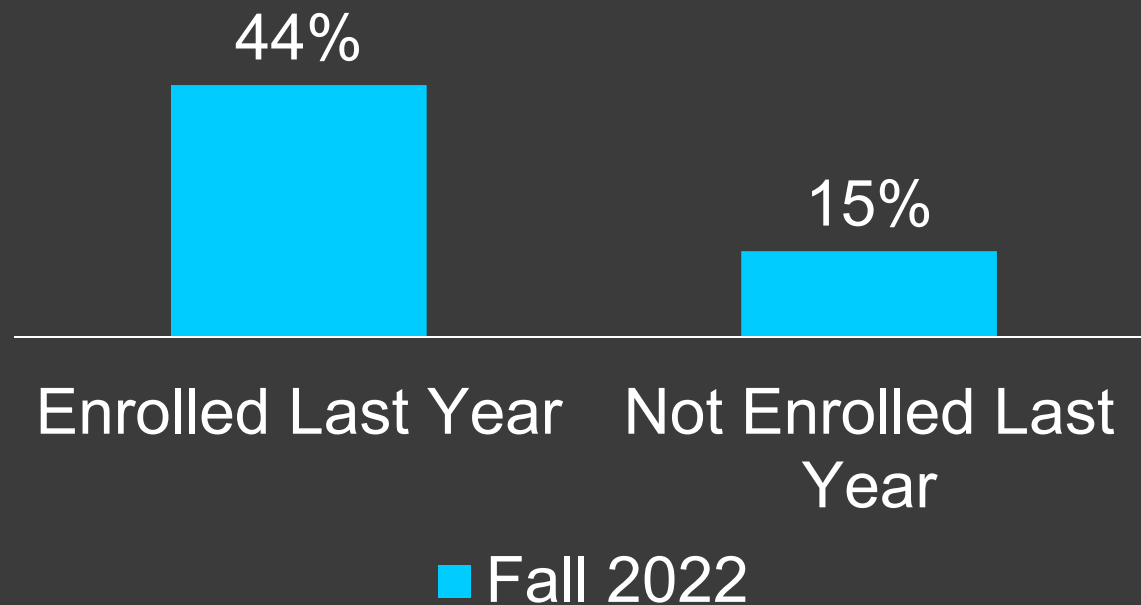
# Drivers of Child Development

# Program Factors vs Child/Family Characteristics

- Program Factors
  - Prior Year Participation
  - Chronic Absenteeism
  - CLASS
- Child/Family Characteristics
  - Parent Education
  - Family Composition

# Prior Enrollment Impact – Language & Literacy

## Language & Literacy Development % of Children At or Above Age Expectations



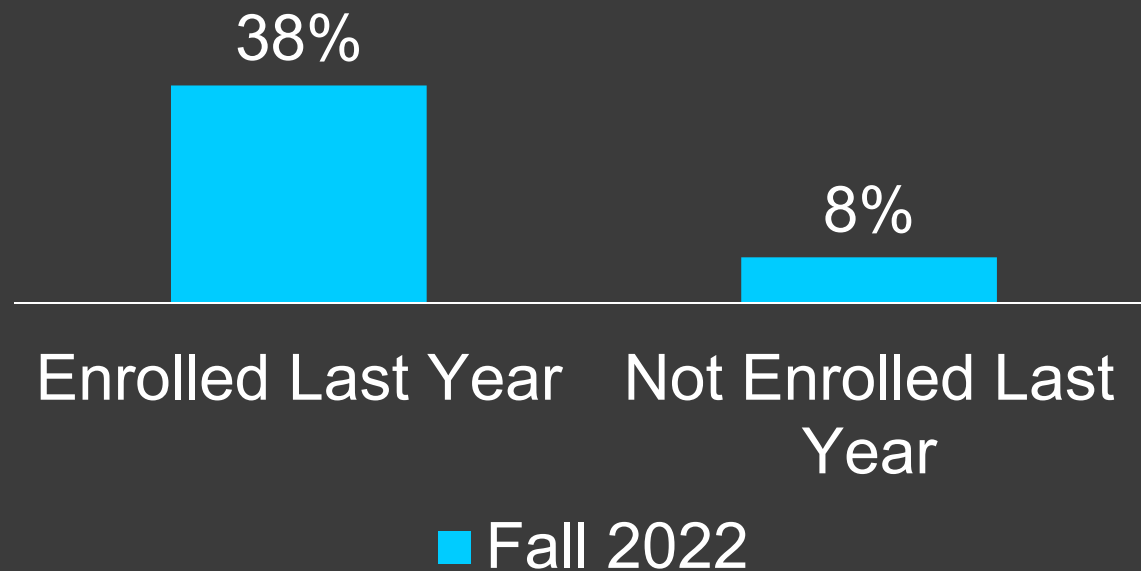
Tip for replicating at your agency:

- Filter on 4 year-old children – this controls for any differences in age groups and there are more 3 year-old HS slots than EHS slots.

# Prior Enrollment Impact – Mathematics

## Mathematics Development

% of Children At or Above Age Expectations



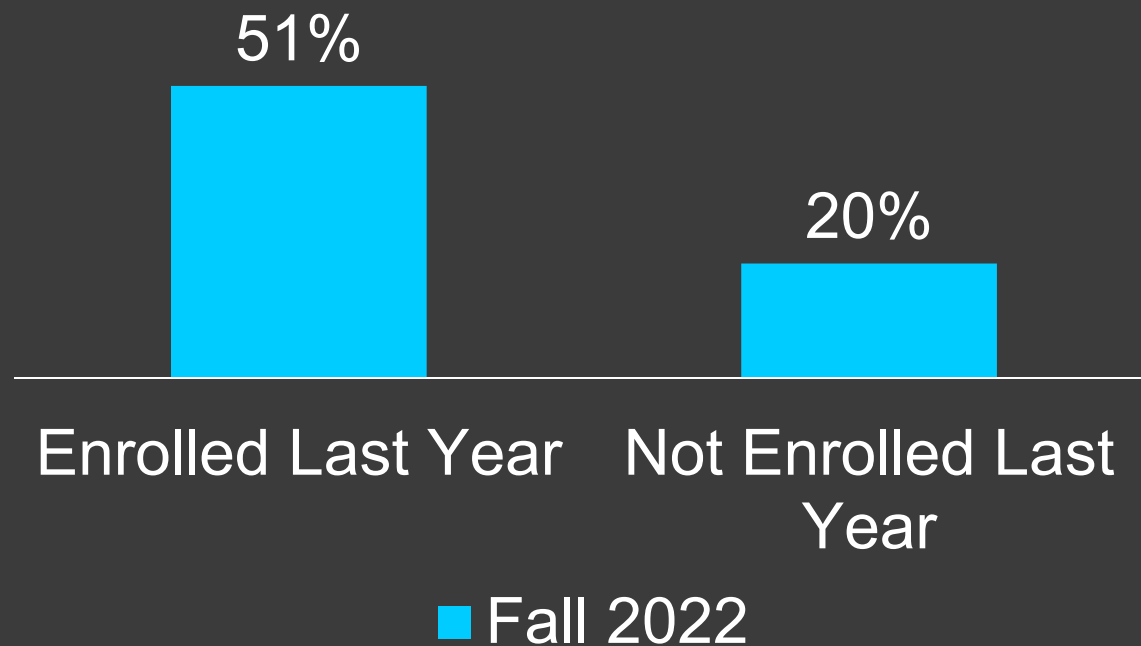
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# Prior Enrollment Impact – Social & Emotional

## Social & Emotional Development

% of Children At or Above Age Expectations



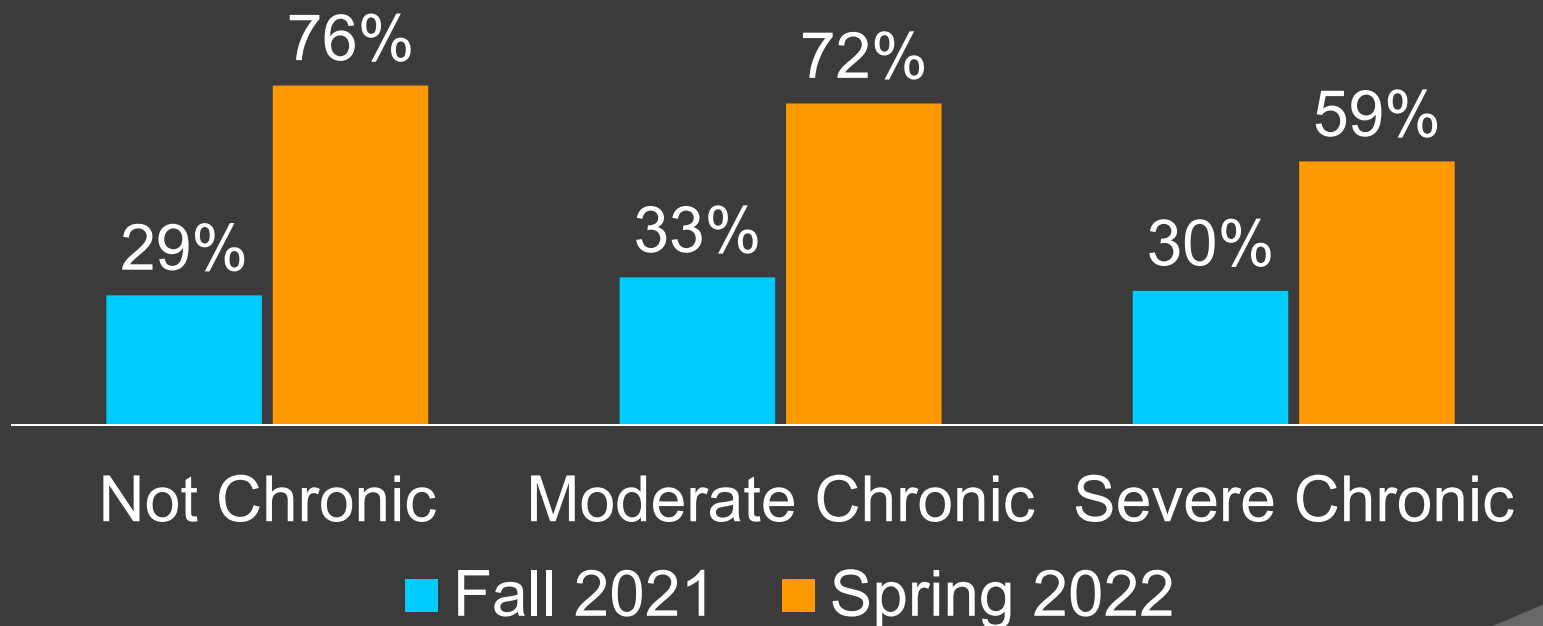
Tip for replicating at your agency:

- Filter on 4 year-old children – this controls for any differences in age groups and there are more 3 year-old HS slots than EHS slots.

# Attendance Impact – Mathematics

## Mathematics

% of Children At or Above Age Expectations



Not Chronic = Absence rate <10%

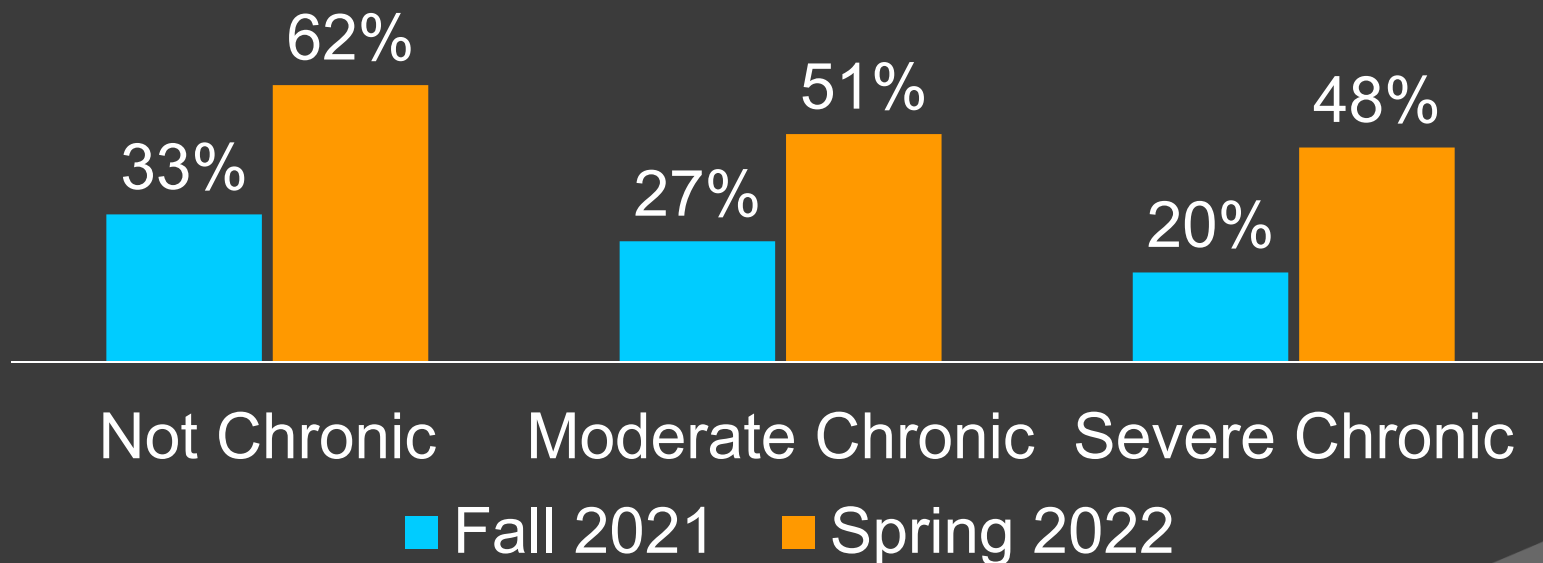
Moderate Chronic = absence rate 10% to 20%

Severe Chronic = absence rate >20%

# Attendance Impact – Language & Literacy

## Language & Literacy

% of Children At or Above Age Expectations



Not Chronic = Absence rate <10%

Moderate Chronic = absence rate 10% to 20%

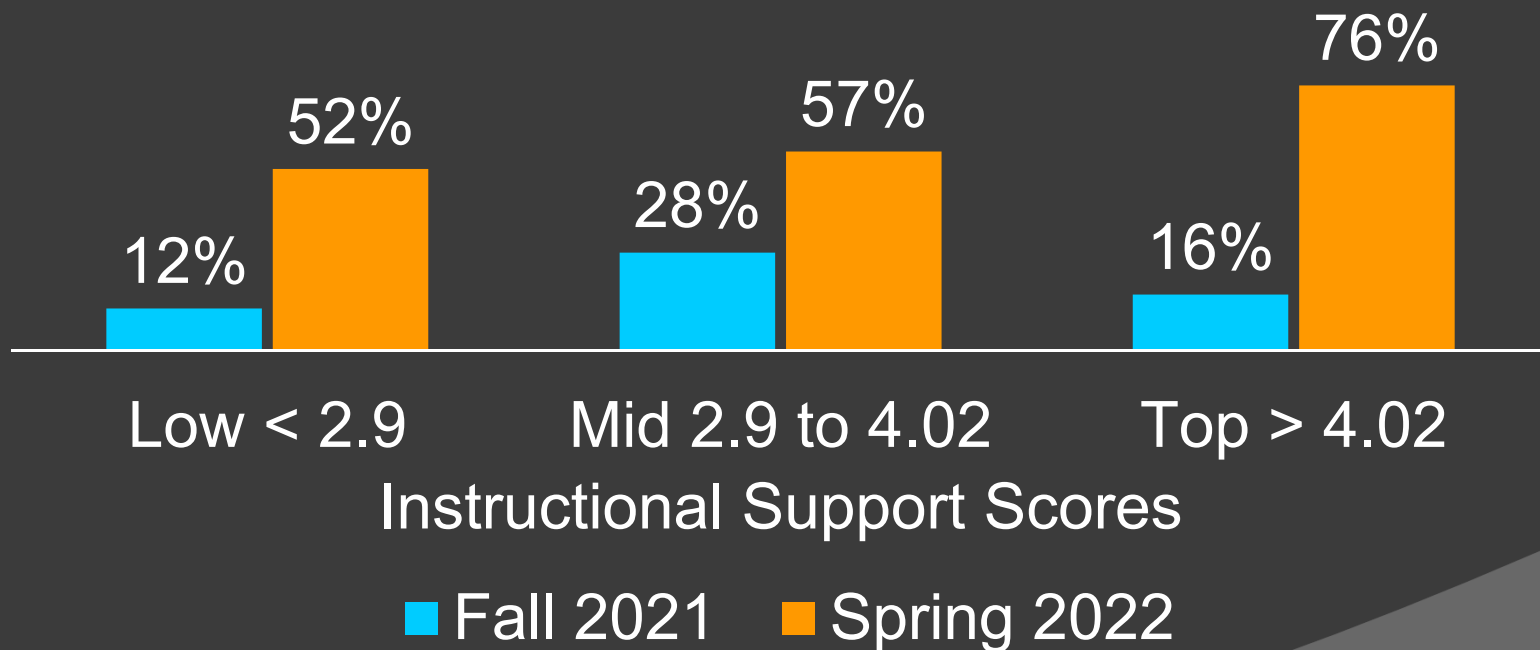
Severe Chronic = absence rate >20%

# CLASS Impact

## Instructional Support - Mathematics

### Instructional Support Impact On Mathematics

% of Children At or Above Age Expectations



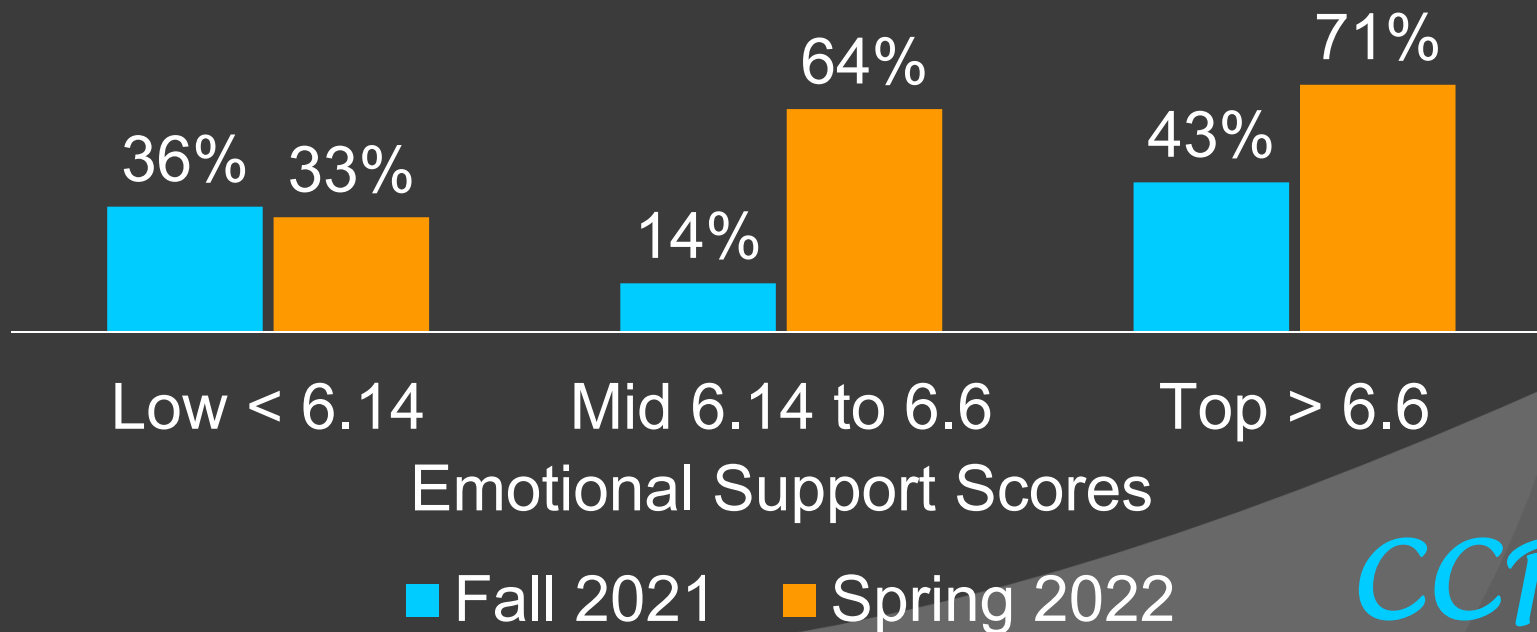


# CLASS Impact

## Emotional Support - Social & Emotional Dev.

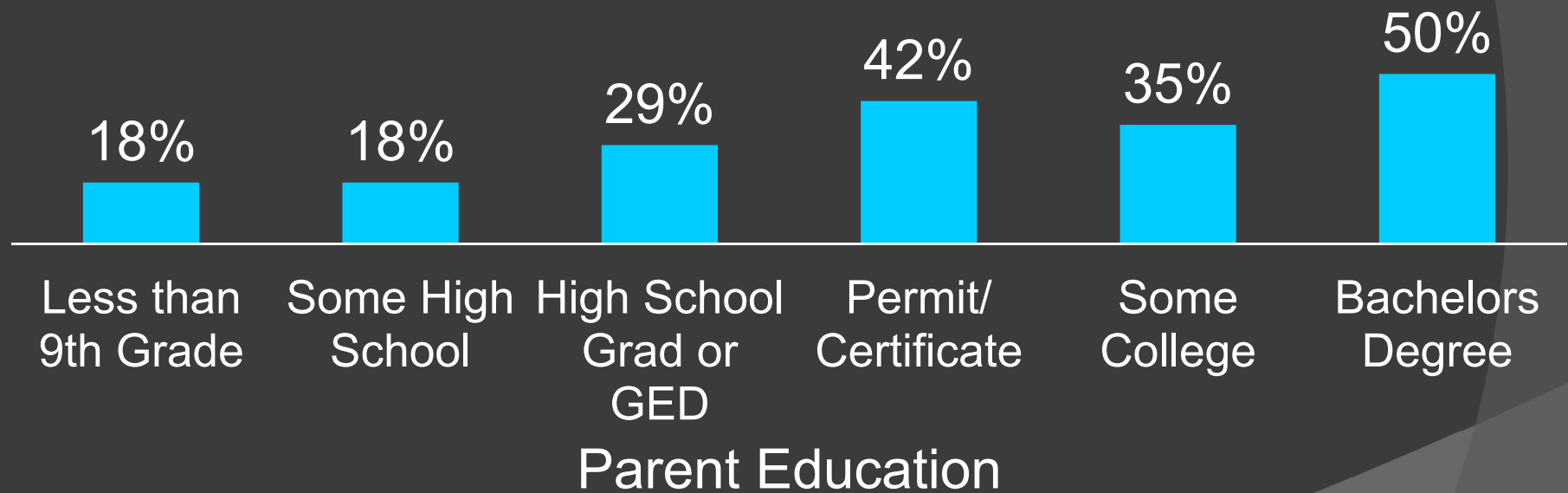
### Emotional Support Impact On Social & Emotional Child Development

% of Children At or Above Age Expectations



# Parent Education Impact – Language & Literacy

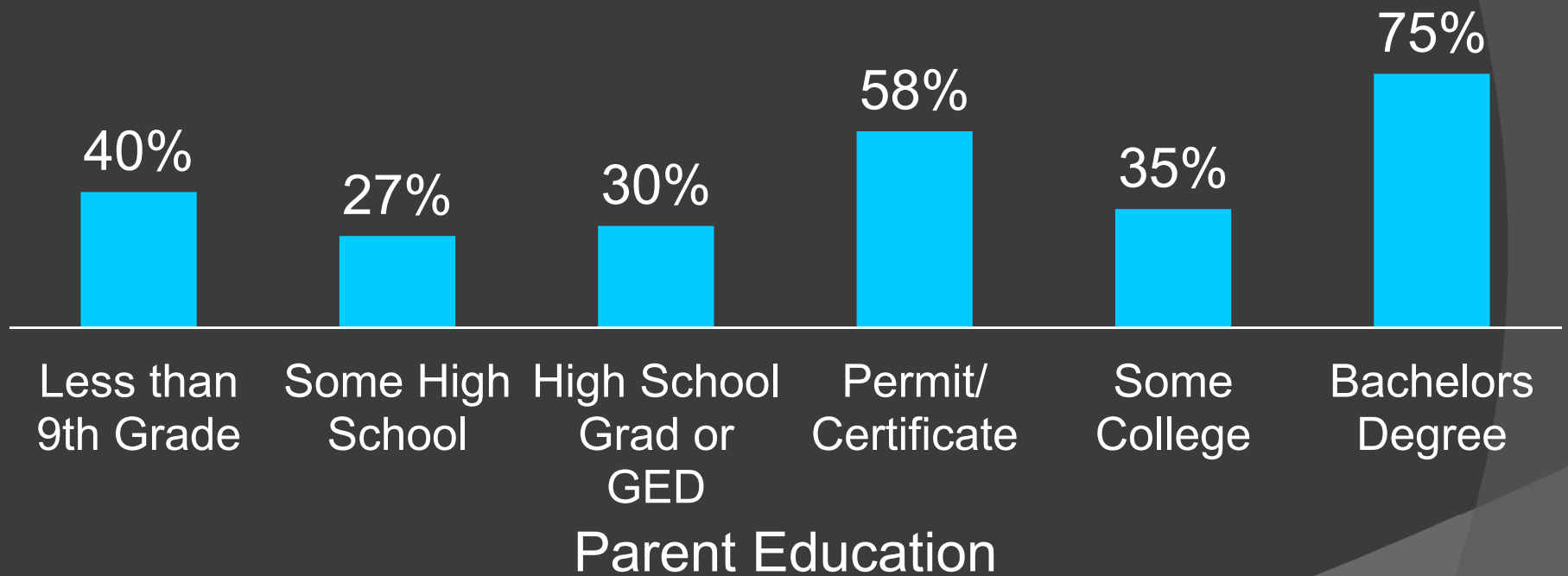
**Language & Literacy Development**  
% of Children At or Above Age Expectations



■ Fall 2022

# Parent Education Impact – Social & Emotional

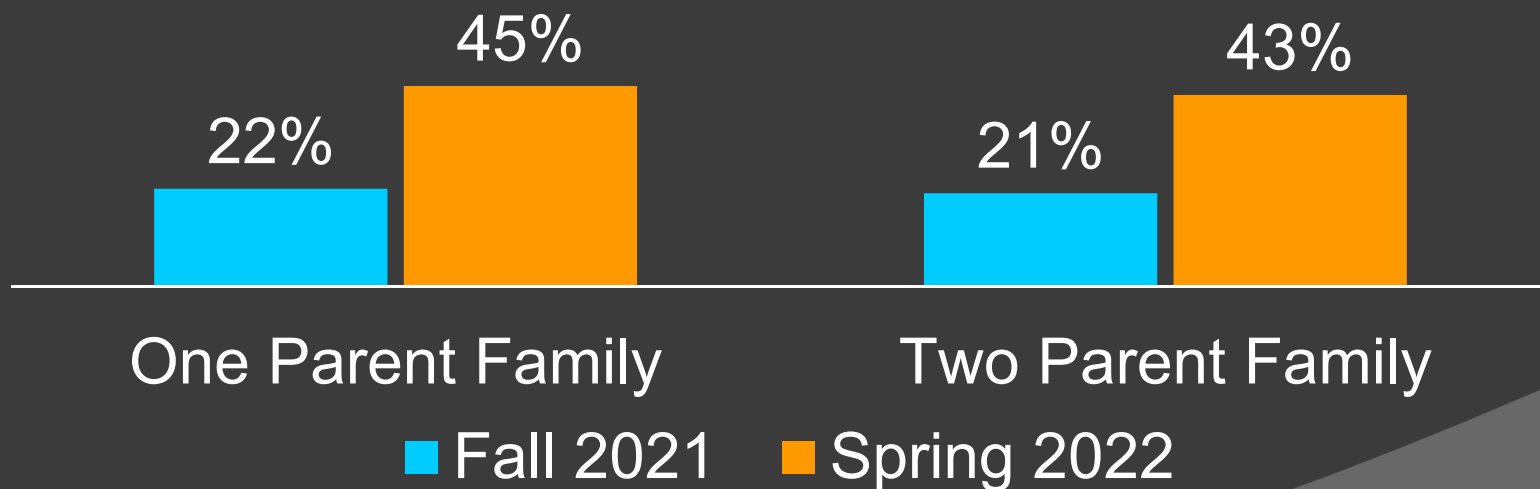
**Social & Emotional Development**  
% of Children At or Above Age Expectations



■ Fall 2022

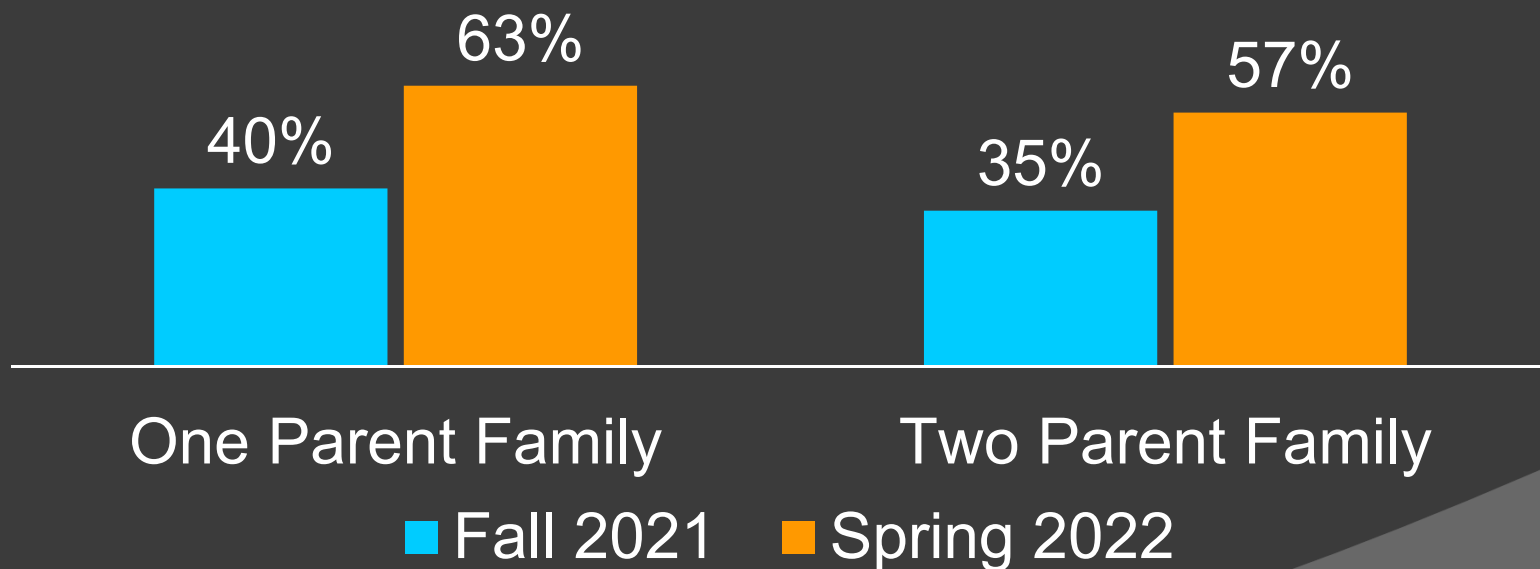
# Family Composition - Mathematics

## Family Composition Impact On Mathematics % of Children At or Above Age Expectations



# Family Composition – Social & Emotional

**Family Composition Impact On  
Social & Emotional Development**  
% of Children At or Above Age Expectations



# Discussion – Applying This To Your Program

- ⦿ Program Factors
  - Prior Year Participation
  - Chronic Absenteeism
  - CLASS
- ⦿ Child/Family Characteristics
  - Parent Education
  - Family Composition

# Data Stories, CQI, and FA2 Reviews

# Discussion with Rick Mockler

- ◎ Rick Mockler, Principal at Early Intel
  - Advocate for the improved use of CQI (Continuous Quality Improvement) in Head Start programs
  - Former Director of the California Head Start Association
  - Former Chief Quality Improvement Officer for the National Head Start Association
- ◎ Key Discussion Ideas
  - CQI – Continuous Quality Improvement
  - Data Stories
  - FA2 Reviews



# Kitsap: Streamlined Enrollment Process

**Problem Statement:** KCR's enrollment process is lengthy & cumbersome for families.

## Why:

- Application to entry 13-15 days.
- Pre-entry meeting time with parents 3-5.5.
- 123 items in over 30 pages of documents discussed.
- 38 of those items are duplicated at least 2-3 times each.

## Aim Statement:

- Reduce time of intakes by 3-5 days.
- Documentation streamlined by 10%.
- 50% reduction in duplication by fall 2021.

## Benefits at Almira:

- Data culture perspective shift.
- Increase communication at site level.
- Strengthen relationships team, families, children.

## Reflection:

- ★ Acknowledgement of problem.
- ★ Program and site team conversations & systems review.
- ★ Explore alternative methods of interviewing and gathering documentation.
- ★ Component area analysis of needs.
- ★ Test at site level beginning with the Almira team.



## Team Members

Connie  
Division  
Director



Jill  
Deputy  
Director



John  
FS/  
ERSEA  
Manager



Darcy  
Health  
Manager



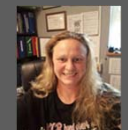
Berna  
Site  
Supervisor



Rachael  
Coach

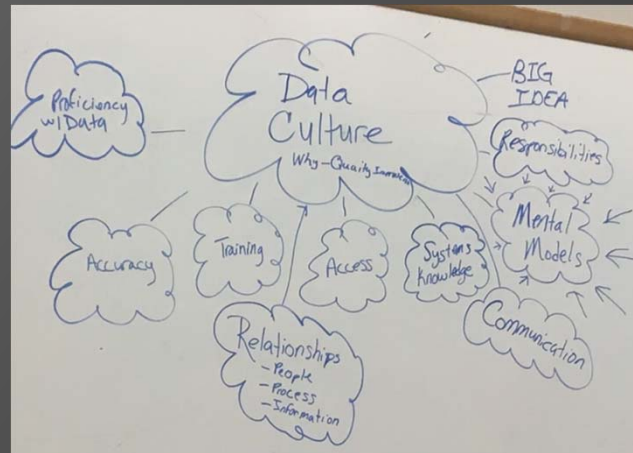


Darci  
Parent  
Engagement

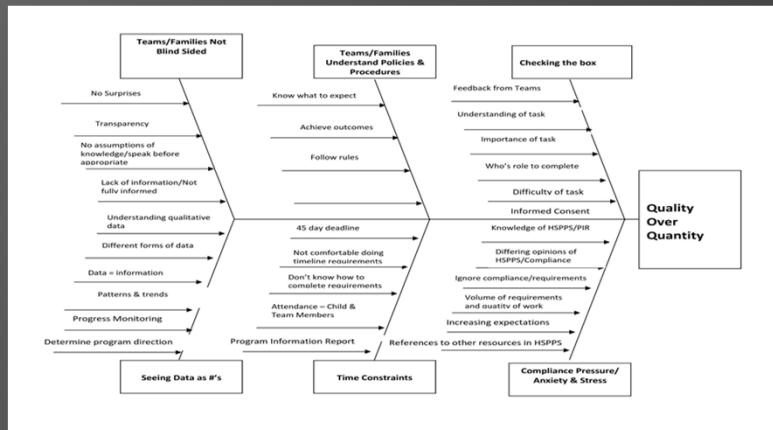


# OUR TEAM PROCESS

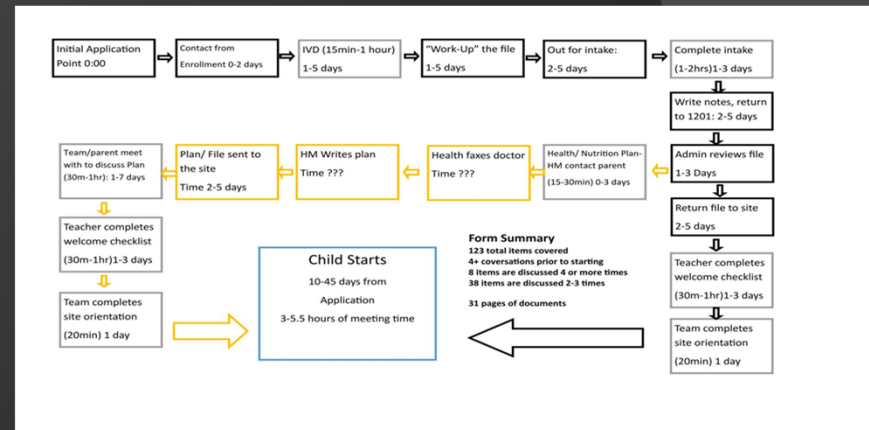
Brainstorm Session →



The CQI Way



Process: Enrollment to Start



## Dental Exams - Percentages

Wu Yee

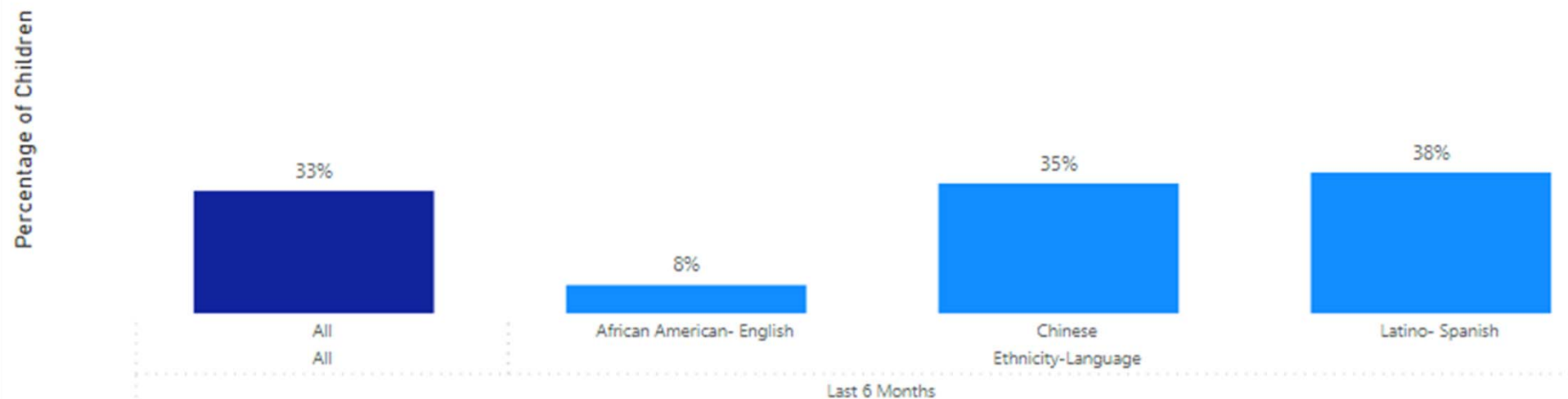
Time Frame

Last 6 Months

SchoolYear

2021-2022

### Percentage of Children with Dental Exams



### Percentage of Children with Dental Exams

Time Frame	Percentage of Children	Number of Children with Dental Exams	Out of Total Number of Children
⊖ Last 6 Months	33%	150	451
⊖ All	33%	150	451
⊖ Ethnicity-Language	35%	130	375
African American- English	8%	2	26
Chinese	35%	66	187
Latino- Spanish	38%	62	162
<b>Total</b>	<b>33%</b>	<b>150</b>	<b>451</b>

# Dental Equity Map

Wu Yee

Time Frame

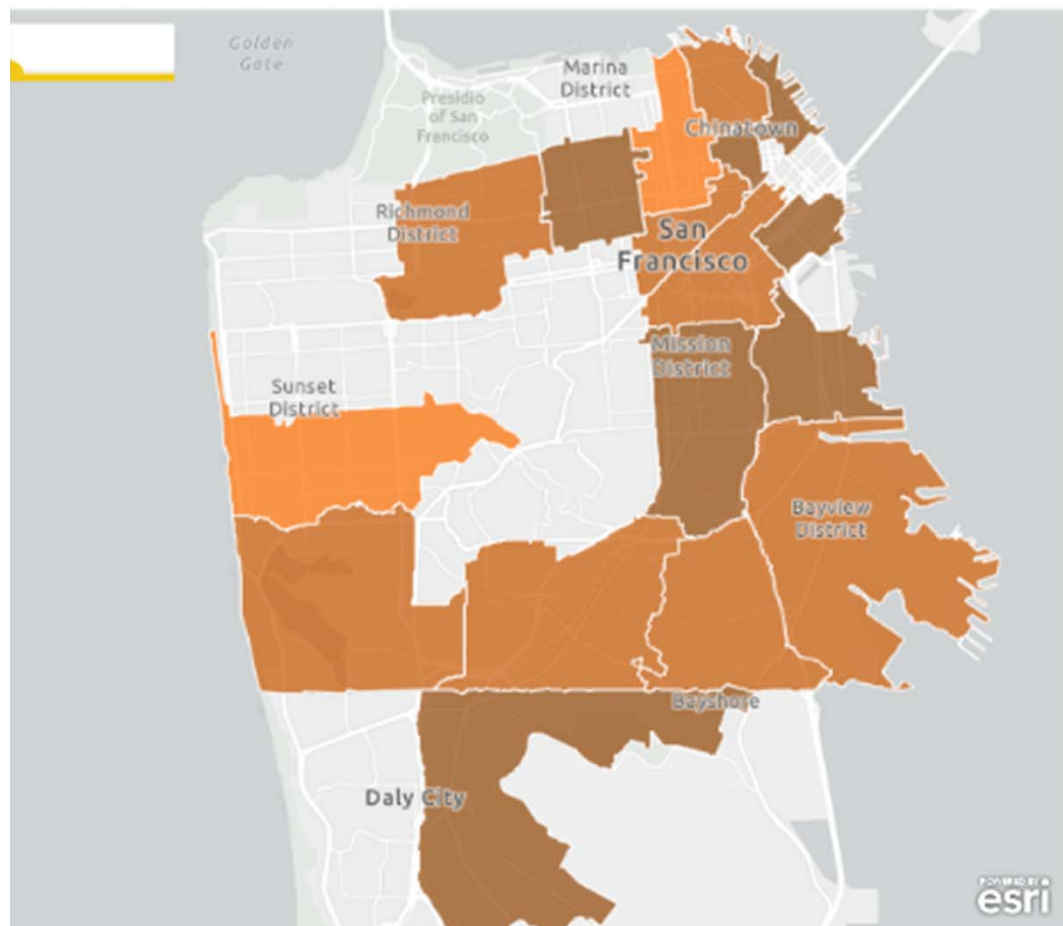
Last 6 Months

SchoolYear

2021-2022

Event Type

Dental Exam



Family Zip Code	Number of Children with Dental Exams	Out of Total Number of Children	Percentage of Children with Dental Exams
94116	4	7	57%
94109	13	33	39%
94124	28	75	37%
94134	21	61	34%
94102	13	38	34%
94112	27	81	33%
94118	2	6	33%
94132	6	18	33%
94133	12	36	33%
94103	7	23	30%
94014	2	7	29%
94107	2	8	25%
94110	4	16	25%
94115	2	9	22%
94108	6	28	21%
94111	1	5	20%
<b>Total</b>	<b>150</b>	<b>451</b>	<b>33%</b>

# Dental Equity Map

Wu Yee

Time Frame

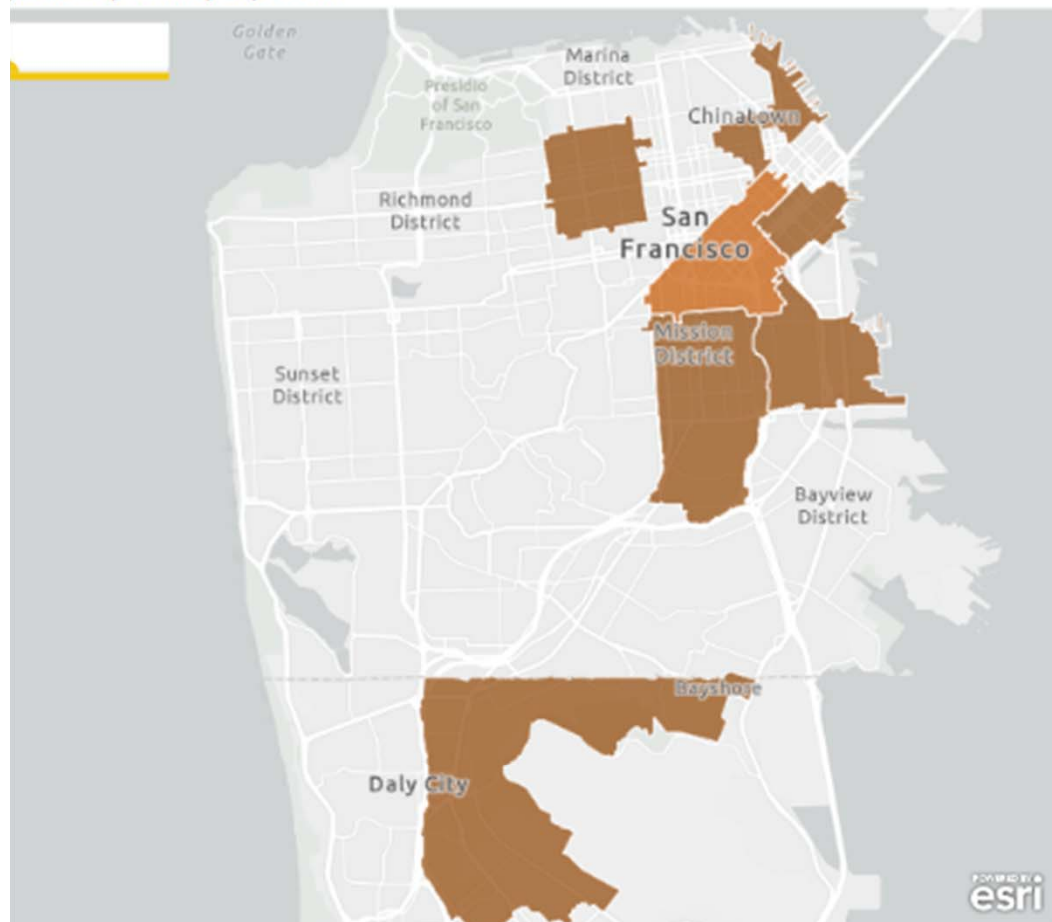
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94115	2	9	22%
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Total	150	451	33%

# Bonus Round – Grab Bag Examples

# Examples of Head Start Data Use

- ◎ Family Assessments – What do parents want? What do we ask about?
- ◎ Absence Reasons Data Quality Checks
- ◎ Child Assessment Data Quality Checks
- ◎ Putting it All Together – identifying High Need Children and High Need Classes.

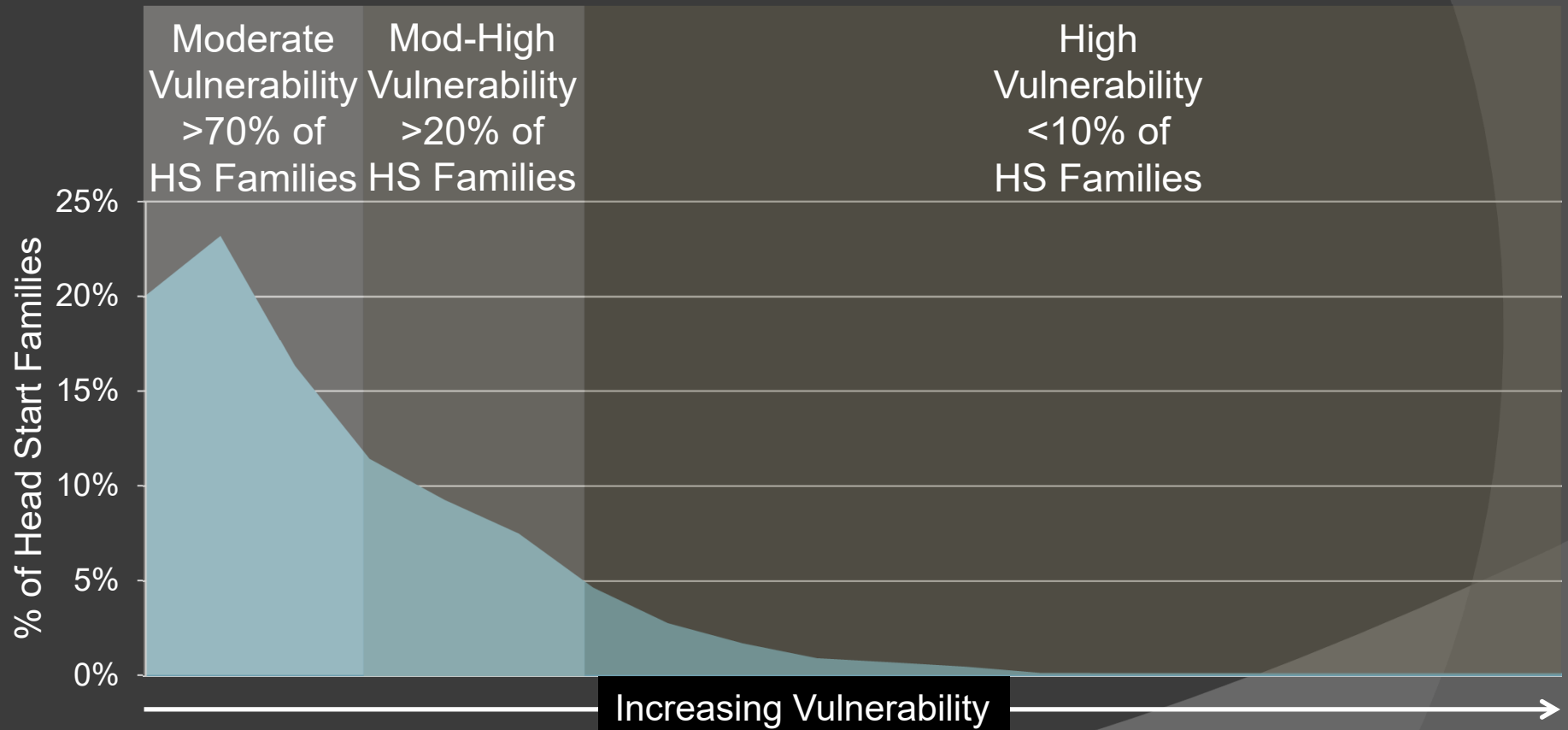


# How do Head Starts Create Value for Parents and Families? - Parenting Supports

Top 10 Areas Where Parents Want Information or Help from HS	Top 10 Supports that Parents Find Very Helpful
<ul style="list-style-type: none"><li>• Activities I can do to help my child learn &amp; grow</li><li>• How to get my child ready for Kindergarten</li><li>• Choosing and enrolling in Kindergarten</li><li>• How to help my child cope with change</li><li>• Parenting skills</li><li>• Healthy eating for my family</li><li>• Advocating for my child</li><li>• Helping in my community</li><li>• How to make a home safe for children</li><li>• English as a second language</li></ul>	<ul style="list-style-type: none"><li>• Your confidence that your child will succeed in elementary school?</li><li>• With activities to help your child learn at home?</li><li>• You understand the ways your child learns?</li><li>• You encourage creative play at home?</li><li>• You value your child's strengths?</li><li>• You learn the skills your child needs in Kindergarten?</li><li>• You find ways to support your child's good behavior?</li><li>• Get you to read to your child?</li><li>• You value your home language in your child's learning?</li><li>• You learn about the educational supports your child has the right to?</li></ul>



# The Vast Majority of Head Start Families Have Moderate Vulnerability



# Are You Asking the Right Questions?

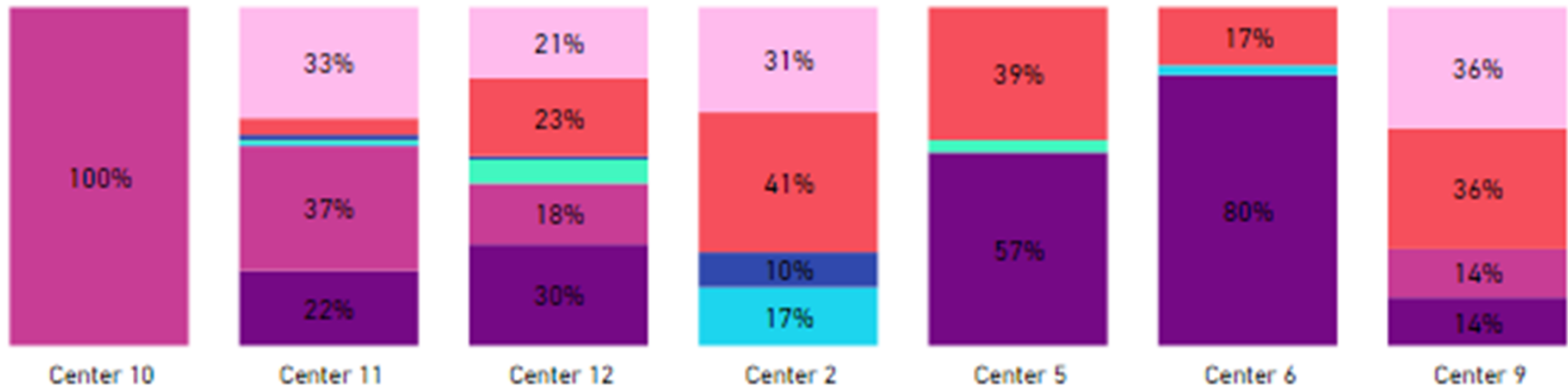
- ◎ We reviewed 47 Family Assessment Tools used in Head Start.
- ◎ 21% of the tools asked NO questions in the areas of:
  - Parent-Child Relationships
  - Families as Lifelong Educators

# Reviewing Absences Reason for Quality

## C. Absence Reason for Selected Time Frame by Attribute

PERCENTAGE ABSENT REASON (EXCLUDES PRESENT)

Site



Absence Reason Description ● Blank ● COVID ● Family Situation ● No Transportation ● Other ● Sick ● Unexcused

# Child Assessment Data Quality

- Look at the % of ratings 3 or more developmental levels below age expectations.
  - Exclude children with an IEP or IFSP.
- Identify classes with a higher percentage of ratings in this area (we use 5% of ratings).
- Review the portfolios of these classes, you may find:
  - Teacher needs more training to accurately assess children or
  - The class has a high concentration of high need children and the teacher (&children!) may benefit from additional support.

# Identify High Need Children & Families

- ⦿ Look for children with a combination of high need or risk factors:
  - Child is below Age Expectations on Multiple Domains.
  - Family has multiple identified needs.
  - Child is chronically absent.
  - Other characteristics that you find to be impactful on your children (eg parent education).
- ⦿ Prioritize creating interventions and supports for these children and families.

# Identify High Need Classes

- ⦿ Look for classes with
  - higher numbers of children below age expectations,
  - more children chronically absent, and
  - more families with identified needs.
- ⦿ These are your high need classes. Teachers (and children!) may benefit from additional supports.

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