

*Integrated Child and Family Analysis
Will Drive Integrated Action*

Exploring the Link Between Family Outcomes and Child Outcomes

CCR

●●● analytics

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Introductions and Handouts

- Who Are We?
- Who Are You?
 - Do you work primarily on Child Development, Family Engagement, or Both?
 - To assess Child Development, do teachers in your program use the DRDP, TS Gold, Work Sampling, something else, or I have no idea what those teachers are up to?
- Handouts
 - Where can I get a copy of the presentation?
 - How can I get a copy of the CCR Strengths, Needs, and Interest Parent Survey?
 - Agenda for today...

Integrated Child and Family Analysis Will Drive Integrated Action

Agenda

- Introductions and Handouts
- A Little History
- What Are We Measuring? **Outcomes** vs. **Assessments** vs. **Process**
- Data Used in Today's Presentation
 - CCR Strengths, Needs, and Interests Parent Survey
 - Desired Results Developmental Profile (DRDP) 2015
- Fun with Scatter Plots!
- **The Main Event!** A Dynamic and Integrated Analysis of Child and Family Data
- Data Skills Continuum

Head Start's Commitment To Family Engagement Goes All The Way Back To Its Inception

FEBRUARY 19, 1965

RECOMMENDATIONS FOR A HEAD START PROGRAM

BY

PANEL OF EXPERTS

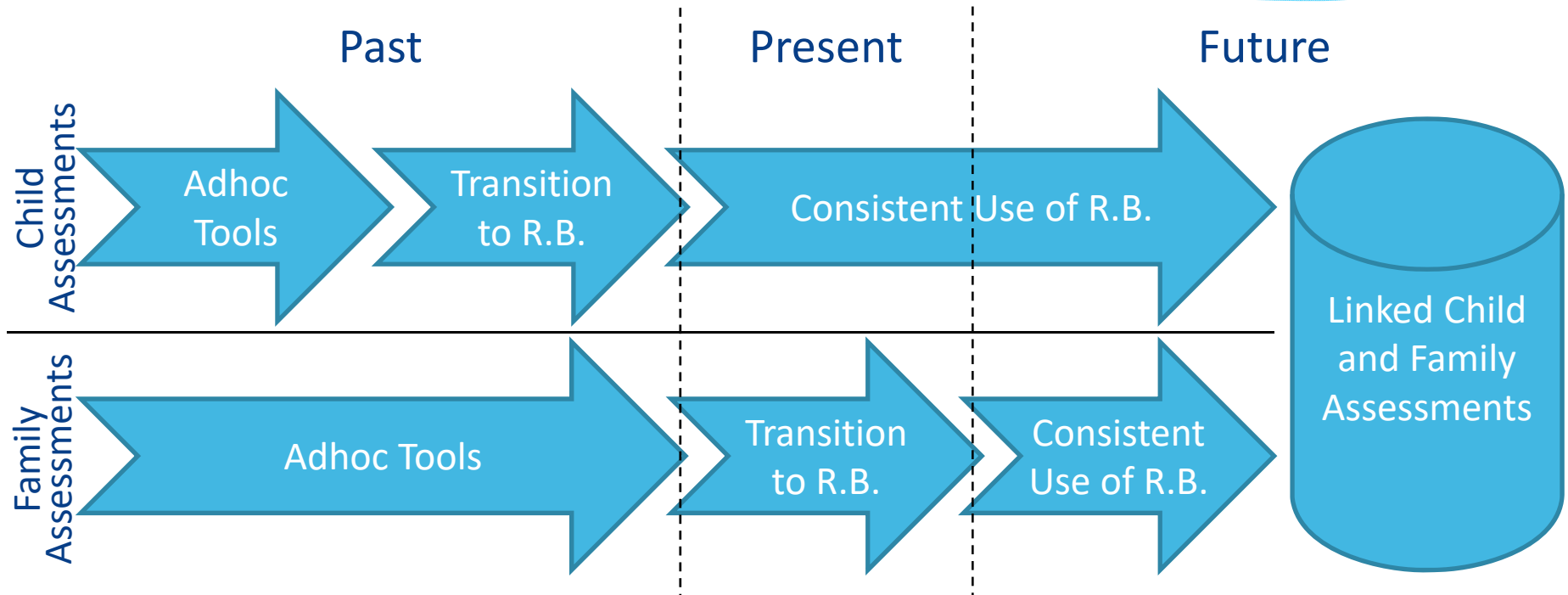
CHAIRMAN DR. ROBERT COOKE
JOHNS-HOPKINS UNIVERSITY

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF CHILD DEVELOPMENT
WASHINGTON, D.C. 20201

3. It is clear that successful programs of this type must be comprehensive, involving activities generally associated with the fields of health, social services, and education. Similarly it is clear that the program must focus on the problems of child and parent and that these activities need to be carefully integrated with programs for the school years. During the early stages of any program assisted by the Office of Economic Opportunity, it would be preferable to encourage comprehensive programs for fewer children than to attempt to reach vast numbers of children with limited programs. The Office of Economic Opportunity should generally avoid financing programs which do not have at least a minimum level and quality of activities from each of the three fields of effort.

“It is clear that successful programs of this type—must be comprehensive, involving activities generally associated with the fields of health, social services, and education. Similarly it is clear that the program must focus on the problems of child and parent and that these activities need to be carefully integrated with programs for the school years.”

Head Start Assessment Data – Past, Present, and Future



R.B. – Research Based. Assessment tools built on our best knowledge of families and children and tested for reliability and validity.

What Are We Measuring?

We talk like this...

...but act like that

Outcome Measures

The impact the program is having on children and families

- How much did the program contribute to child learning and development?
- In what ways did families benefit from the program?
- How much did the program help parents and families?

Assessment Measures

The abilities, wellbeing, or satisfaction of children and families

- What is the developmental level of children in the program?
- Are children progressing?
- What are children's strengths and needs?
- What are parents' & families' strengths and needs?

Process Measures

The actions taken by the program.

- How many referrals did we provide?
- How many family goals were completed?
- How many children were enrolled and how many hours did the participate?
- What curriculum did we use?

The Data We Are Looking At Today

- CCR Strengths, Needs, and Interests Parent Survey
 - Survey based approach to family assessment
 - Built around the Head Start Parent Family and Community Engagement Framework
 - Creates Family Vulnerability Score which correlates to child development
- Desired Results Developmental Profile (DRDP) 2015
 - Observation based child assessment tool
 - Similar to TS Gold or Work Sampling
 - Assesses children on up to 11 domains

Demographics and Education

Q7 What is your highest level of education?

<9th grade

Some college, no degree....

9th-12th, no diploma.....

Associates degree.....

High School Grad or GED

Bachelor's degree or higher

Q8 What level of education would you like to achieve?

No further education.....

Professional Certificate.....

High School Grad or GED...

Associates degree or higher

Parent Interest & Family Literacy

Section 2: Are you interested in learning more about...?

| | I need help now | Yes | No |
|--|--------------------------|--------------------------|--------------------------|
| 1 Activities I can do to help my child learn & grow | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 How to get my child ready for Kindergarten | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Choosing and enrolling in Kindergarten | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Parenting skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

In the last week, how many times did you:

| | 0 times | 1-2 times | 3-4 times | 5 or more |
|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| read to your child(ren)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| read to yourself for fun? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Self-Sufficiency Matrix

Section 4: For each area, which choice best describes you or your family?

Food

We meet our basic food needs without any help.

We meet our basic food needs with some help.

We get most of our food from a food bank or SNAP(CalFresh).

We often do not have enough food or a way to cook it.

Housing

We live in housing that is stable and good.

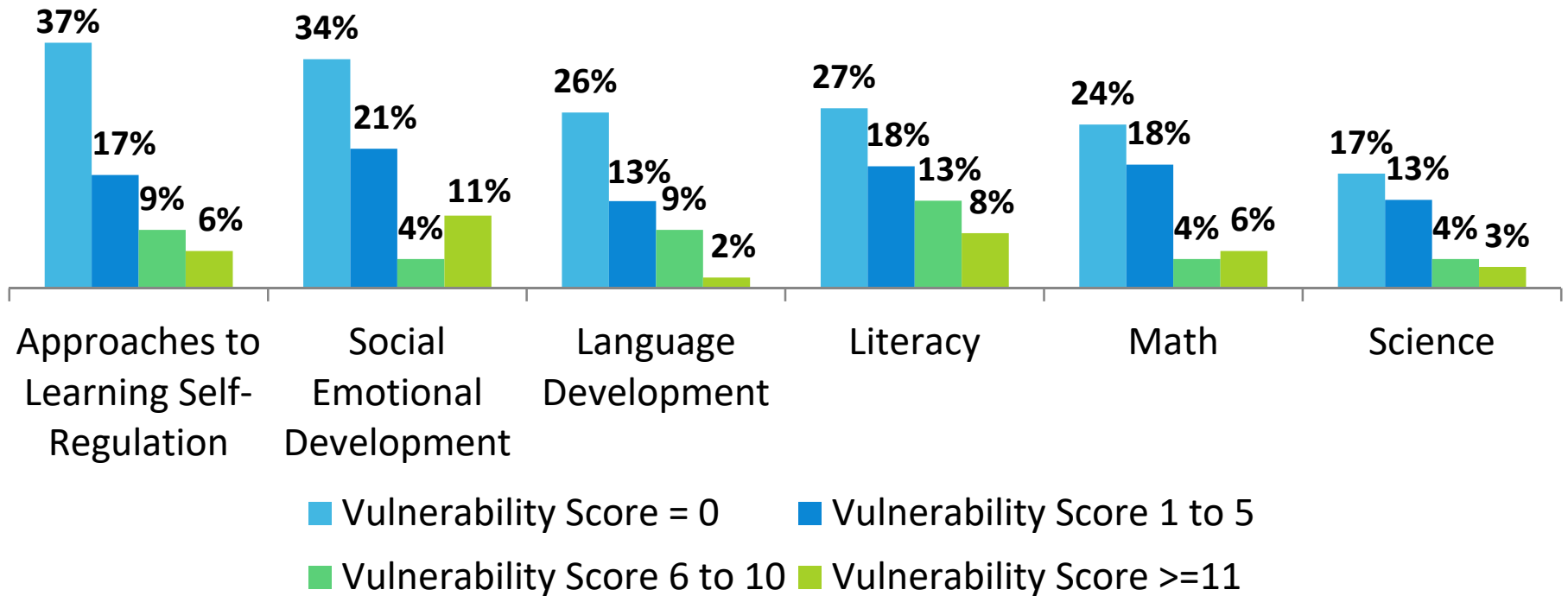
We live in housing that is stable and mostly okay.

We live in unstable or bad housing. Or we live with others as we have no choice.

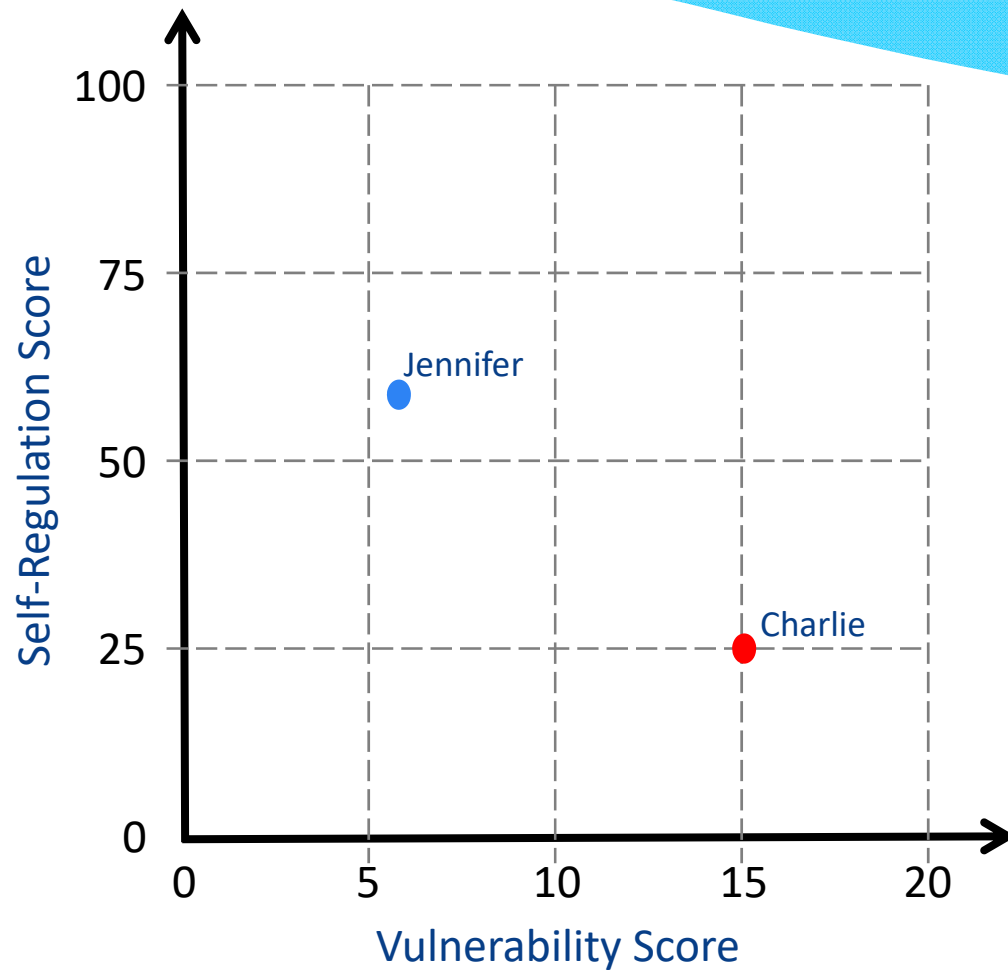
We are at risk of eviction. Or, we live in short-term housing, a shelter, a car, or on the streets.

Family Vulnerability Connects to Child Development

Higher Family Vulnerability Results in Lower Child Development
% of Children At or Above Age Expectations



Fun With Scatter Plots!



- Charlie
 - Vulnerability Score = 15
 - Self-Regulation Score = 25
- Jennifer
 - Vulnerability Score = 6
 - Self-Regulation Score = 60



Goal: Programs will produce integrated child and family data analysis driving integrated actions.

Step 1. Collect and Aggregate Child Assessment Data

Step 2. Collect and Aggregate Family Self-Sufficiency, Literacy and Vulnerability Data

Step 3. Link datasets using a data visualization software

This presentation uses a software called Tableau. It is one of many different data visualization tools that allow organizations to merge different types of data from different databases and even spreadsheets together to tell stories and perform analysis. Some of the other products that can create this type of analysis include: **Domo, Microsoft Power BI, Google Analytics, and SAP Analytics Cloud.**

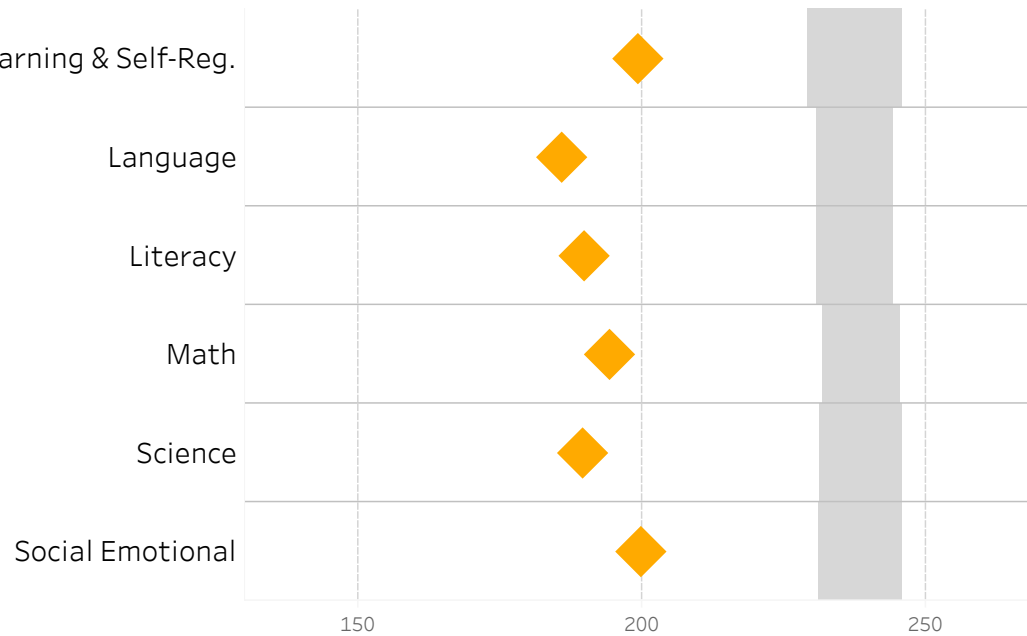
The following slides represent data from a real Head Start program. This data does not represent the Head Start population as a whole. The charts simply illustrate ways to present the child and family data together.



Child Assessment - Fall 2017 DRDP Initial Assessment

NOTE: The **orange diamonds** show the child's current developmental level. The gray shaded area shows the age adjusted expected level of development.

If the **orange diamonds** falls within the gray shaded area or exceeds it, the child is considered to be at or above age expectations.



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Child Assessment Fall 2017 Initial Assessment

ChildID:
53511

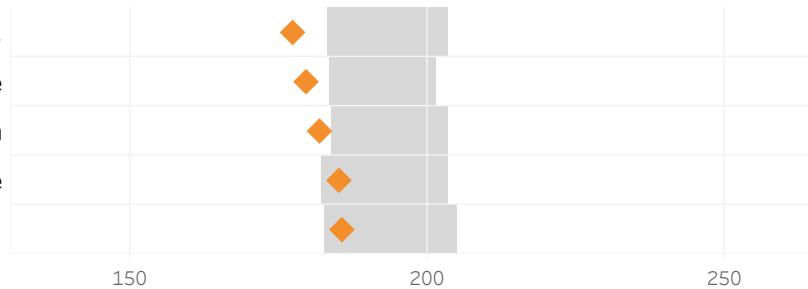
Apr. to Learning & Self-Reg.

Language

Math

Science

Social Emotional



Family Self Sufficiency

| | |
|---------------------------|---|
| A. Food | We meet our basic food needs with some help. |
| B. Parenting | I have difficulty dealing with my children's behavior. |
| C. Male Involvement | My children do not have a helpful male role model in their life. |
| D. Housing | We live in housing that is stable and mostly okay. |
| E. Social Support | We can count on 3 or more people to help us in a crisis. |
| F. On-Going Health Issues | No one in my home has an on-going health issue that impacts our daily life. |
| G. Community Safety | We feel safe in our neighborhood some of the time. |
| H. Employment | During the last 12 months I have worked as many hours as I want. |

Family Literacy Indicators

In the last week, how many times did the parent:

| | |
|---|-----------|
| read to your child(ren)? | 1-2 times |
| ask your child questions about a book? | 1-2 times |
| play with your child using writing materials? | 0 times |
| sing with your child? | 3-4 times |
| tell your child a story? | 1-2 times |
| read to yourself for fun? | 1-2 times |

Number of children's books in the home?

None

What is your current Educational level?

High School Grad or GED

What is your Educational goal?

No further education

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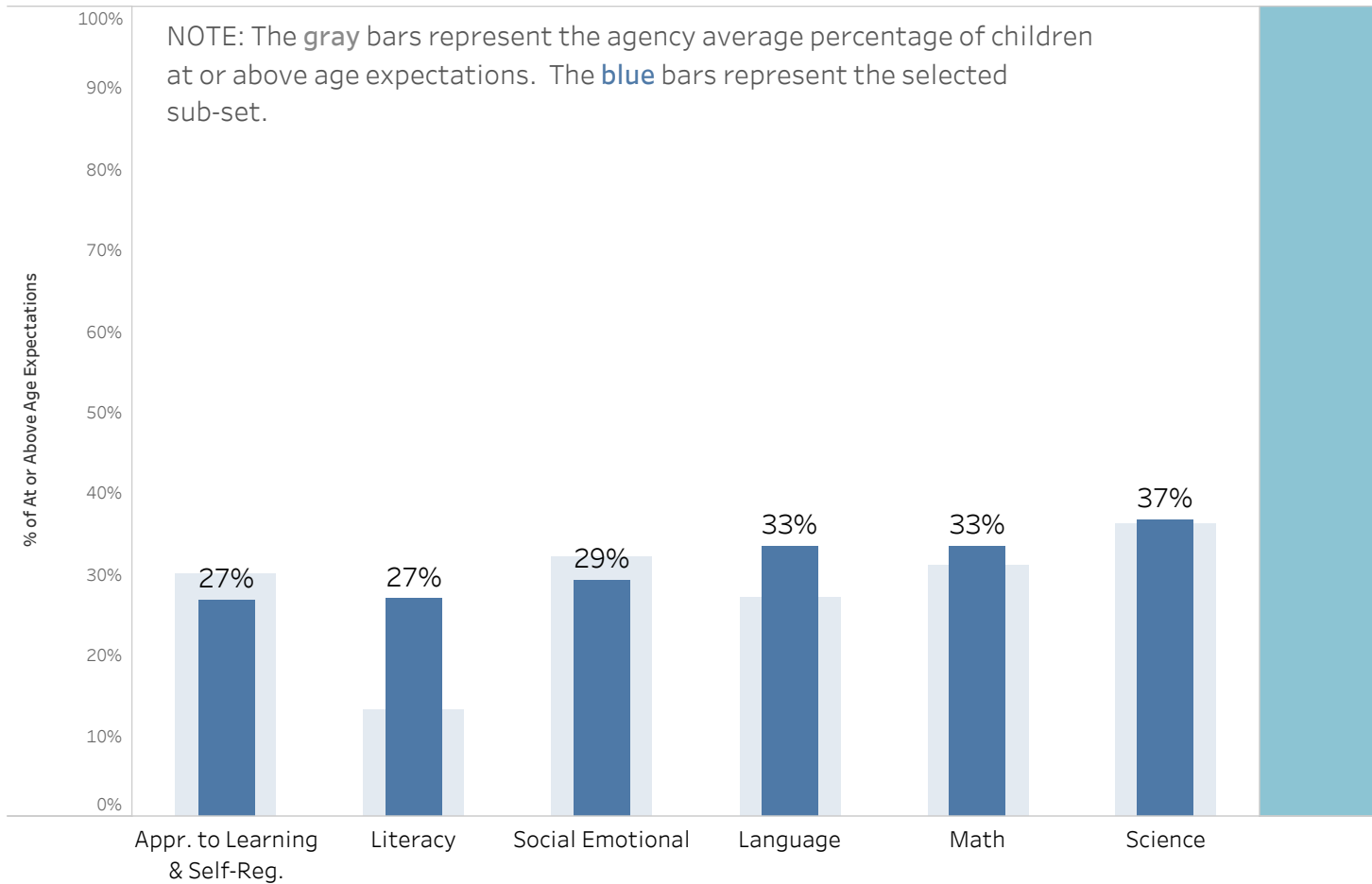
Site: Franklin
Assessment DRDP Fall 2017

Vulnerability Score Floor
0

Vulnerability Score Ceiling
53

Pick Classroom
Franklin

Percentage of Children At or Above Age Expectations
By Domain



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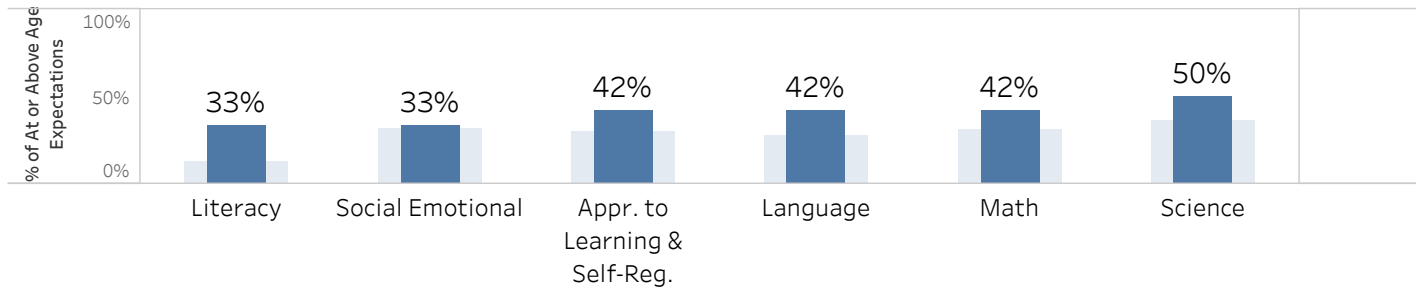




Site: Franklin
Assessment DRDP Fall 2017

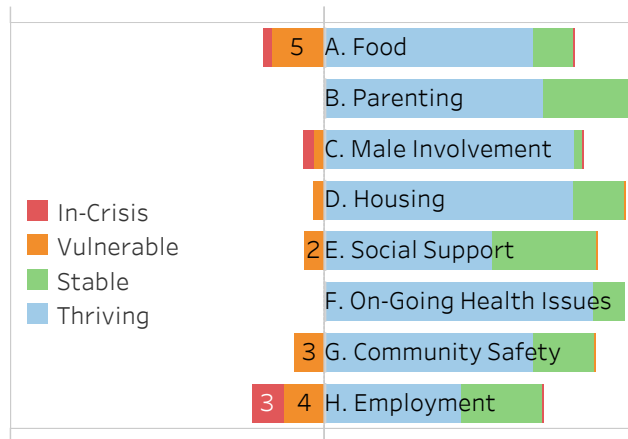
Percentage of Children At or Above Age Expectations
By Domain

Pick Classroom
Franklin



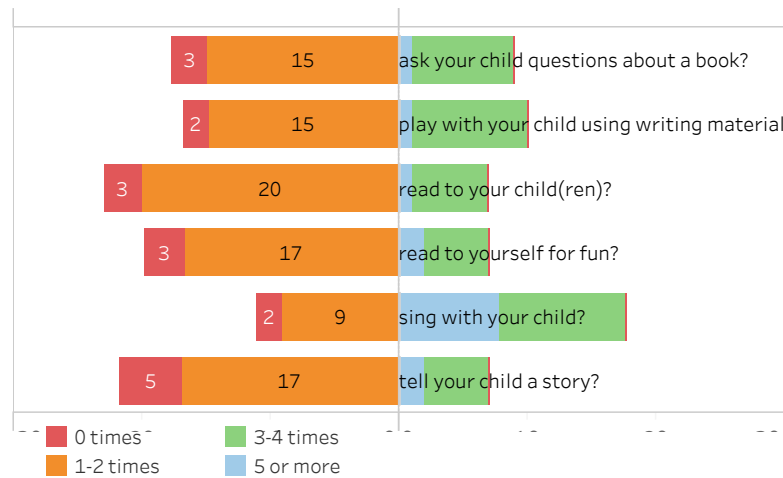
Family Self Sufficiency

Number of Families By Status



Family Literacy: How many times in the last week...

Number of Families By Activity Level



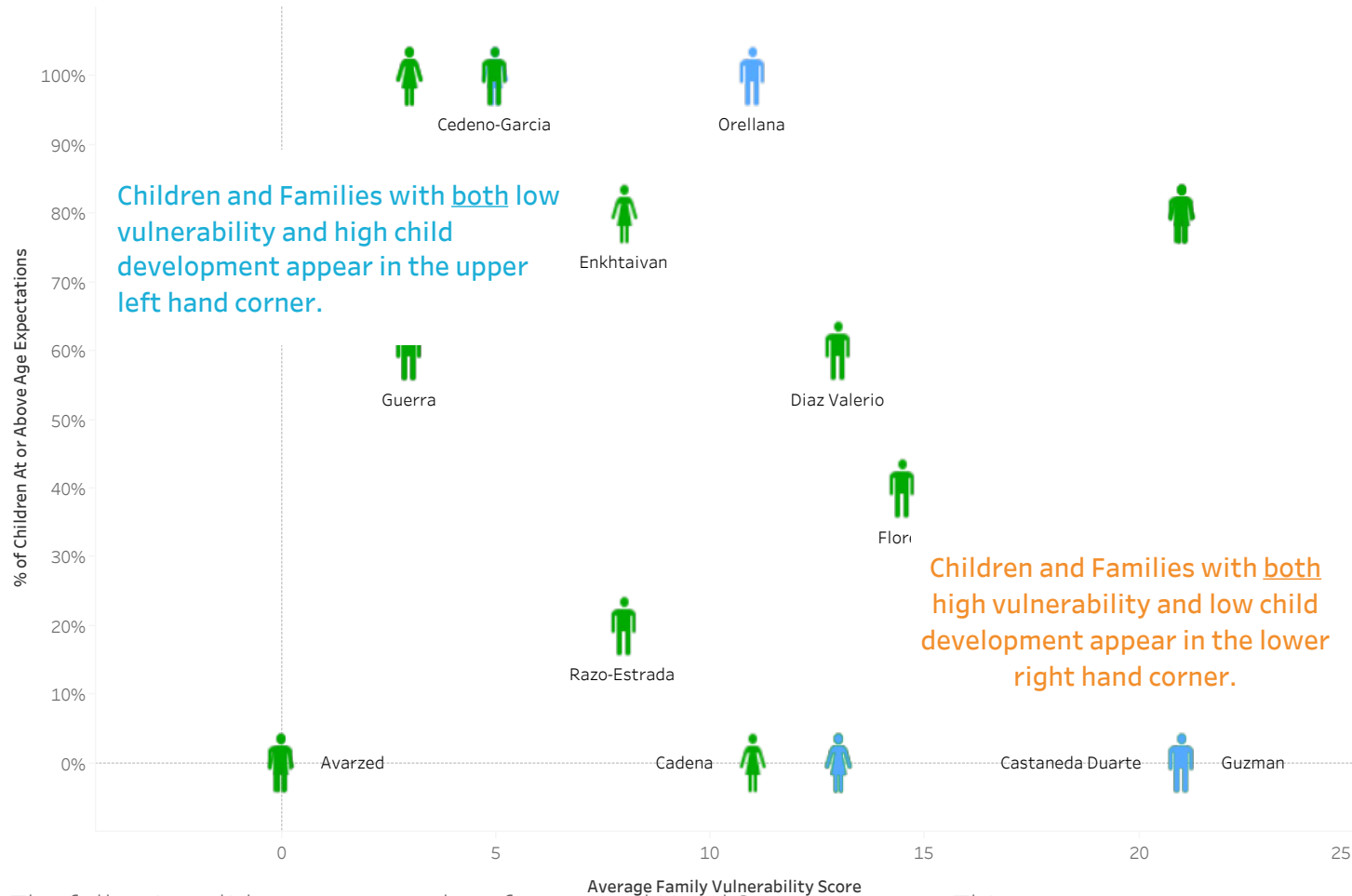
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Pick Classroom
Washington

Washington Family Vulnerability and Child Development

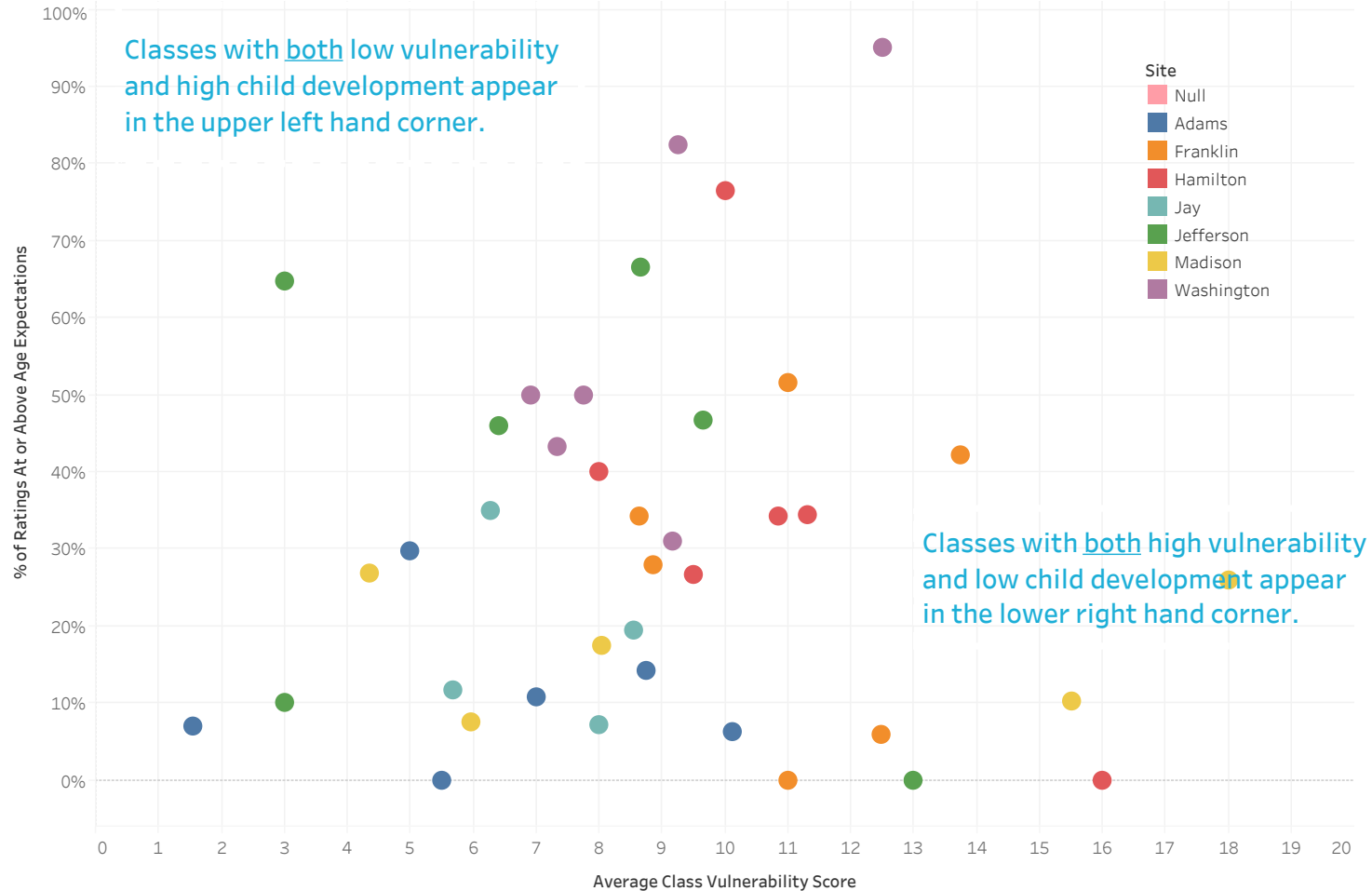
Percentage of Children At or Above Age Expectations
and Family Vulnerability Score (0-Low 25-Very High)



The following slides represent data from a real Head Start program. This data does not represent the Head Start population as a whole. The charts simply illustrate ways to present the child and family data together.



Class Average Vulnerability and Child Development Percentage of Children At or Above Age Expectations and Average Class Vulnerability Score (0-Low 25-Very High)

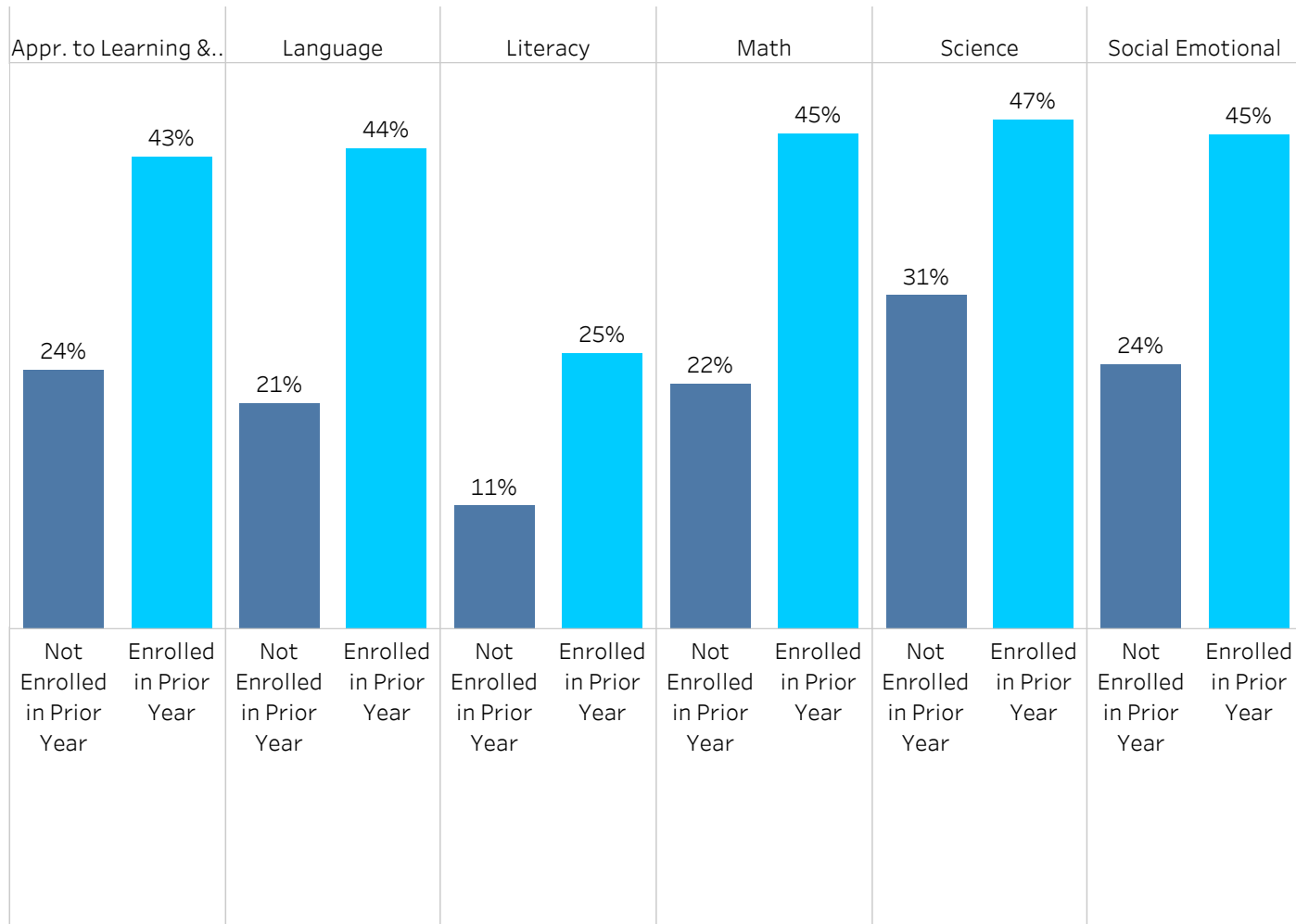


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Child Assessment DRDP Fall 2017

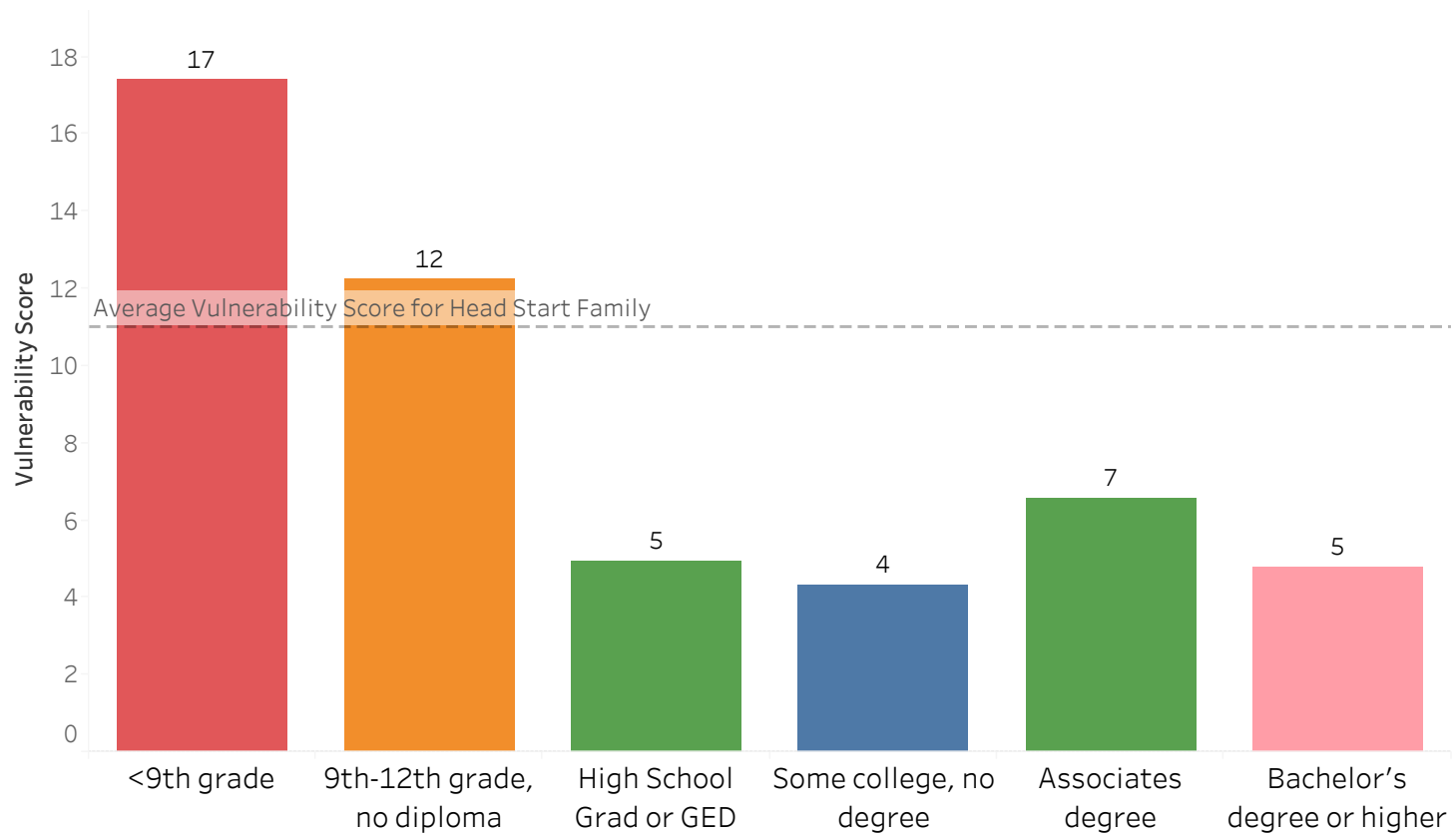
Percentage of Children At or Above Age Expectations
By Domain and Prior Year Enrollment Status



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CCR Family Intake Survey Fall 2017 Average Vulnerability Score By Parent Education



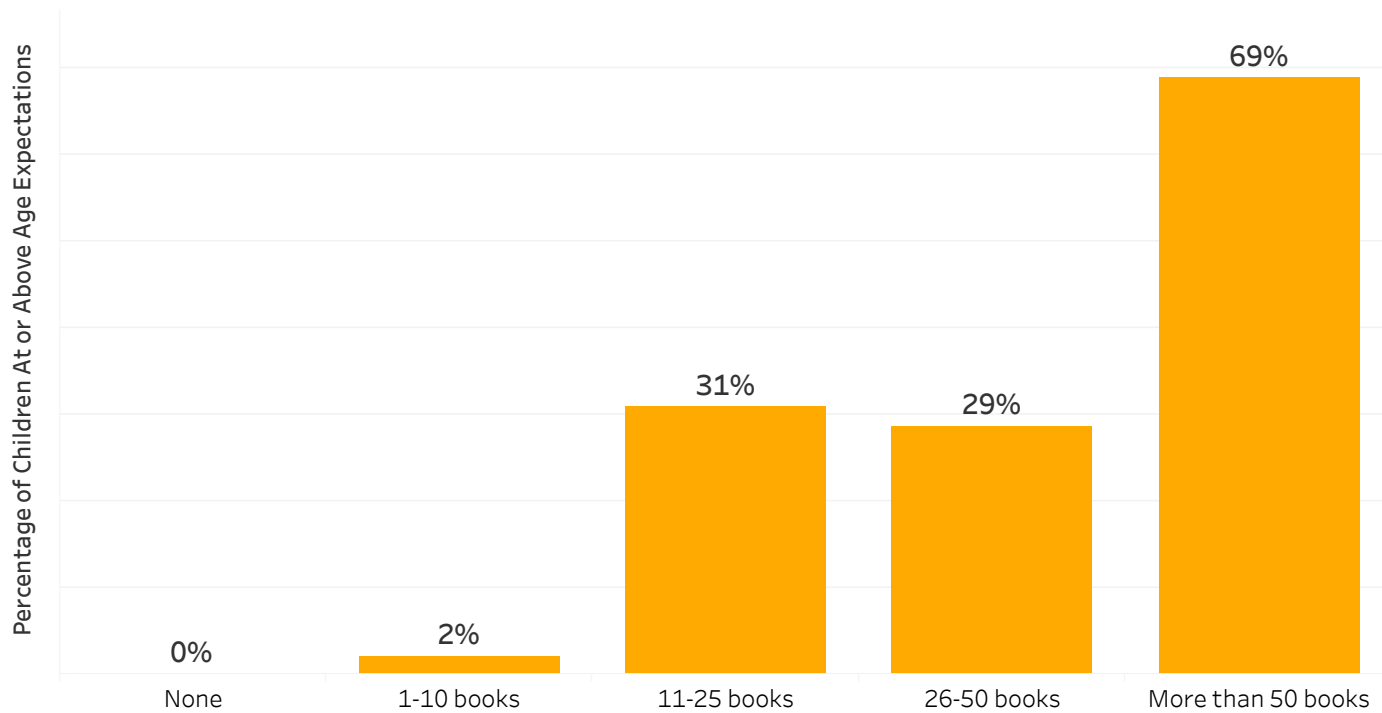
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Literacy DRDP Fall 2017

Percentage of Children At or Above Age Expectations
By Domain and Children's Books in the Home



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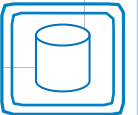
CQI 1: Linking Child and Family Data for Data Driven Decision Making

Programs will produce integrated child and family data analysis driving integrated actions.

Mark the latest developmental level your agency has mastered:

| Responding | Exploring | Building | Integrating |
|---|---|--|---|
| <p style="text-align: center;"><input type="radio"/></p> <p>Teachers collect child assessment data on children 3 times a year. Teachers use assessment data to inform individualized child instruction.</p> <p>Family goals and needs are collected. Family service workers use goal and need data to inform individual family referrals and support.</p> <p>Possible Examples</p> | <p style="text-align: center;"><input type="radio"/></p> <p>Agency aggregates class level assessment data on children 3 times a year. The assessment data is used to inform classroom lesson planning.</p> <p>Family goals and needs are aggregated locally and used to inform community partnerships, workshops and staff training.</p> | <p style="text-align: center;"><input type="radio"/></p> <p>Agency analyzes assessment data on children 3 times a year for agency-wide patterns and trends. The assessment data is used to inform staff training, curriculum, and improve observation practices.</p> <p>Families complete assessments on self-sufficiency and vulnerability which are aggregated agency-wide and analyzed for patterns and trends to inform staffing and resource allocation.</p> | <p style="text-align: center;"><input type="radio"/></p> <p>Teachers and Family Service Workers work together using aggregated child assessment and family assessment data that informs integrated actions for families. Teachers and Family Service equally understand and have access to both child and family assessment data.</p> <p>Agencies seek out patterns in the data, identifying vulnerable children, families, classrooms, demographic sub-sets and re-allocate resources to better serve children and families.</p> |
| <ul style="list-style-type: none"> Teachers use assessment data to determine a child's strengths and needs Family service worker identifies that the Jones family suffers from severe food insecurity. The family is given a referral to a food bank and assistance applying for SNAP (Food Stamps). <p><input type="radio"/> Agency is emerging to the next developmental level</p> | <ul style="list-style-type: none"> Teacher emphasizes literacy components of the curriculum after identifying that as a classroom wide area of need. Family service worker identifies a larger number of parents at the Lake Placid Center in need of immigration related services. Staff work with a community partner to put together a workshop at the center. | <ul style="list-style-type: none"> Agency-wide the scores for math are low, but especially in a particular sub-group. Specialized materials are created about incorporating math activities in the home. The agency identifies that a significant number of parents are interested in English as a second language classes. Agency seeks new partnerships to meet the need. More senior FSS are assigned to sites with an unusually high percentage of vulnerable families. | <ul style="list-style-type: none"> Noticing the child has lower literacy scores and that the family has very few children's books in the home, the teacher and family service worker coordinate an effort to encourage reading to the child at home, get the family a library card, and provide donated books for the family. Identifying classes in which children have low developmental scores and high family vulnerability scores, agency identifies volunteer resources for extra support. |

Unable to rate this measure due to it being beyond my job description



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Since 2006, CCR Analytics has consistently raised the bar on the quality of analysis conducted on the operational data of early education agencies. From child assessment, parent outcomes and school readiness reports, we strive to integrate the latest statistical and research methods into our work with early education agencies.