

An Overview of: *“A Resource Guide For
Head Start Programs: Moving Beyond a
Culture of Compliance to a Culture of
Continuous Improvement”*



Attributions

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ADMINISTRATION FOR
CHILDREN & FAMILIES

OPRE

Overview of Presentation

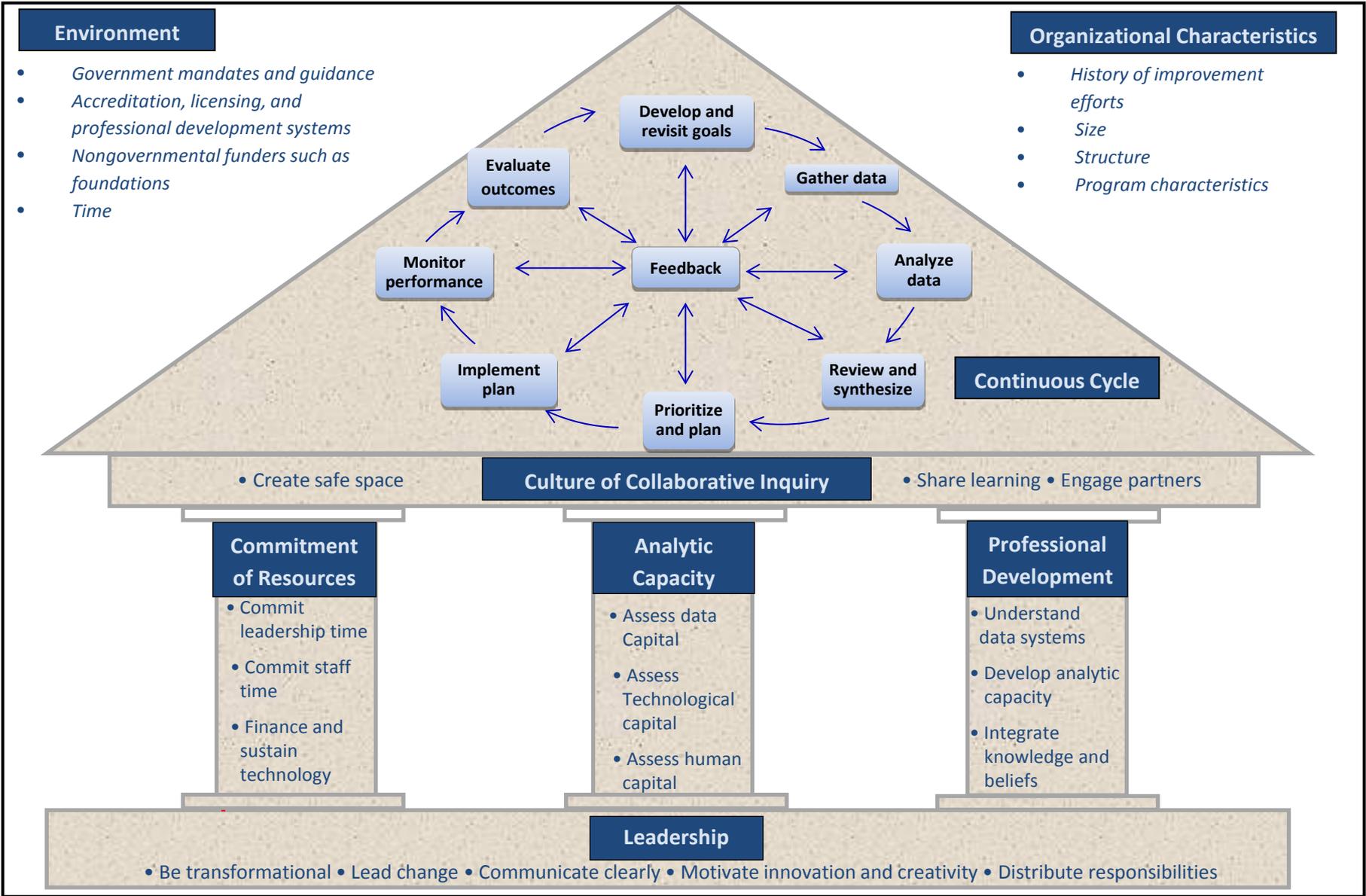
- Background on Head Start Leadership, Excellence and Data Systems (LEADS) Study
- Introduction to the Resource Guide
 - Approach
 - Audience
 - Section by Section Overview
 - Concluding Observations about Use

Head Start Leadership, Excellence, and Data Systems

Impetus and Overview of LEADS

- Goal of the Project
 - Understand the factors in organizational and management systems that promote effective early childhood practice through continuous quality improvement
- Products
 - A literature review and conceptual model
 - A study of practices in local Head Start programs
 - A brief combining findings across the LEADS study and the School Readiness study
 - A resource guide for practitioners

Continuous Quality Improvement Conceptual Framework



**A Resource Guide for Head Start:
Moving Beyond a Culture of
Compliance to a Culture of
Continuous Improvement**

Our Approach

- Draw from research
- Complement and draw in existing technical assistance materials
- Help Head Start and Early Head Start programs:
 - Understand how data can help them
 - Foster a culture of learning
 - Increase ability to continuously improve quality

Audience

- Primary
 - Leadership, management, supervisory, and data-focused staff and stakeholders in Head Start and Early Head Start programs
- Secondary
 - Technical assistance staff and consultants

Five Sections

- Part I: Background – Compliance only versus Performance in Head Start Context
- Part II: Shifting the Culture to Continuous Improvement
- Part III: Using Data for Internal Program Improvement
- Part IV: Preparing Your Data for Use
- Part V: Strategies for Engaging Staff and Stakeholders

Part I: Compliance-Only vs. Learning

- **Part I** describes the shift from an emphasis on compliance to an emphasis on performance and learning within government-funded programs. It offers definitions of key terms used throughout the resource guide so that all Head Start staff and stakeholders can build a common vocabulary around data use for program performance. It also situates data use in the context of Head Start.

Part I: Compliance-Only vs. Learning



Compliance

We followed all
the rules.

Performance

Look at what we
accomplished!

Part II: Culture Shift

- **Part II** introduces readers to new ways of thinking about organizational culture based on continuous improvement. This part stresses the importance of curiosity, reflection, and trust among staff at all levels and stakeholders. It also describes the steps to embarking on continuous improvement and the core competencies that define it.

Part II: Culture Shift



Indicators of a “culture of continuous improvement”

- Curiosity – described as asking the “how” and “why” questions about children and families in your program.
- Reflection – a continuous review of program policies and predisposition to seek feedback, applying when necessary to avoid “inertia”.
- Tolerance of failure and vulnerability – recognizing when things aren’t working and making appropriate course corrections.
- Use of feedback – related to reflection, this indicator is about the use of data to assess whether or not strategies or programs are making a difference for children and families.
- Systems thinking – which involves stepping back and considering the broader context in which Head Start programs operate and understanding that change is incremental.

*Adapted from, “School Readiness for All Children: Using Data to Support Child Outcomes.”
National Center on Quality Teaching and Learning at the University of Washington, 2011.*

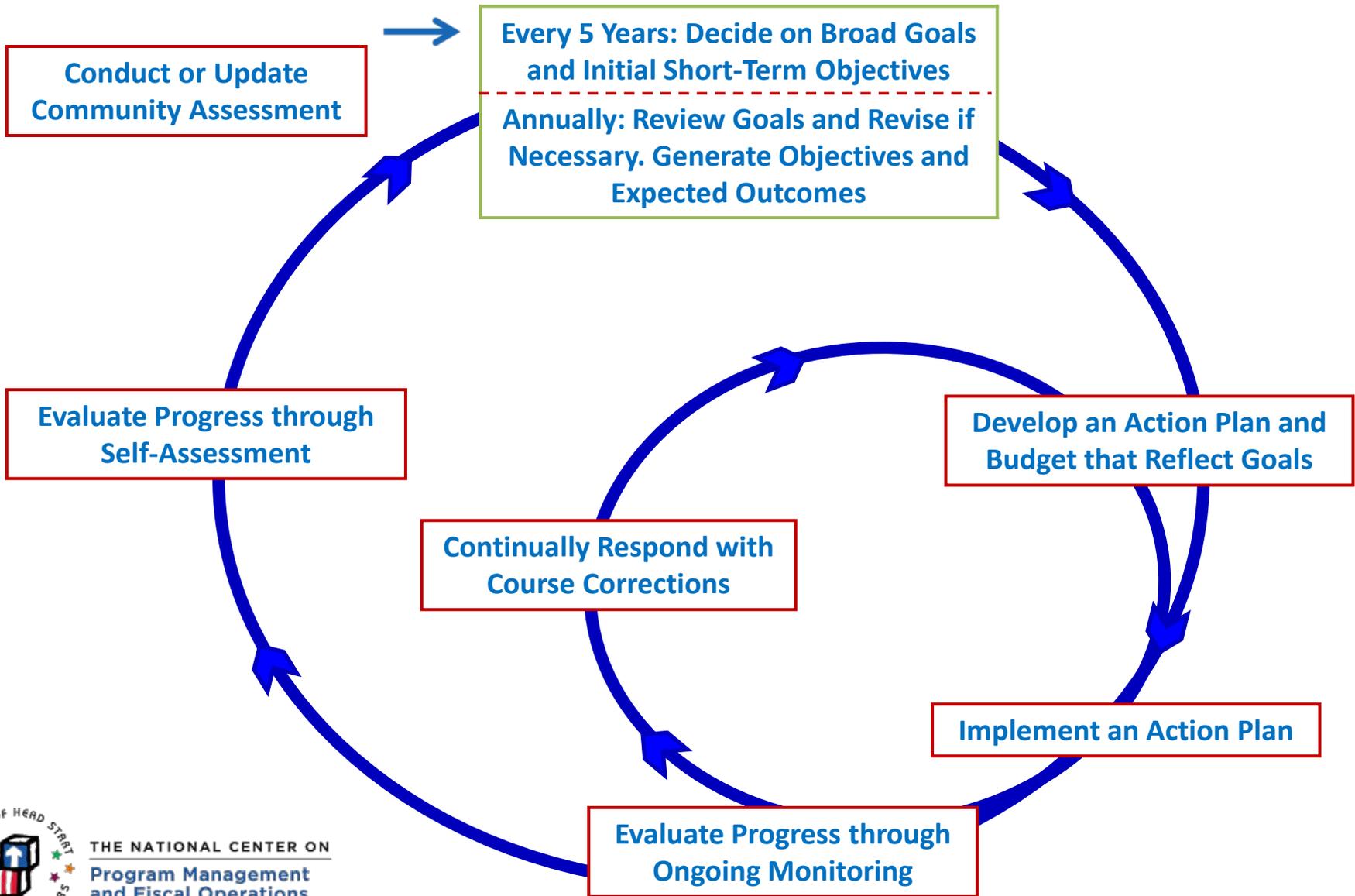
Part III: Using Data

- **Part III** describes the cyclical practice of data collection, analysis, and use for internal improvement. It connects the Program Planning for Head Start cycle with a more detailed description of the steps necessary to improve every day. It provides step-by-step examples of data-informed program learning, including efforts to improve 4-year-olds' early math skills, teacher-child interactions, and program budgeting.

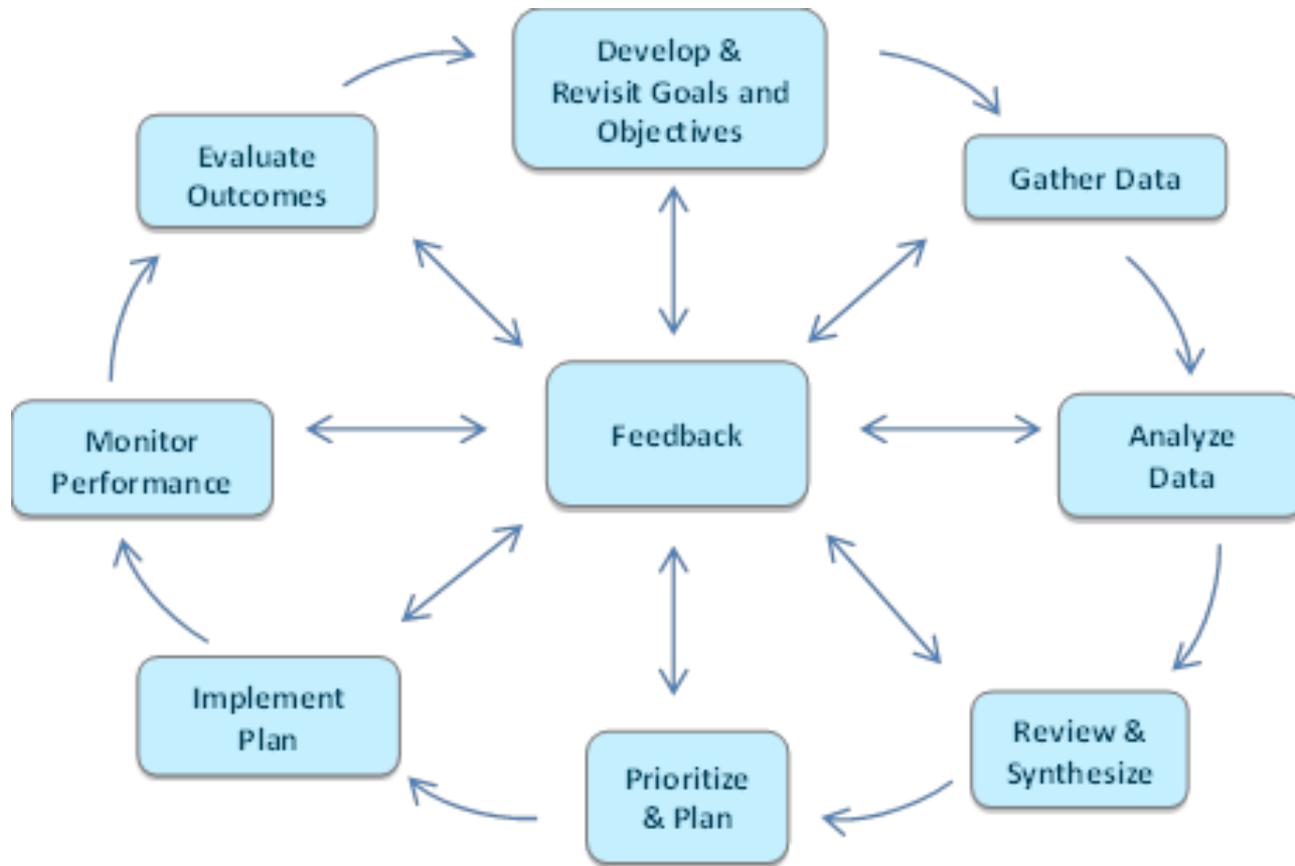
Part III: Using Data

- **Teachable moments:** When we think about opportunities for children to learn, we see every moment as holding the potential for learning. We can use their daily activities and routines to help them understand new things about the world around them and to change their behaviors.
- **Continuous Quality Improvement** applies the same logic to organizational learning. If you are observing and recording, you will find **learnable moments** every day that you can take action on to improve your organization.

Program Planning Cycle



Continuous Data Use Cycle



Application of Cycle – Three Examples

1. Early Math Skill Improvement for Four-Year-Olds
2. Improving Child-Teacher Interactions
3. Prioritizing Allocations When Budgets Decline

Part IV: Preparing Data for Use

- **Part IV** provides an introduction to assuring that your data are ready for meaningful use, including by attending to such issues of data quality as validity, reliability, accuracy, and completeness. This section also provides tips for data disaggregation.

Part IV: Preparing Data for Use

Table B. Possible Client and Service Characteristics to Use in Disaggregating Data

Child Characteristics

Gender
Age
Race/Ethnicity
Disability Status
Health Insurance Status

Family Characteristics

Income
Highest Level of Education
Language Spoken at Home
Head Start Volunteer Status

Site Characteristics

Direct or Contracted
Partner or Delegate
Neighborhood Served
Total Enrollment/Staff Size

Staff Characteristics

Type/Role
Qualifications
Participation in Professional Development
Race/Ethnicity
Direct or Contracted

Classroom Characteristics

Age Composition
Child: Staff Ratio
Facilities
Presence of Volunteers/Aides

Part V: Engaging Stakeholders

- **Part V** explains the importance of and steps for involving parents, teachers, Policy Council members, governing body members, and other stakeholders. It includes tips on incorporating data into regular staff meetings, board meetings, and parent conferences. It also outlines “data walks,” a new technique for fostering conversation and joint problem solving.

Part V: Engaging Stakeholders

- Strategies for Engaging Stakeholder Groups:
 - **Staff:** Data Orientation, Reflective Supervision, Data Review Meetings, Data as Part of Regular Staff Meetings
 - **Policy Council and Board:** Routine Data Updates, the Four A's of Reporting Data
 - **Families:** Routine Sharing of Child Data

Appendices

- CULTURE
- STRATEGIES
 - Parent/Family Engagement
 - Data Review Meetings
 - Reflective Supervision
- TECHNICAL
- PERFORMANCE MEASUREMENT AND MANAGEMENT

A Few Notes On Use

- Educate on compliance vs. learning
- Pull out various tips and resources for a particular conversation or discussion
- Supplement other TA materials

Related Products

If you have an interest in better understanding the research from which the resource guide was drawn, you may want to read this related, OPRE-funded product.

- **A multidisciplinary literature review:**
 - **Data Use for Continuous Quality Improvement: What the Head Start Field Can Learn from Other Disciplines, A Literature Review and Conceptual Framework. OPRE Report # 2014-77**

Thank you!

If you have any questions, please contact Urban
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