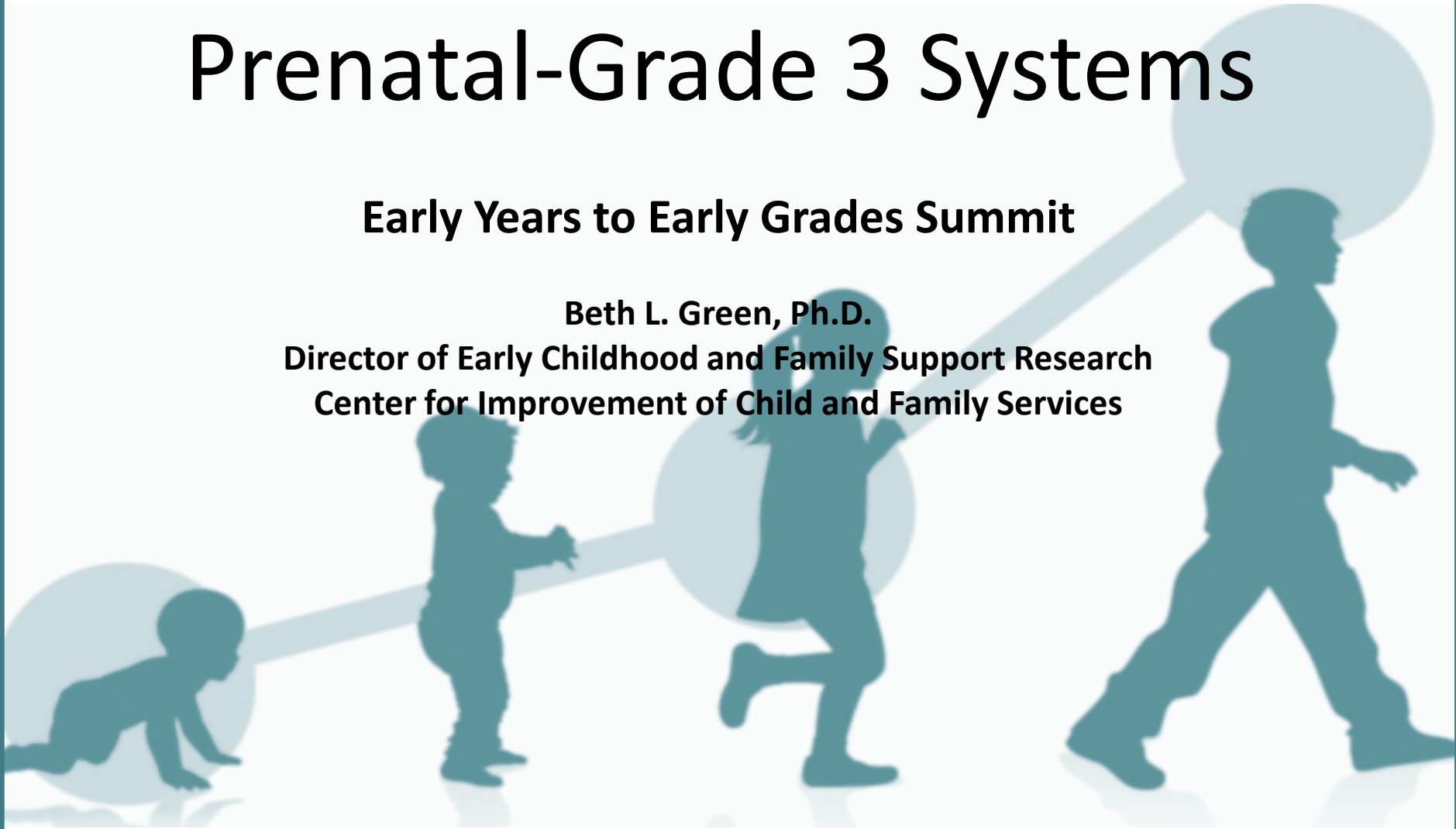# Using Data To Build Effective Prenatal-Grade 3 Systems

Early Years to Early Grades Summit

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Make Data-Driven Decisions a Foundation of Your P-3 Efforts

Information & Data

Initiative Planning, Development, Improvement & Decision Making
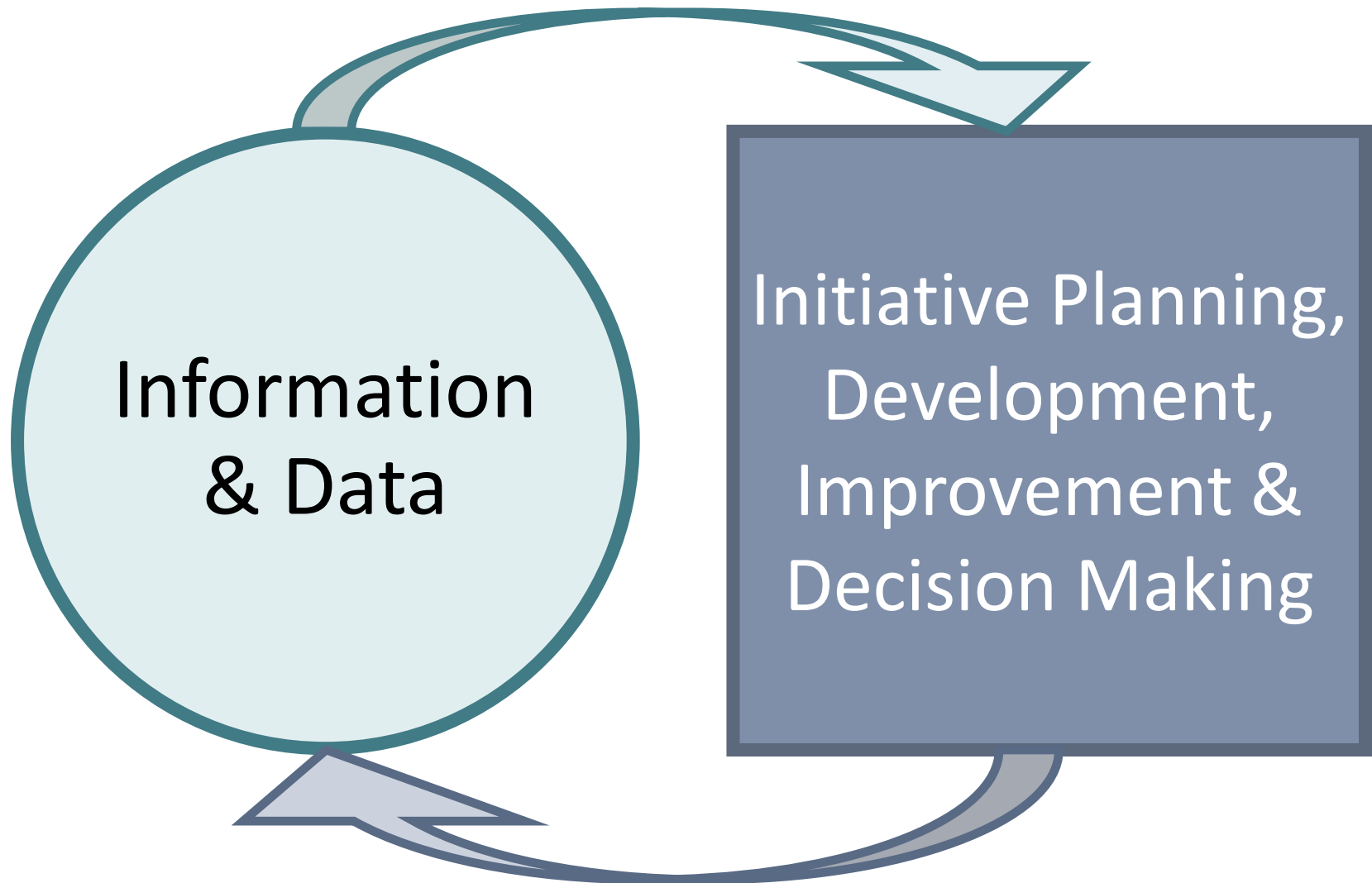
Why Do a Community Needs Assessment?

1. For **Planning**: Learn about what services or supports are most needed & wanted

2. For **Evaluation**: Document evaluation baseline – outcomes to track

3. For **Community Engagement**: Determine readiness, build buy-in

How Data Can Drive the Work – Local Vision, Needs, and Priorities

Earl Boyles

Demographics:
- 40% Hispanic/DLL
- Urban
- Mobility?

Children not in formal ECE
- High desire for PreK
- Large Head Start Waiting List

Low Developmental Support at Home
- Especially for Hispanic families
- Lack books

Big Issue: Disparities in Readiness & Benchmarks

Yoncalla

Demographics
- Mostly White
- Small, high mobility
- Community poverty

Children not in formal ECE
- Only a few ECE providers in community, not connected with the school
- Cost of ECE major barrier

VERY Low Developmental Support at Home

Big Issue: Behavioral Concerns, Support at Home

4 Levels of P-3 Work, 8 "Buckets", Countless Activities

Systems
- Cross Sector Work
- Administrator Effectiveness
- Data Driven Improvement
- Continuity and Pathways

Educators/ Professionals
- Teacher Effectiveness
- Learning Environments

Families
- Family Engagement – in P-3, in school, in children's learning

Children
- Instructional Tools
- Continuity & Pathways
- Data Driven Improvement

Key Steps for Conducting Your CNRA
Handout: P-3 CNRA Planning Worksheet

1. Make a plan:

- **Who** is responsible?
- **What** are our questions?
- **How** will we answer the questions?
- **When** do we need the information?
- **What** will we do with the answers?

2. Implement the plan

- Be clear about timelines and expectations
- Collect & compile data

3. Utilize data for planning

Key Questions for P-3 CNRA
Handout: Guide for Prioritizing Questions & Data Collection

1. **Who lives in your community?**

2. **How are children doing in school – where are the gaps in (1) readiness and (2) achievement?**

3. **What early childhood and other resources exist and are used by children/families in your community?**

4. **How connected are ECE and K-12 Systems in your community? Where are the gaps?**

5. **What supports for learning do children have before kindergarten?**

6. **What is the level of family engagement in school? In children's learning?**

7. **You may have other questions you need to address in your community!**

Answering Question 1:

Who's in the Community?

GOAL: To compile information to describe your community & school population.

WHY IMPORTANT: To understand the characteristics of families and children who attend your school, including their racial/ethnic characteristics, languages, level of poverty, mobility, and other things that can help you plan responsive interventions.

Possible Data:
- **Census and other on-line resources**
- **See *Handout: Indicators Worksheet***
  -Section C (School/District Demographics)
  -Section D (Community Demographics)
- **Other characteristics/data** you need for your planning process
- **See CNRA Toolkit (CLASP worksheet)** for extensive list of possible demographic and social indicators

Answering Question 2:

How are Children Doing in School and What are the Gaps in Readiness & Achievement?

GOAL: To understand academic benchmarks at the beginning of the project.

WHY IMPORTANT? To understand key outcomes that you are trying to influence, to start tracking these over time. Ensure interventions are targeting the outcomes you most need to change.

Possible Data:

- **School/ODE data –** *Handout: Indicators Worksheet*
  -Section E (Kindergarten Readiness Scores); Section H (3rd Grade Benchmark Scores);
  -Section I (Attendance)
  -May be other indicators (e.g., graduation rate, grade retention rate) or subgroups that you need to know about
- **Survey or Group Discussion** with School Staff, Parents (Toolkit Appendix C has example questions) :
  -"What's working well right now in our school to support school success?"
  -"What are the key barriers to school readiness for children"
  -"What could be done to address these?"
- **CNRA Toolkit** has example interview questions & "how to" for focus groups

Answering Question 3:

What EC Services/Resources Exist?

GOAL: To understand what is currently available in your community.

WHY IMPORTANT: Understand what Early Childhood (and other) services and resources exist – for partnership & program planning

Possible Data:

- *Handout: Indicators Worksheet*
    -Section F (Children's PreK Experiences – Family Survey)
- **Family Survey**: Collects some other information (participation in other early childhood programs at Kindergarten Entry)
- **Early Childhood Service Inventory** (completed by informed partners)
- **Use Existing Inventories** – Oregon Parent Education Hubs; Early Learning Hubs
- **Interview** key Early Childhood Providers in your community:
    -Waitlists, eligibility, what else is needed?

Answering Question 4:

How connected are ECE and K-12 Systems in your community? Where are the gaps?

GOAL: To understand the ways in which ECE and K-12 systems are/are not aligned.

WHY IMPORTANT: Understand nature and extent of relationships between ECE and K12 systems, where are biggest "disconnects?" where could alignment and integration be most useful?

Possible Data:
- *Handout: Indicators Worksheet*
    - Section B (Project Collaboration)
    - Collaboration Survey of key partners
- **Interviews or Focus Groups with Teachers, ECE providers**
- **Interviews or Focus Groups with Parents-** Key questions:
    - ❖Do children and families perceive seamless alignment?
    - ❖Are there "disconnects" in communication, expectations, goals?
    - ❖Are there misunderstandings or misconceptions between professionals?

Answering Question 5:

What Supports for Learning Do Children Have Before Kindergarten?

GOAL: To understand what currently helps children get ready for kindergarten.
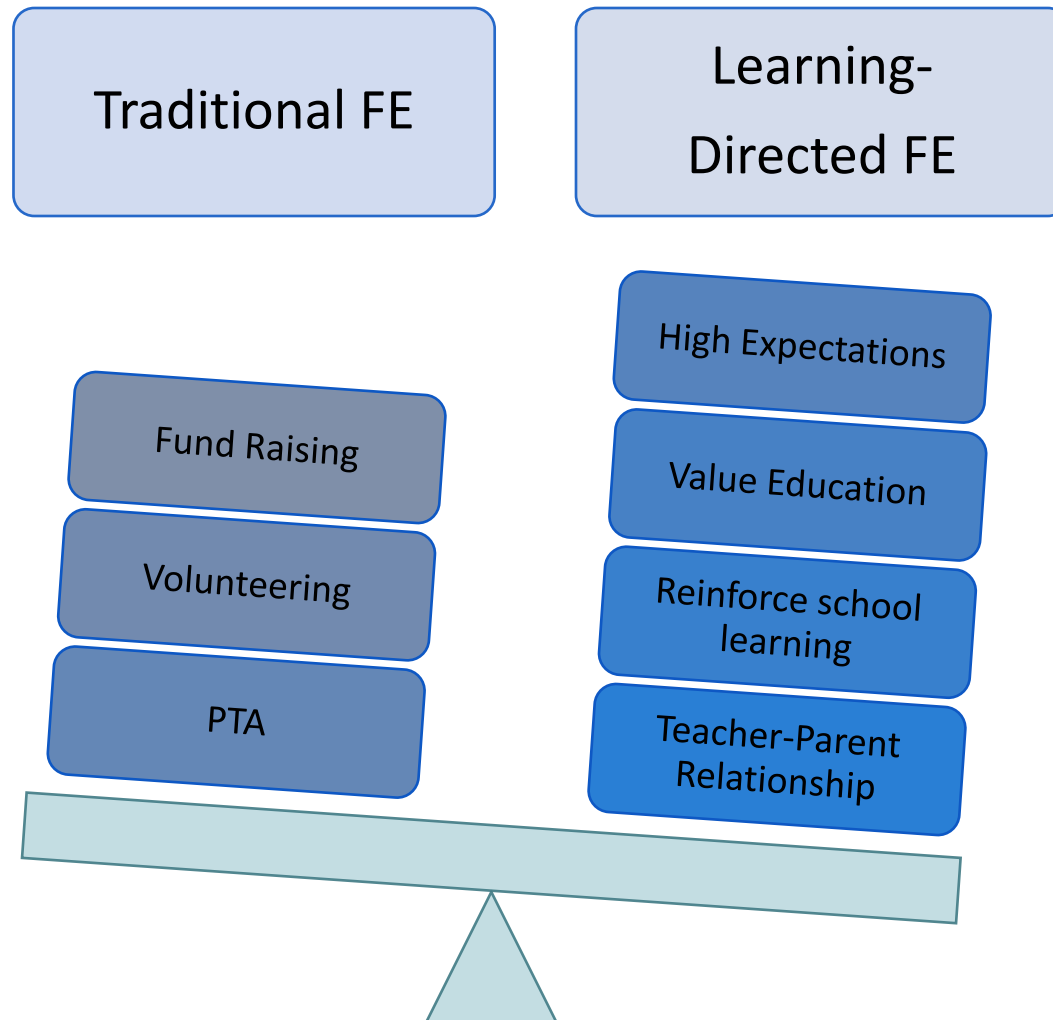
WHY IMPORTANT: Know where children are before K; learn about quality of supports; build partnerships for improvement and program development

Possible Data (Overlap with Q3 & 4, Community ECE Resources):
- *Handout: Indicators Worksheet*:
  -Section F (Children's PreK Experiences)
  -Section G (Support for Learning at Home);
- **Interviews/focus groups** with early childhood providers and teachers in early elementary grades.
- **Parent interviews/focus groups**
- **Review of research** – early literacy, numeracy, social emotional development
- **Learn from other P-3 & ECE Programs**

Answering Question 6:

What is the level of family engagement (FE) in school? In children's learning? In P-3 Planning?

Traditional FE	Learning-Directed FE

Traditional FE:
- Fund Raising
- Volunteering
- PTA

Learning-Directed FE:
- High Expectations
- Value Education
- Reinforce school learning
- Teacher-Parent Relationship

Answering Question 6:

What is the level of family engagement in school? In children's learning?

GOAL: To understand the ways in which families are currently involved.

WHY IMPORTANT: Parents are central to children's learning and development – need to know what parents are doing and what could help them provide more support.

<u>Possible Data:</u>

- *Handout: Indicators Worksheet*

    -Section G (Support for Learning at Home);

    -Section J (School Climate)

- **Parent/Caregiver Survey**

- **Review of Research** -- What Works?

- **Learn from other P-3 Initiatives**

Review CNRA Priority Setting Worksheet

- ❏ Review key questions & prioritize
- ❏ Think about feasibility of data collection
- ❏ Decide: Select key questions and data collection strategies

→HIGH IMPORTANCE + MOD/HIGH FEASIBILITY

- ❏ Implement the plan (*use CNRA Planning Worksheet*)

Compiling Your Results & Moving Forward
Handout: The Data Driven Workplan Template

- Organizes results from your CNRA

- Leads you through an "analysis" process for thinking about findings

- Prioritizes issues based on data

- Provides a template for action

- A word about process……
  - *Collaborative*
  - *Cross-sector*
  - *Engaged parents*