# General Program Data Plan

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| **Purpose** | **Questions** | **Data Collection** | **Needed Resources** | **Lead Person** | **Timeframe** |
| Strategic Planning |  |  |  |  |  |
| Community Assessment |  |  |  |  |  |
| Approach to School Readiness |  |  |  |  |  |
| Parent, Family and Community Engagement (PFCE)  |  |  |  |  |  |
| Self-Assessment |  |  |  |  |  |
| Program Information Report (PIR) |  |  |  |  |  |

# Strategic Planning Data Plan

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| **Purpose** | **Questions** | **Data Collection** | **Needed Resources** | **Lead Person** | **Timeframe** |
| Review mission, vision, goals |  |  |  |  |  |
| Study organizational structure |  |  |  |  |  |
| Study internal and external context for planning *Social, Historical, Economic, Environmental, Political Situations (SHEEP)* |  |  |  |  |  |
| Identify key leaders |  |  |  |  |  |
| Write situational statement |  |  |  |  |  |

# Community Assessment Data Plan

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| **Purpose** | **Questions** | **Data Collection** | **Needed Resources** | **Lead Person** | **Timeframe** |
| Executive Summary |  |  |  |  |  |
| State of the Grantee |  |  |  |  |  |
| Methodology |  |  |  |  |  |
| Service Area Data |  |  |  |  |  |
| Geographic Location of HS Eligible Children / Families  |  |  |  |  |  |
| Characteristic of HS Children and Families  |  |  |  |  |  |
| Strength/Needs of Eligible Families and Children |  |  |  |  |  |
| Resources, Collaborative / Formal Agreements and Partnerships |  |  |  |  |  |
| Identification of Issues and Recommendations |  |  |  |  |  |

# Approach to School Readiness Data Plan

**Grantees need to:**

1. Establish school readiness goals that are aligned with the (Head Start Child Development and Early Learning Framework) HSCDELF, with state early learning standards or guidelines as appropriate, and with the requirements and expectations of the schools the children will be attending.
2. Create and implement a plan of action for achieving the school readiness goals.
3. Assess child progress on an ongoing basis, and aggregate and analyze data at multiple times throughout the year.
4. Examine data for patterns of progress of children in order to revise, develop, and implement a plan for program improvement.

**From 5 Year Grant Application:**

Screening and Child Assessment Process

* Individualize the instruction and learning for each child,
* Aggregate and analyze 3x/year,
* Determine progress toward meeting goals and intended impacts,
* Inform parents and the community of results

Curriculum and Tools

* Ensure developmentally, linguistically and culturally appropriate,
* Plan to ensure fidelity of assessment tools maintained,
* Describe how curriculum is aligned with the HS Child Development and Early Learning Framework

Staff-Child Interaction Observation

* Describe whether staff-child interaction observation tools will be used (CLASS)

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| **Purpose** | **Questions** | **Data Collection** | **Needed Resources** | **Lead Person** | **Timeframe** |
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## School Readiness Goals

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| **Purpose** | **Questions** | **Data Collection** | **Needed Resources** | **Lead Person** | **Timeframe** |
| [Language and literacy development](#_Language_and_literacy) |  |  |  |  |  |
| [Cognition and general knowledge](#_Cognition_and_general)  |  |  |  |  |  |
| [Approaches toward learning](#_Approaches_toward_learning) |  |  |  |  |  |
| [Physical well-being and motor development](#_Physical_well-being_and) |  |  |  |  |  |
| [Social and emotional development](#_Social_and_emotional) |  |  |  |  |  |

### Language and literacy development Data Plan

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| **Purpose** | **Questions** | **Data Collection** | **Needed Resources** | **Lead Person** | **Timeframe** |
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### Cognition and general knowledge Data Plan

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### Approaches toward learning Data Plan

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| **Purpose** | **Questions** | **Data Collection** | **Needed Resources** | **Lead Person** | **Timeframe** |
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### Physical well-being and motor development Data Plan

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| **Purpose** | **Questions** | **Data Collection** | **Needed Resources** | **Lead Person** | **Timeframe** |
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### Social and emotional development Data Plan

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# Parent, Family and Community Engagement (PFCE) Data Plan

PFCE goals, plans and activities must be systemic, integrated, and comprehensive across the entire HS/EHS organization, meaning that it is anchored in all **Program Foundations:** *Program Leadership, Continuous Program Improvement, and Professional Developmen*t.

Programs must align PFCE strategies across **Program Impact Areas**: *Program Environment, Teaching and Learning, Family Partnerships, and Community Partnerships*.

**Parent and Family Outcomes** will support child outcomes; strategies are locally and individually tailored for each program. Note, while all PFE outcome are relevant for each program, not all of them PFE outcomes are relevant for each family (need to meet the family where they are).

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| **Purpose** | **Questions** | **Data Collection** | **Needed Resources** | **Lead Person** | **Timeframe** |
| Program Leadership | *Do the director, the governing board, policy council, parent committees and management teams determine the way that Head Start and Early Head Start programs engage parents, families, and the community?* |  |  |  |  |
| Continuous Program Improvement | *Is Leadership committed to continuously improving systems and activities to engage and support parents and families?* |  |  |  |  |
| Professional Development | *Is PFCE training important to all staff? Is their professional development focused uniquely around their roles in the program?* |  |  |  |  |
| Program Environment | *Do families feel welcomed, valued, and respected by program staff?* |  |  |  |  |
| Family Partnerships | *Do families work with staff to identify and achieve their goals and aspirations?* |  |  |  |  |
| Teaching and Learning | *Are families engaged as equal partners in their children’s learning and development?* |  |  |  |  |
| Community Partnerships | *Do communities support families’ interests and needs and encourage parent and family engagement in children’s learning?* |  |  |  |  |

## Parent and Family Engagement Outcomes Data Plan

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| **Purpose** | **Questions** | **Data Collection** | **Needed Resources** | **Lead Person** | **Timeframe** |
| [Family Well-Being](#_Family_Well-Being) | *Parents and families are safe, healthy, and have increased financial security* |  |  |  |  |
| [Parent-Child Relationships](#_Parent-Child_Relationships) | *Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development* |  |  |  |  |
| [Families as Lifelong Educators](#_Families_as_Lifelong) | *Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.* |  |  |  |  |
| [Families as Learners](#_Families_as_Learners) | *Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.* |  |  |  |  |
| [Family Engagement in Transitions](#_Family_Engagement_in) | *Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including: Early Head Start to Head Start; Head Start or Early Head Start to other early learning environments; and Head Start to kindergarten through elementary school.* |  |  |  |  |
| [Family Connections to Peers and Community](#_Family_Connections_to) | *Parents and families form connections with peers and mentors in formal or informal social networks that are supportive, educational, and enhance social well-being and community life.* |  |  |  |  |
| [Families as Advocates and Learners](#_Families_as_Advocates) | *Families participate in leadership development, decision-making, program policy development, or community and state organizing activities to improve children's development and learning experiences.* |  |  |  |  |

### Family Well-Being

*Parents and families are safe, healthy, and have increased financial security*

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| **Purpose** | **Questions** | **Data Collection** | **Needed Resources** | **Lead Person** | **Timeframe** |
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### Parent-Child Relationships

*Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development*

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| **Purpose** | **Questions** | **Data Collection** | **Needed Resources** | **Lead Person** | **Timeframe** |
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### Families as Lifelong Educators

*Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.*

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| **Purpose** | **Questions** | **Data Collection** | **Needed Resources** | **Lead Person** | **Timeframe** |
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### Families as Learners

*Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.*

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### Family Engagement in Transitions

*Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including: Early Head Start to Head Start; Head Start or Early Head Start to other early learning environments; and Head Start to kindergarten through elementary school.*

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### Family Connections to Peers and Community

*Parents and families form connections with peers and mentors in formal or informal social networks that are supportive, educational, and enhance social well-being and community life.*

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| **Purpose** | **Questions** | **Data Collection** | **Needed Resources** | **Lead Person** | **Timeframe** |
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### Families as Advocates and Learners

*Families participate in leadership development, decision-making, program policy development, or community and state organizing activities to improve children's development and learning experiences.*

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| **Purpose** | **Questions** | **Data Collection** | **Needed Resources** | **Lead Person** | **Timeframe** |
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# Self-Assessment Data Plan

| **Purpose** | **Questions** | **Data Collection** | **Needed Resources** | **Lead Person** | **Timeframe** |
| --- | --- | --- | --- | --- | --- |
| Program Governance |  |  |  |  |  |
| Planning |  |  |  |  |  |
| Communication |  |  |  |  |  |
| Recordkeeping and Reporting |  |  |  |  |  |
| Ongoing Monitoring |  |  |  |  |  |
| Human Resources |  |  |  |  |  |
| Fiscal Management |  |  |  |  |  |
| Prevention and Early Intervention |  |  |  |  |  |
| Tracking and Follow-up |  |  |  |  |  |
| Individualization |  |  |  |  |  |
| Disability Services |  |  |  |  |  |
| Curriculum and Assessment |  |  |  |  |  |
| Family Partnership Building |  |  |  |  |  |
| Parent Involvement |  |  |  |  |  |
| Community and Child Care Partnerships |  |  |  |  |  |
| ERSEA |  |  |  |  |  |
| Facilities, Materials, Equipment and Transportation |  |  |  |  |  |
| Using Child Outcomes in Program Self-Assessment |  |  |  |  |  |

# Program Information Report (PIR) Data Plan

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| **Purpose** | **Questions** | **Data Collection** | **Needed Resources** | **Lead Person** | **Timeframe** |
| Enrollment and Program Options |  |  |  |  |  |
| Staff Qualifications |  |  |  |  |  |
| Health Services |  |  |  |  |  |
| Disability Services |  |  |  |  |  |
| Family Information  |  |  |  |  |  |
| Education Services |  |  |  |  |  |