Head Start Data Design Huddle #1

Overview March 2018

In January 2016, the National Head Start Association and three other organizations[1] released the report "Moneyball for Head Start: Using Data, Evidence, and Evaluation to Improve Outcomes for Children and Families," outlining a vision for a continuous improvement approach using data, evidence, and evaluation to improve outcomes at all levels of the Head Start program. Among other recommendations, the report called for major changes in the way we collect, use, and share data and evidence. Since the release of the report, the federal government has updated the Head Start Program Performance Standards (HSPPS), which now embrace many of the principles recommended in the Moneyball report.

To further advance the Moneyball recommendations, and in alignment with the emphasis on outcomes in the HSPPS, the National Head Start Association convened a two-day Data Design Huddle in Austin, Texas, in December 2017 to examine the current state of Head Start data and data systems, identify barriers impeding their use for continuous improvement, and brainstorm specific projects to bring about needed short and long-term change. Participants ranged from forward-thinking Head Start practitioners to software vendors and data systems experts.

The Data Design Huddle proposed more than a dozen possible actions to improve the way Head Start generates, organizes, shares, and analyzes data and complementary measured trials and other research to make data more useful. This report summarizes insights gained during NHSA's first Data Design Huddle and the projects currently being pursued in response. **With this report, NHSA hopes to enlist other partners in making the changes needed to transform Head Start data into the insight-generating, performance-improving resource those data have the potential to be.**

This report contains: a brief review of Head Start data and data systems objectives, likely users and uses of the data, the current state of data systems, common pain points and barriers, and a list of possible projects. Each of these sections is covered in much more detail in the appendices for those interested.

NHSA is currently building on the ideas started at the Data Design Huddle to bring the projects to life and greatly enhance the usefulness of Head Start data. NHSA will continue to work with participants and other interested parties on this work. It will convene additional Huddles as necessary to achieve a world in which Head Start successfully uses data to improve outcomes continuously for children and families. **The National Head Start Association welcomes suggestions, feedback, and involvement from those who see opportunities for refining this content and bringing this vision to life.**

[1] Bellwether Education Partners, Results for America, and the Volcker Alliance

Objectives

Head Start seeks to help children and families who live in poverty thrive and succeed in school and throughout life. To do this consistently and continually, Head Start grantees must collect, analyze, and share data and other evidence to help every teacher and program learn from their own and others' experience and collaborate to discover increasingly effective and cost-effective practices. This requires readily accessible, understandable, and easy-to-use data systems that, at the same time, protect individual privacy. The problem is, despite the fact that Head Start programs generate a significant amount of data, much of it is not used to inform and improve practice.

Who are the users and what are the uses of Head Start data?

A wide variety of people in both the delivery and policy-making systems would benefit if Head Start data were more readily available, understandable, and usable. These include:

- parents and other primary caregivers;
- program staff with direct child and family interaction, such as classroom teachers, home visitors, and family advocates;
- supervisory program staff, such as managers, administrators and directors;
- the Office of Head Start, both federal and regional offices and T/TA providers;
- and a large group of "others," such as local, state, and federal governments, legislators, and policymakers; funders and foundations; vendors; and researchers.

These people, and others, need data to answer a variety of key questions. Appendix E begins to list the kinds of questions people in these categories want data to answer. Head Start data systems should be designed to answer these questions.

Current Data Sources

The Head Start program has long appreciated the need for, and enormous potential value of, data and evaluation to inform implementation and policy decisions. New technologies make it more feasible and affordable than ever to gather, analyze, and share data in ways that make the information more useful. The data systems Head Start programs currently use were, by and large, developed before many of the recent innovations in data analytics, visualization, and sharing. **It is now time to update Head Start data systems to increase their performance-improving, decision-informing value.**

Individual Head Start programs generate a variety of data of different sorts, some of which is shared with the federal government. The most commonly used data systems can be grouped in three categories:

- **Administrative and descriptive data**, used to prepare the annual descriptive report required by the federal government and to provide the administrative detail needed for each program's operations. Once a year, every Head Start grantee must provide the U.S. Office of Head Start a Program Information Report (PIR), answering 680 questions. The system gathers a plethora of administrative (or descriptive) data about characteristics of each center and those they serve, such as number of children served, teacher qualifications, parent characteristics, health status, screening results, curriculum used, etc. Every Head Start grantee provides this information to the federal government at the grantee level, not at the individual child level.

- **Program monitoring data**, used to determine the subset of grantees that need to re-compete their grants each grant cycle; and

- **Outcomes assessment data**, primarily used to assess child progress using the specific curricula and other practices each individual site has chosen to use.

More information about data sources is available in Appendix B.

Some grantees have been able to connect their assessment data to their administrative/descriptive data, but only for the children and the sites they serve. It is not currently possible to compare results across various program features to discern what practices, programs, curriculum, etc. might work better for which populations. It is also not yet clear how measured improvements on various features translate to improved child and family outcomes.

Projects in NHSA's Data Design Initiative

The following is an organized list and brief description of projects that emerged from discussion at the Data Design Huddle about users and uses of Head Start data and about the pain points and barriers that impede data use (Appendix D.)

Exploratory work has already begun on several of these projects within NHSA or with a designated project team. Work on other projects will begin as time and resources allow, and as preliminary research about project feasibility, design, and value proceeds. This list is expected to evolve as the initiative advances and insights are gained.

The projects are (flexibly) assigned to five categories:

- **People Projects**: Improving Staff and Other People's Capacity to Use Data to Improve on Multiple Dimensions within Head Start
- **Data Improvement Projects**: Improving Quality and Type of Information Collected for Analysis
- **Information System Improvement Projects**: Improving Technology and Communications
- **Knowledge and Learning Enhancement Projects**: Finding, sharing, and building knowledge about effective practices and programs
- **Policy Projects**: Finding and implementing effective ways to motivate continuous improvement

More information about the projects in each of these five areas can be found in Appendix A.

Appendix A: Projects

The projects listed below were discussed during the Data Design Huddle in December 2017. Work on some of these projects has begun. Work on others will depend on their feasibility, availability of funding, and ultimate likelihood of contributing positively to the early childhood field and the well-being of Head Start children and their families. This list is expected to evolve as the initiative advances and insights are gained.

People Projects: Improving Analytics Knowledge and Capacity within the Head Start Field

- Hiring Guide
  One working group is already in the process of developing a "Hiring Guide for Data Analysis." The hiring guide will include valuable resources for hiring or contracting someone to do data work, such as questions to ask when interviewing, skills to look for in a candidate for various positions, boilerplate job descriptions, and language for RFPs to retain analytic services.

- Data Fellowships
  A data fellowship program will produce regular cohorts of staff trained in data analysis; will create a networked community of data analysts to help each other and identify problems, solutions, and opportunities; and could be deployed to increase training capacity nationwide.

- Outcomes-Oriented Training
  A group will identify existing or develop new outcomes-oriented training modules, building on work in the medical and other fields where training is designed around desired outcomes and competencies rather than specific skills.

- T/TA Systems and National Centers
  This effort will explore whether (and how) the federal Training and Technical Assistance (T/TA) system and the National Centers could play a role enhancing analytic and outcomes-management capacity in the field.

Data Projects: Improving Quality and Type of Information Collected for Analysis

- Key Benchmark Indicators
  This project involves identifying a list of indicators that Head Start programs would use for constructive benchmarking with each other, informing and encouraging continual improvement. These indicators would enable the field to: (1) learn from each other; (2) test different program components and practices to find ways to improve outcomes for children and families; and (3) provide a better picture of national progress and challenges, complementing information about what Head Start does, who is being served, what the population looks like, etc.

- Better, Simpler Assessments
  In response to concerns about the amount of training required to learn how to conduct screenings and assessments, the amount of time to conduct them, fidelity of implementation, and the accuracy of results, this project will explore ways to simplify screenings and assessments while maintaining and, if possible, improving the quality of the information. One possible path forward will be to identify signal indicators to use instead of the large set of items currently used by most assessment systems without losing important information. Another will be sorting out when, how,

and if 'gamified' screenings and assessments can reduce demand on teacher time, as well as when and for which children these assessments are or are not appropriate.

- Data Errors and Validation
  Current Head Start software systems have glitches that make it easy to enter inaccurate information. Some, for example, allow attendance data to be entered before the actual date. Others fail to use simple methods now commonly used to minimize human error in data entry. Better mechanisms are needed to identify these issues and get them fixed in a timely manner.

- Safely Interconnected Data and Compliance Systems
  This project will explore the potential for and risks of connecting Head Start's data systems to other state systems, such as K-12 school systems, to improve the ability to track children's long-term success in order to improve individual early childhood services and best practices. This project may also look at interoperabiliy opportunities with state and local early childhood compliance systems to lessen the monitoring burden on programs and licensing agencies.

Systems Projects: Improving Technology and Communications

- Develop Principles
  Guided by a group of experts in data systems thinking and user-centered design, a project team will identify concrete principles to guide how we want data systems to work in Head Start and what we want them to do and accomplish. These principles will allow other projects, particularly those involving technology and vendors, to move in a purposeful direction.

- Curate Examples of Data-Sharing Agreements
  To reduce the time programs need to spend working on sound data-sharing agreements, NHSA will create a repository of boilerplate language from existing agreements. The repository will hold sample agreements that can be adapted to meet nation, state, and grantee-level needs.

- Communicate Information System Needs
  Some of the features and functionality that Head Start practitioners wish were available in their existing information systems are possible, even though they are not currently available. Vendors attending the DDH indicated that they can, and would be willing to, address some of these wishes. Other vendors may also be eager and able to offer products and services that better support programs. Establishing a process for ongoing communication between practitioners and vendors will open the door to information system improvements.

- Establish Standards
  In order to change the way that Head Start programs make their software purchasing decisions, one group will explore the value of developing relevant guidelines for licensing, contracts, and RFPs. This will likely include open API standards built on the principles this initiative identifies.

- Explore Data Storage and Sharing Options
  One way data users in other fields have managed to successfully and safely share data across agencies is with a data warehouse. Block chain technology that enables data sharing is also rapidly evolving. This project will explore ways Head Start programs can safely and efficiently share protected, useful child-level data in a timely manner.

- Build Yelp-like Functionality for Head Start
  Another way to improve programs' purchasing decisions might be through the development of a Yelp-like product for the products and services that Head Start programs use, ranging from software to curricula to trainers. Shared feedback could help Head Start colleagues make smarter purchasing decisions, make complaints and tech-glitches more visible to encourage vendors to fix them quickly, and facilitate exchange of troubleshooting tips.

- Conduct Multi-Site Pilots
  Working closely with relevant experts, this project will develop open-source interoperable solutions to tackle various data infrastructure issues through coordinated multi-site pilots. Solutions will be swapped between sites for implementation and then disseminated field-wide.

Knowledge and Learning Enhancement Projects

- Tool Sharing
  NHSA will develop and maintain a resource center of some form to share best practices and useful tools with the field. The resource center will provide an opportunity for grantees to share their own fixes and learn from each other.

- Knowledge Sharing Plan
  With feedback, NHSA will develop and implement a content marketing plan for improving how NHSA shares evidence about effective (and ineffective) practices and programs with the field using, for example, newsletters, blogs, webinar trainings, website space.

- Research Repository
  Several sources exist for accessing relevant research, but tend to target an academic audience. Also, much of the evidence in these repositories resides behind a paywall. Whether a new repository is created or an existing resource can be adapted, there is a need for research to be affordable, easily accessible, and understandable so Head Start staff can apply relevant evidence to their practice and programmatic decision-making.

- Matchmaking Researchers and Practitioners
  Researchers and Head Start grantees are connected in many ways, but there is no easy way to find researchers working with Head Start programs, Head Start programs working with researchers, nor their research findings. Nor is it easy for researchers and Head Start programs who want to work with each other to make the connection.

Policy Projects

- Improve Incentive Structures
  To inform Head Start's need for effective continuous improvement drivers, an expert group will identify functional and dysfunctional incentive structures. The project will identify key attributes of effective incentive systems as well as problematic characteristics. It will propose ways to realign incentives based on evidence and disciplined reviews of experience, while also encouraging measured trials to point the way toward additional improvement opportunities.

Appendix B: Sources of Head Start Data

Sources of Head Start Data

Below are the broad categories of data in Head Start and where the data currently reside. Head Start programs currently serve more than one million children and their families each year. Approximately 1600 grantees serve these children at one or more sites. Some grantees have one site or serve less than 100 children while others serve thousands of children across dozens of sites and multiple states.

Administrative and Descriptive Data

- Each year, every Head Start grantee must provide the U.S. Office of Head Start the Program Information Report (PIR), answering 680 questions about descriptive characteristics of each center and those they serve. The data covers everything from number of children served to teacher qualifications, parent characteristics, health status, screening results, and curriculum used. Every grantee provides this information to the federal government at the grantee level. Data at the individual child level are not shared.
- The Office of Head Start collects data (in the aggregate) from each grantee, while grantees hold the data at the individual child level internally.
- The primary vendors of the software that collects and holds these data are below. In parentheses are the percent of children nationally they cover and percent of grantees that use the software:
    - ChildPlus (64% of children| 65% of grantees)
    - PROMIS/Cleverex (14% | 11%)
    - COPA (10% | 9%)
    - Microsoft Office (2% | 4%)
    - Shine (2% | 2%)
    - CAP60 (2% | 3%)
    - Other (6% | 6%)
- Many of these systems also help grantees with their day-to-day tasks, such as taking attendance, tracking immunizations and health screenings, maintaining parent contact information, and keeping track of due dates.
- Each grantee decides whether to build their own data system or buy a system with these descriptive and administrative capacities.
- Grantees can technically access individual child level data from the systems.
- While it is possible for programs to access and export these data to analyze them in the context of other data the grantee gathers, the majority of programs do not have the knowledge or capacity to do so.

Program Monitoring Data

- In order to identify low performers required to re-compete for their grants, the federal Office of Head Start measures program quality through the Aligned Monitoring System. This monitoring activity is paid for and conducted by federal government contractors.
- The federal government monitors programs for compliance in seven areas. Each one is also used as a 'trigger' indicating a program is not high-quality and its grant will not be automatically renewed, but instead put up for competition.
- The seven triggers are:
    - Deficiency on any of the Standards

  - School Readiness Goals
  - Classroom Quality
  - Licensing
  - Suspension
  - Loss of Federal or State Funds
  - Financial Management
- Monitoring reports for all triggers are available publicly online, but the data are not presented in an easily analyzed form. They must be pulled from a separate page for each program. The majority of the information detail is not made public and is not easily accessible to the public.
- Classroom quality is measured once each grant cycle (every 5 years). Using a tool called the Classroom Assessment Scoring System (CLASS,) an independent evaluator visits the program and assesses the quality of the teacher-child interactions in each classroom in three broad domains: Classroom Organization, Emotional Support, and Instructional Support. The individual classroom scores are then aggregated up to the grantee level and those grantees with a score in any of the three domains that falls below a certain threshold or falls in the bottom 10% of all scores that year are triggered for competition. While the CLASS protocol can be very useful as a feedback tool, its current use for high-stakes evaluation in the existing Federal monitoring protocol is not beneficial.
  - CLASS was intended to be informative for teachers and their supervisors, identifying both strengths and professional development needs for individual teachers. The federal monitoring protocol uses aggregated scores at the grantee level, contrary to its intended and useful application at the teacher level.
  - Many grantees now use CLASS within their programs, paying for outside evaluators or for current staff to be trained as evaluators, both to provide teachers with helpful feedback and to reduce the risk of being 'triggered' for low scores.
  - Despite training of CLASS reviewers to standardize their assessments, there is a fair amount of subjectivity in CLASS scoring. The subjective nature of the assessment is codified in the scoring rubric, which allows for some variation in a reviewer's scores while still designating them 'reliable.'
  - Although the federal government does an aggregate analysis of scores by domain and shows changes in those domain scores over time, it is not possible to see below the aggregate level to look for patterns, relationships, and outliers across grantees, sites, and teachers, nor is it possible to correlate those observations with outcomes.
  - The federal government has formally asked for comments on the use of the CLASS for designation renewal.

<u>Curriculum Assessment and Other Outcome Data</u>
- Head Start programs are required to use evidence-based curricula and to report to the federal government in their annual PIR which tools they use.
- There are many Head Start curriculum vendors, many with a tool to assess progress on the curriculum for each child. Some integrate the curriculum and the assessment; some use an independent, companion assessment tool. Programs often buy more than one curriculum to address the various education requirements they need to fulfill.
- Teachers administer the assessment tool. This requires additional training for teachers. Despite this training, there are significant concerns around subjectivity and fidelity of assessment.

- Teachers assess children throughout the school year, often at the beginning, middle, and end of the school year. This, too, requires dedicated teacher time. However, some experts feel the assessments are not done frequently enough to inform teacher decisions about how best to help each child throughout the year.
- Assessment information is usually stored within the curriculum/assessment company's system. It is available to the grantee, but not the federal government, state associations, other granteees, or others.
- Some grantees have been able to connect their assessment data to their administrative and descriptive data, but only for the children and sites they serve. High-capacity programs tend to have figured out how to do this, but this analytic capacity remains out of reach for much of the field.
- It is not possible to compare results across curricula to discern which might work better for different populations of children or for children with different learning styles. It is also not yet clear that improvements on the assessments are correlated with improved child outcomes.
- Some commonly used screenings/assessments are:
  - Teaching Strategies Gold (TS Gold has the majority of the assessment market, even for programs that do not also use their curriculum)
  - COR Advantage
  - Frog Street
  - Tools of the Mind
  - Building Block
  - Open World of Learning
  - Peabody Picture Vocabulary Test
  - Woodcock-Johnson Test of Achievement
  - Test of Pre-School Early Literacy
  - Test of Early Math
  - Desired Results Developmental Profile

Appendix C: Attendee List

The following list contains the name and organizations of all attendees, as well as a designation of which days of the Data Design Huddle they attended. Rick Mockler and Victoria Jones of the National Head Start Association and Shelley Metzenbaum were also present and leading the discussion both days. NHSA's Executive Director, Yasmina Vinci, participated for part of each day.

Name	Organizations	Day 1	Day 2
James Anderson	Family Resource Agency, Inc.	X	X
David Baroody	DataSay, Inc.		X
Weldon Beard	GETCAP Head Start	X	X
Christiana Bekie	AVANCE-Houston, Inc.	X	X
Larry Campbell	Catholic Charities Community Services	X	X
Abby Carlson	AppleTree Institute for Education Innovation	X	X
Maia Connors	Ounce of Prevention Fund	X	
Cindy Decker	CAP Tulsa	X	X
Greg Dixon	Acorn Evaluation, Inc. and Thomas B. Murphy Center for Public Service, University of West Georgia		X
Fernando Enriquez	Riverside County Office of Education	X	X
Jesse Escobar	Office of Head Start	X	X
Lizzie Friedman	Acelero Learning & Shine Early Learning	X	X
Danny Friel	AppleTree Institute for Education Innovation	X	X
Matt Gee	BrightHive		X
David Hawkins	Family Resource Agency of N GA	X	X
Gladys Haynes	Buffet Early Learning Fund	X	X
Marilyn Headley	Results for America		X
Blair Hyatt	Pennsylvania Head Start Association	X	X
Jim Keith	GA DECAL-IT		X
Hamid Kelishadi	COPA		X
Donna Kelley	Adobe / DMK Product Consulting		X
Gayle Kelly	Minnesota Head Start Association	X	X
Maria Layne-Stevens	Guilford Child Development	X	X
Ruth Lee	Child Care Resource & Referral	X	X
Ashley LiBetti Mitchel	Bellwether Education Partners		X
Lihong Ma	myHeadStart.com		X
Lauri Morrison-Frichtl	Illinois Head Start Association	X	X
Jennifer Mosley	Teaching Strategies		X
Andy Nigro	ChildPlus Software		X
John P. O'Donnell	Lean Enterprise Institute, Inc.		X
Tim Oppenheim	Arkansas Early Learning, Inc.	X	X
David C. Paddison	Catholic Charities Community Services	X	X

Michael Patterson	Arkansas Early Learning, Inc.	X	X
Tamara Philip	Tableau		X
Jeffrey Press	Socrata		X
Anthony Raden	Ounce of Prevention Fund	X	X
Colleen Rathgeb	Administration for Children and Families	X	
Theresa Rowley	Office of Head Start	X	X
Scott Siegfried	Miami Valley Child Development Centers, Inc.	X	X
Sandra Simar	Child Care Resources & Referral	X	X
Cate Smith Todd	Acelero Learning & Shine Early Learning	X	
Icy Tekleselassie	Riverside County Office of Education	X	X
Esmirna Valencia	Riverside County Office of Education	X	X

Appendix D: Pain Points and Barriers

Changing the data systems requires multi-dimensional change. The following issues were identified as barriers to change that need to be tackled. The projects developed are designed to address these barriers.

People

- Fear of data (fear of math, fear of punishment)
- Limited capacity for analysis
- Too much training required to use systems and assessments
- Everyone invents their own fixes
- Limited number of entrepreneurial-minded transformational leaders

Knowledge Management

- Outcomes are not agreed on and assessment tools can't measure
- Accuracy of data collected (objective vs. subjective)
- Knowledge of effective tools and interventions is limited

Organization

- Multiple compliance requirements to be met
- Incentives are misaligned

Systems

- Incompatible systems for aggregating data
- Limited tools for data visualization and analysis to make information accessible
- Security and privacy barriers
- Inability to "drill down" or slice data

Data

- Lack of standard data definitions
- Cost of data systems and analyses

Other

- Proprietary issues (assessment tools, schema)
- Clearer identification of outcomes and means to gauge progress
- Limited trust in the new monitoring protocol

Appendix E: Users & Uses

The following is the list of users and uses as refined by attendees on day 1 of the Data Design Huddle, though it still remains a work in progress. As of the writing of this report, the Users & Uses list can be used as guidance for understanding who the users of Head Start data are and what questions they need answered, but the list is not all encompassing. **Suggestions are welcome.**

The list contains top-level questions rather than every variation possible of each question. (For example, the list includes "How is Child X progressing?" which should be understood to encompass motor skills, language, literacy, math, social-emotional, etc.) There is also substantial repetition of questions, so often details are included the first time a question appears but not subsequent appearances. This is simply to help with making the list easy to read; assume that repeated details are implied.

Parents and Caregivers

- What developmental stage is my child at?
- How is my child progressing?
- What are my child's strengths and needs?
- What services and support does my child need?
- What is the program doing to support my child? What can I do to support my child?
- What specific goals is Head Start setting for my child for the year?
- What progress should I expect to see my child making?
- What specific goals can I contribute to my child for the year?
- Is my child safe?
- Is my child being taught by an appropriate teacher at an appropriate school for him/her?

Program Staff *(eg. Classroom teachers, family engagement staff, and specialists)*
Individual child:

- What does Child X look like when she arrives at Head Start?
    - Academically, developmentally, health status, etc.
    - Prior experiences (family status, housing, out-of-home care, etc.)
- How is Child X doing compared to benchmarks of expected development?
- What are Child X's strengths and needs?
- What is needed to keep Child X enrolled and succeeding?
- What services is Child X receiving?
- What programs and services could help Child X? What can we do to support Child X?
    - Program option, dosage, curriculum, teaching style, patterns of absence, etc.
    - Effectiveness and impact of programs/services for specific needs and growth opportunities
- How is Child X's progress at time X?
    - Academically, developmentally, health status, etc.
    - Changes in strengths and needs
    - On specific goals set for Child X for the time period
- Is Child X safe at school?
- What does Child X look like when she leaves Head Start?
    - Academically, developmentally, health status, etc.

- Strengths and needs
- Other information to share with parents/teachers in next classroom/school

Group of Children Served: *(Whole-group classroom and/or caseload and within-group clusters/trends)*

- What do the children in my classroom look like when they arrive at Head Start?
  - Academic, development, health status, primary language, etc.
  - Prior experiences (family status, housing, out-of-home care, etc.)
- What are the strengths and needs of the children in my classroom?
- What programs or services could help the children in my classroom? What can we do to support them?
  - Program option, dosage, curriculum, teaching style, patterns of absence, etc.
  - Effectiveness and impact of programs/services
- How is my classroom progressing?
  - Academically, developmentally, health status, etc.
  - As a group; clusters/trends within group
- Is my classroom safe?
- What does my classroom look like when they leave me?
  - Progress made academically, developmentally, on health status, etc.
  - How progress compares benchmarked against peer groups and expected development
  - Expected next placements and continuity notes to share

Families: *(Individual families or group of families served, at whole-group level and within-group trends)*

- What does Family X look like when they arrive at Head Start?
  - Level of self-sufficiency and existing needs
  - Prior experiences and services
- What are Family X's strengths and needs?
- To what extent is Family X engaging with the program?
- What programs and services could help Family X? What can we do to support them?
  - Program option, services offered and used, number of contacts, level of support
  - Effectiveness and impact of programs/services
- What are Family X's goals for themselves and their child?
- How is Family X progressing?
- What does Family X look like when they leave Head Start?

Staff Personal Reflection:

- How effective is my performance?
  - Instructional method, lessons, curriculum, etc.
- What are my goals for the year?
- What are my areas of strength and areas needing improvement?
- How can I improve? Have I improved?
- What options for training and support are available to me? When do I plan to get that training and support?

Program Leadership *(Site directors, program directors, administrators, supervisors, the Board, etc.)*
Children Served:

- What does our child population look like at the beginning of the year?
- How are the children we serve doing?
- What are the variables contributing to and inhibiting their progress?
- What are the strengths and needs of the children we serve?
- What services are our children already receiving?
- What programs and services could help our children? What can we do to support them?
    - Effectiveness and impact of programs/services
- Who is moving in and out of our program each year, how do we improve enrollment?
- How are the children we serve progressing?
- Are the children we serve safe?
- Are the children we serve fully immunized and are all their health needs met?
- What do the children we serve look like at the end of the year?
- Where do the children we serve go when they leave us?

Families Served:
- What do our families look like when they arrive at Head Start?
- What are our families' strengths and needs?
- To what extent are our families engaging with the program?
- What programs and services could help our families? What can we do to support them
    - Effectiveness and impact of programs/services
- How are the families we serve progressing?
- What do the families we serve look like when they leave Head Start?

Workforce:
- What does my workforce look like when they are hired?
    - Prior experience, qualifications, certifications, strengths, needs, health and wellness status, professional development needs, etc.
    - Does my workforce represent the population of children and families served?
- What are my workforce's strengths and needs? What gaps in knowledge/skill do we have in the program?
- What programs, services, PD, could help our workforce? Are these available, accessible, and effective?
- What performance evaluation methods would work best in our program to improve performance? Are they effective and/or how can we improve them?
- How is our workforce progressing?
    - Earning degrees and certificates, participating in PD, improved performance, etc.
- Are our recruitment and hiring practices effective at finding the right staff members? What tools, resources, or other services can help me hire the right candidates?
- What does my workforce look like when they leave?
    - Qualifications and certifications, time employed, positions held, performance, professional development provided, improvement, etc.
    - Turnover rate, categories of staff leaving, reasons for turnover, where staff goes, time before vacancy is filled, cost of filling vacancy, etc.
- How does our workforce compare to others?
    - Compensation, qualifications, experience, etc.

- How is the mental and physical health of our staff? How can we support staff wellness?

Program Management:
- How should I be allocating my budget?
    - Existing budget expenditure allocation, existing budget needs
- How costs and budget allocations compare to others
- Is my program in compliance?
    - With program-specific, local, state, and federal regulations
    - Items of non-compliance, status of resolution, time to resolve, new procedures and implementation, patterns of non-compliances
- Is my program reaching all of the children and families who need our support?
    - Eligibility prioritization strategy, over/under-served populations, etc.
    - Filling all available slots, etc.
- Do we have an appropriate physical space and is it meeting our needs?
- How well am I serving the community?
- How are we using data to inform our practice and drive improvement? How can we improve this?
- How is our program doing compared to others?
- How do we ensure the validity and reliability of our child assessment data?
- How well are we engaging with our communities?
- How do we at the program level actually use this information to make decisions and drive program improvements?

OHS and T/TA *(Federal OHS, regional OHS offices, T/TA organizations)*
Program Management:
- What do our grantees and programs look like?
    - Program features, patterns, connection to other services, etc.
- What practices are grantees using to serve which populations?
    - Curriculum, dosage options, programming, etc.
- How are grantees performing?
    - Who is performing best in each area, who is showing the most improvement?
    - Which areas are seeing significant gains or declines and why?
    - What are the strengths and needs of programs in the field? What support do they need?
- How are programs allocating their budgets?
- Are programs improving outcomes for children and families?
- Are programs in compliance with federal requirements?
    - Individual programs and their items of non-compliance, individual patterns
    - Cluster/trend of non-compliances, patterns of prevalence, time to correct, etc.
- Are programs in compliance with state and local requirements?
    - How do state and local requirements compare to federal requirements?
- What research gaps need to be filled in?

Children and Families:
- Who does Head Start serve and how has that changed over time?
    - Characteristics of children and families
    - Program options, dosage, etc.

- What do enrolled children and families look like when they arrive?
- What do enrolled children and families look like when they leave?
- What progress do enrolled children and families make in Head Start?
- How can we help programs improve their practice? What are strengths and needs of programs within the field? What support can be provided to build on strengths and improve needs?
- What programs and services does each community need? What is being provided?
    - Program option, duration, curriculum, family services, etc.
- Are we reaching all children and families? Are we reaching the right children and families? Are we appropriately serving the children and families we reach?
- How is the composition of enrolled children and families changing? How we responding to these changes?
- What research gaps need to be filled in and what is their relative impact?

Workforce:

- What does the workforce look like? How is it changing?
- What are the strengths and needs of the workforce? What training can support them?
- What training or additional support does the workforce need? What training or additional support is available? Who is providing it? Is it high-quality?
- What are the requirements for various workforce positions? Are these appropriate and worthwhile for improving outcomes for children?
- How do changes in the workforce correlate with changes in child outcomes?
- To what extent are programs able to hire and/or develop qualified staff?

Internal Management:

- What are the goals of each regional office? What progress is each office making on its goals?
- What are the strengths and need of each office for supporting grantees? How can we build upon their strengths and address their needs?
- Are the regional offices performing at high-quality?
- Can we deploy our regional office capacity in more strategic, cost-effective ways?
- What support does each regional office need? Are we providing it?
- What are the goals of each T/TA organization? What progress is each making on its goals?
- What the strengths and needs of each T/TA organization? How can we build upon their strengths and address their needs?
- Can we deploy T/TA organizations in a more strategic, effective, cost-efficient way?

Other

Local and State Governments (including K-12 school districts):

- What does Child X look like when she enters the school system?
    - Academically, developmentally, health status, etc.
    - Strengths and needs
- What was Child X's experience prior to entering the school system?
    - Prior experience outside of the home
    - Prior teacher/caregiver recommendations for future development
- What programs or services does Child X need to succeed?

Funders:

- What have we funded in the past and how well has it worked?
- What have others funded in this area and how well has it worked?
- Which programs/interventions have been successful? Which were not? What did we learn? What could we do to promote adoption of the most effective practices?
- What knowledge exists that could make a significant difference if funded?

State, Regional, and National Associations

- What does the field look like currently?
  - Children, families, workforce, leadership, program agency types, etc.
- What Head Start program practices have worked best for which populations? How can we help spread effective practices?
- What are the field's strengths and needs? How can we build upon the strengths and improve needs?
- What training and support does the workforce need?

Vendors

- <Questions to be developed>

Politicians/Policymakers

- <Questions to be developed>

Collective Action Agencies

- <Questions to be developed>

Researchers:

- <Questions to be developed, possibly>

The argument was made that researchers should not necessarily be explicitly considered in the Users & Uses chart, but that as we design our systems we should keep them in mind and, at times, make efforts to ensure that relevant information can be made accessible to them. Further consideration of this suggestion warrants consideration.