ParentChild+

# Introduction to data: data collection, data management, and data quality

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# Training goal

By the end of this session, you will be able to:

- Explain what data means to ParentChild+ and why it matters
- Describe what it means to be data-informed
- Explain your role in collecting, analyzing, and using data
- Identify common problems with data quality and how to prevent them
- Use a simple process to train ELS on good data practices

# About the trainer

I AM

**Sarah Aparicio**
she/her
Assistant Director
Data Quality + Analysis

ABOUT ME

I'm a member of the research and evaluation team. I co-lead the work we do on internal program evaluation. I also manage our management information system DAISY.



NEW YORKER

THINGS I LOVE



# What are data?

# What are data?



In the chat:

When you hear the word data, what comes to mind?

# What are data?

Data are information we collect so we can understand what is happening and make decisions.

# What are data?

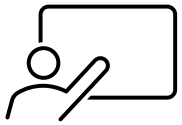
Examples:

- Number of visits a family completed
- The conversation you had with a provider
- A picture of a child reading a book
- A video of a parent playing with their child
- A developmental questionnaire

# Types and forms of data

| Types | | Forms |
|---|---|---|
| Numerical | **105** families | Videos |
| Categorical | **Pre**<br>**Mid**<br>**Post** | Self-assessment |
| … | | Interviews and focus groups |
| | | Observations |

# Your data



In the whiteboard:

Think about your work yesterday. What information did you collect, look at, or use?

- What was the data?
- Where did it come from?
- What was it used for?

# Our program data

| About the participant | About the site |
| --- | --- |
| • Their contact information and demographics<br>• What happened during visits<br>• What community resources and referrals were referred<br>• How they are improving key practices<br>• Whether they completed the program<br>• How satisfied they were with the program | • Who works for the site<br>• What books and toys are used during visits<br>• What do guide sheets look like<br>• How are you recruiting participants<br>• What does home visitor practice look like<br>• What topics are covered during home visits |

# Key takeaway

We already use data every day.

This training is about using data to inform and improve your practice.

# What does data mean to ParentChild+

# Our data model



# Our data model




We collect visit data

Enter it into DAISY*

Check for missing information

Look at visit patterns

Decide how to increase participation

# Data has value

Data has value when it helps us answer questions such as:

- Who are we serving?
- Are participants getting the support they need?
- Are participants getting the outcome they want?
- Are participants completing the program?
- What is working?
- What needs to improve?

# From data to decision



In breakout rooms:

Review your scenario:

1. What data would you want?
2. What questions would you ask?
3. What could you do with what you learn?

# Key takeaway

Data is most powerful when paired with lived experience and community wisdom.

**You are the key**

- Your relationships with participants
- Your knowledge of your community
- You understand the context

# What does “data informed” mean

# Data-informed

Using data along with experience, knowledge, and context of our participants and communities to make decisions.

# Steps to being data informed

1

**Provide training on data**
ELSs should understand and use information to make better decisions

2

**Set clear targets and metrics**
Measurable goals that align with the program's mission

3

**Prioritize data quality**
Focus on collecting accurate, relevant, and timely data to ensure insights are actionable

4

**Act on insights**
Interpret the data in the program and community context, and make a plan

# Scenario practice

Your program completion rate dropped from 80% to 60%

| What does the data tell us | What does the data NOT tell us | What other information would you want | What would you do next |
| --- | --- | --- | --- |
| | | | |

# Scenario practice

60% of program child received a developmental screener

| What does the data tell us | What does the data NOT tell us | What other information would you want | What would you do next |
| --- | --- | --- | --- |
| | | | |

# Key takeaway

Data + experience + context + voices = **informed decisions**

# BREAK – 10 MINUTES

# Your role in data collection

# Data collection guidelines

- Explain data is part of program, getting consent
- Support participants in completing intake information
- Support participants in completing the assessments or any other data forms
- Support your team in observation and documentation during the program (e.g., reflection record)
- Completing data entry and updates

# What are the data collection forms

| Form | Why? |
|---|---|
| Intake form<br>*Family Information* | • To ensure we are working with families in under-resourced communities<br>• To uncover hidden disparities and identify specific needs within communities |
| Family strength and culture practices<br>*Funds of knowledge* | To facilitate engagement and co-planning with families |
| Caregiver measure<br>*PIEL or PICCOLO* | To measure caregiver involvement in early learning (PIEL)<br>To measure positive parent-child interaction (PICCOLO) |
| Developmental screeners<br>*ASQ-3 and ASQ:SE-2* | • To increase parental knowledge of child development<br>• To increase identification of early delays<br>• To track family access to EI and child development services |
| Referrals | To track family access to basic needs and community resources |
| Reflection record | To highlight family goals and self-reflect on family visits and engagement |
| Family satisfaction survey | To use family-voice to guide program adjustments |
| Program completion survey | To track completion rates and next steps after the program |

# How to talk to families about data collection

## Tips

- Have a conversation prior so you can answer the caregivers' questions
- Have ELSs practice "collecting data" together
- Spend a few minutes with the caregivers going over the form. Once caregivers understand how the question relates to their child, it is easier for them
- Make pre-measures a part of the enrollment process

Source: Adopted from ASQ User Guide

# How to talk to families about data collection

## Examples for self-report questionnaires and surveys

| | |
|---|---|
| Share the purpose with parents | • "ASQ-3 provides a quick check of your child's development"<br>• "Your answers will show your strengths and areas where we can provide support" |
| Give parents guidelines and make them feel prepared to successfully complete a survey | • "Try each activity with your child before you mark a response"<br>• "Make sure your child is rested and fed before the visit" |
| Explain how each survey works | • "Here are the five areas of development we'll look at on the ASQ-3"<br>• "We collect the same survey at the beginning, in the middle, and end of the program" |
| Review what the response options are and what they mean | • "Yes means that your child is performing the skill"<br>• "You may do these activities sometimes, always, or not at all" |
| Tell parents that you'll share the results with them | Let parents know that you'll be in touch to share the results. Give them a timeframe. |

Source: Adopted from ASQ User Guide

# Talking about data collection



In breakout rooms:

Role play being the practitioner and caregiver

- Practitioner: explain the data collection process
- Caregiver: Ask questions and express concerns

# How to ask tricky questions

Example questions:

- Income
- Race/ethnicity
- Country of birth
- License status (HBCC)

**Tips:**

- Validate how they might be feeling in the current social/political climate
- Talk about why we are asking these questions
- Remind them of privacy policies
- Offer to do the form over time so it feels less overwhelming
- Remind them you are there to support

# When a family doesn’t want their data shared

**Participation in the program is top priority**

1. Collect but don’t share
2. Deidentify data before sharing

*Reach out to national center so we can walk you through the steps to do this in DAISY*

# Key takeaway

Good data collection means:

- Participants are **always** comfortable
- Don’t guess, always ask
- Explain the why

# Your role in data management

# DAISY

ParentChild+ web-based application designed to store all program data.

Users gather data for quality assurance, research, and evaluation purposes, including:

- Demographics of participants
- Program staff
- Assessments
- Referrals to other services
- Visits

Designed to help users input, store, and report on the data collected.

# Where is data stored?

| Scenario | Database usage |
| --- | --- |
| ① Agency does not have internal database and is not required to use an external database by funder | ParentChild+ DAISY |
| ② Agency does have internal database and/or is required to use an external database by funder | Use DAISY for:<br>• Intake forms<br>• First and last visit completed<br><br>Use other databases for all other data entry. Must submit data files annually per agreement with state director and data support team |

# Elevate training

DAISY for Supervisors and Coordinators

- One training per model

If you do not see this under your **My Learning** section, email saparicio@parentchildplus.org

# Your role in data analysis

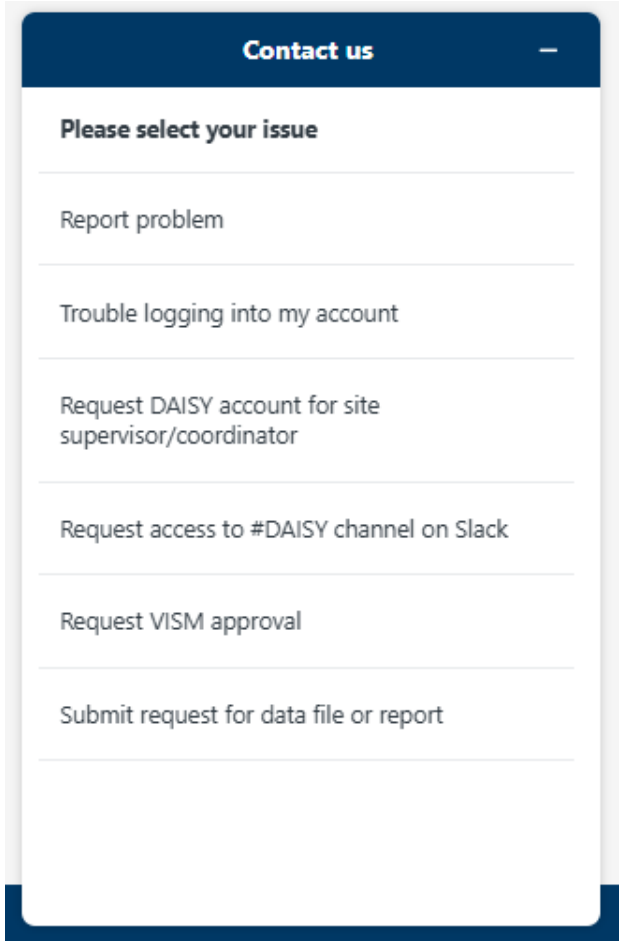
# Data analysis guidelines

| When to run it myself | When to ask National Center for help |
| --- | --- |
| • Curious to see what my numbers look like so far this year<br>• Meeting for ELS supervision and want to make sure they are connecting participants with community resources and referrals<br>• Doing an internal data review<br>• Want to get an idea of what has been entered before submitting a request with National Center | • A report is due to a funder<br>• Would like to include a data visualization component<br>• National-site comparison report<br>• Data aren't available on DAISY reports<br>• Looking for satisfaction survey results |

# Requesting data or report

1. Go to daisydata.org

2. Click submit request for data file or report



# Interpreting data



Review the satisfaction data collected from Site A families.

Discuss:

- What works and doesn't work for site A?
- How can site A use the data?

# Key takeaway

Doing internal analysis is great, but don’t feel shy about asking National Center for assistance.

# BREAK – 10 MINUTES

# Your role in data quality

# Data quality guidelines

- Participate in data quality check-ins
- Complete action steps in between check-ins
- Complete regular internal data quality reviews

# What do we mean by “data quality”?

The methods and processes for establishing quality data that is **ready to be analysed and included in reports**

- Quality data should be **complete and timely**
- Quality data should be **consistent and reliable**

# What is a data quality check-in?

- Review data entry goals
  - Data entry goals are designed to specify data entry expectations to our entire network. They are not performance standards
- Review data quality report
  - Determine what data entry goals are being met and where you need support
- Set action steps **together**

# When are they?

| Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Cycle 1 | | | Cycle 2 | | | | Cycle 3 | | | |

**How frequently you meet will depend on how many goals were met the previous year**

| 76% to 100% | 51% to 75% | 26% to 50% | 0 to 25% |
|---|---|---|---|
| Once/year | Twice/year | Three/year | Three/year* |

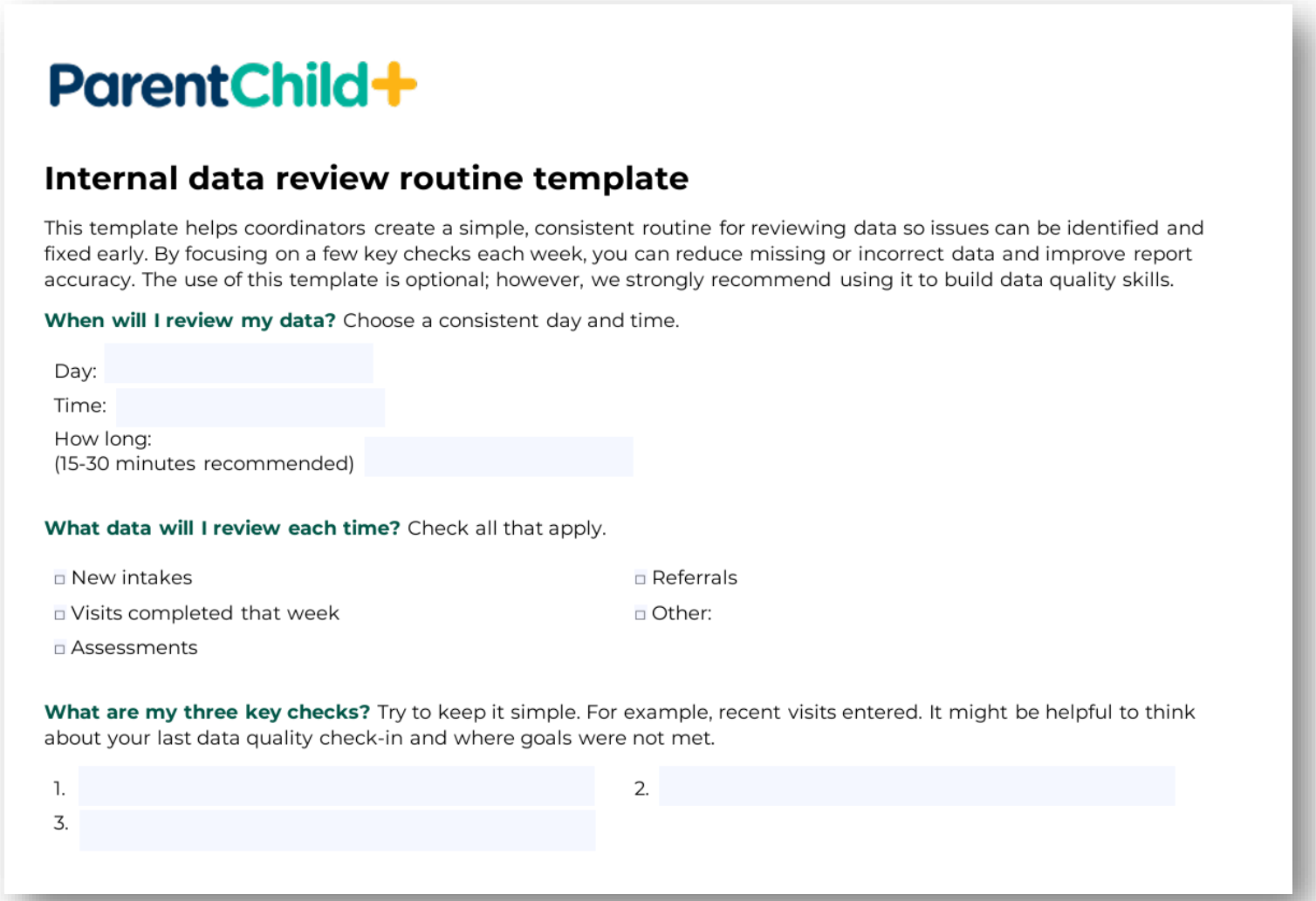
* Additional support from state director
** New sites receive three check-ins during first year of implementation

# Internal data reviews

We strongly recommend supervisors and coordinators review data entry **monthly**

**What does that look like in practice?**

# Internal data reviews



ParentChild+

## Internal data review routine template

This template helps coordinators create a simple, consistent routine for reviewing data so issues can be identified and fixed early. By focusing on a few key checks each week, you can reduce missing or incorrect data and improve report accuracy. The use of this template is optional; however, we strongly recommend using it to build data quality skills.

**When will I review my data?** Choose a consistent day and time.

Day:

Time:

How long:
(15-30 minutes recommended)

**What data will I review each time?** Check all that apply.

- ☐ New intakes
- ☐ Visits completed that week
- ☐ Assessments
- ☐ Referrals
- ☐ Other:

**What are my three key checks?** Try to keep it simple. For example, recent visits entered. It might be helpful to think about your last data quality check-in and where goals were not met.

1.
2.
3.

# Internal data reviews

- Have data entry goals document available (p 35)
- Cross check data entry goals with data entered
- Identify which participants are meeting and not meeting each goal

# Checking for data quality

## Netflix Top 20: Analyzing Weekly Chart-Toppers

This dataset comprises Netflix's weekly top 20 lists for the most-watched TV shows and films worldwide. The data spans from June 28, 2021, to August 27, 2023

# Checking for data quality



2016 Summer Olympic Medal Holders

(Highest medal received)

Explore the dataset. Look for:

- **Blanks or NA**: data that are missing
- **Outliers**: numbers higher or lower than reasonable
- **Duplicates**: Same data point listed more than once
- **Variations**: Using different words or spellings for the same things

# Checking for data quality

2016 Summer Olympic Medal Holders: *Data quality issues*

- “France Olympic Team” is listed as Athlete Name
- Duplicate rows for Sandra Aguilar Navarro and Aaron Brown
- Ages are incorrect: 2, 3, 150 years old
- Height and weight missing
- Duplicate country name in team name (e.g., China, China-1)
- Inconsistent abbreviation of United States (USA and US)
- 2014 and “winter” were included
- Non-medal holders were included

# Key takeaway

Good data quality happens from frequent checking.

You should do this individually, as well as with National Center

# Turn-key training

# Turn-key training

Taking what you learned today and training staff on key concepts.

- Keep it simple
- Use our activities (today and Turnkey training companion)
- Make it relatable

# Teach someone else

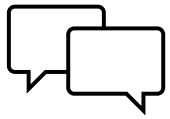


In pairs:

Prepare a mini-training on any of the topics we discussed today. The mini-training should include:

- One simple definition
- One example
- One question for staff
- One action staff should take

# Teach someone else



Group feedback

- One thing that was clear
- One thing that could be clearer

# Key takeaway

If you keep it simple, you can teach it to anyone.

# Wrap up

Fill out brief reflection:

- One thing I learned today
- One thing I will do differently with data
- One thing I will teach my staff