

Data Collection

*Hawaii State Department of Education
Honolulu, Hawaii*

A common question among NNPS members is: “How should I collect data to evaluate our partnership program?” The Hawaii State Department of Education found an answer when its 20-year-old Parent Community Networking Center (PCNC) program teamed up with an updated web-based data collection mechanism.

In the past, PCNC collected parent involvement data manually and stored it in binders. Data collection consumed a lot of the facilitators’ time and reports were difficult to generate. This year, the center worked to make reports instantly accessible to all school, district and state personnel. The data collection transformation began when the education department created a web database for various support programs. PCNC facilitators learned how to keep records of their parent involvement activities and to provide web-based data input – a much easier process than in the past. Finally, state and district leaders trained school and district PCNC facilitators to use the technology and produce and analyze reports.

With the new data collection mechanism in place, PCNC facilitators at each school input parent involvement activities into the statewide database. The database contains information on the purpose of activity, type of parent involvement, people involved, cost, evaluation and activity’s relation to academic goals. Schools are able to use their records for:

- School improvement
- Evaluating progress of partnership programs
- Assessing the need for staff development

More specifically, this system enables facilitators to generate reports about which students’ families attend particular activities. Finally, the reports’ clear focus assisted every school and district in evaluating how they are addressing the No Child Left Behind requirements for parental involvement.

The data collection system cost about \$50,000, covered primarily by state funds.

Time to develop, learn, and prepare leaders to use the system was the biggest challenge. Key stakeholders and leaders invested a great deal of time mapping out the database and identifying the kind of reports and results the state department of education, districts and schools wanted to produce.

Another challenge was to help the facilitators use new technology and to change the way they entered data on family involvement activities at their schools. State and district leaders provided user-friendly, hands-on training to help ease the facilitators’ transition to the new data entry system.

Hawaii’s new data collection system is estimated to have benefited more than 2,000 teachers, administrators and other staff, and countless parents, caregivers, and other district and state leaders. Students benefit because it allows schools to productively self-evaluate their school, family, community partnership programs. As more and more schools’ Action Teams for Partnerships are trained, more facilitators for partnerships will be encouraged to input data into the new database, which will continue to be updated for easier use.

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