

# How AIAN Early Head Start Programs can use data to tell their story

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# Session Goals

- Participants will have a better understanding of how data can be used to support their planning systems including school readiness goals, self-assessment, program improvement, professional development, etc
- Participants will gain a better understanding how to aggregate and analyze child level data for infants and toddlers
- Participants will understand the connection between data aggregation and analysis and program action planning

# Data



North America  
Central Asia  
Europe  
Australia

Breakdown by category

140.20	210.00
544.56	345.76
54.64	438.10
20	210.00
	934.40
	210



Year-on-year development by sector



Outstanding Equity  
ECF's Off-shore



Revenue projection

are regions



This is not an offer to sell securities. It is intended for information only. It is not intended to be used as a basis for investment decisions. It is not intended to be used as a basis for investment decisions. It is not intended to be used as a basis for investment decisions.

# Tell Your Story



# What is Data?





**Why is data important?**



# What Head Start Leaders Are Saying About Data



**Having the  
data be living  
numbers has  
helped us  
with planning.**

<http://youtu.be/DEO3N28u3lk>

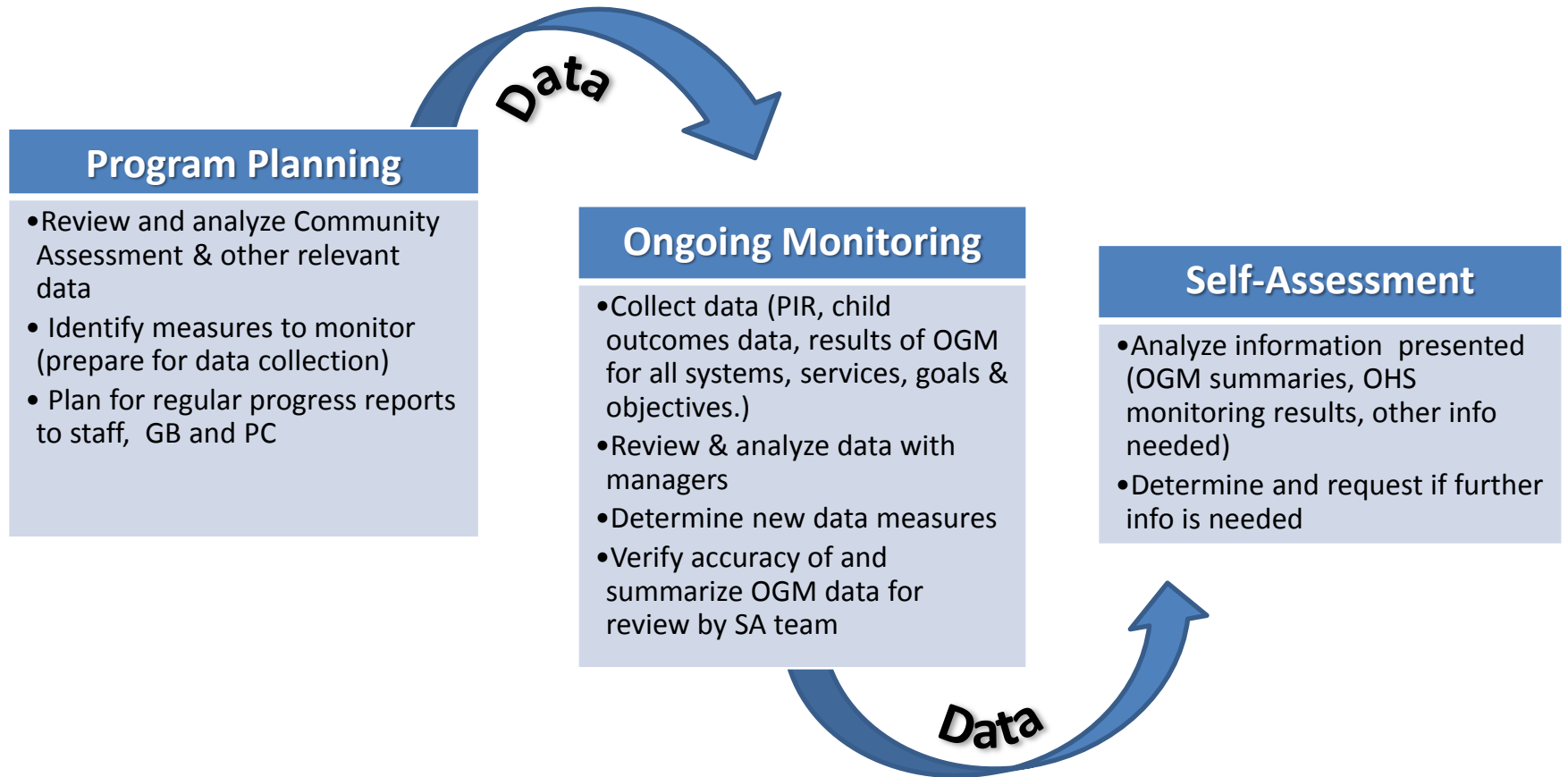


A scenic photograph of a sunset over a body of water. The sun is low on the horizon, creating a bright, golden glow that reflects on the water's surface. The sky is filled with soft, golden clouds. In the background, there are dark, silhouetted mountains or hills. The overall mood is peaceful and hopeful.

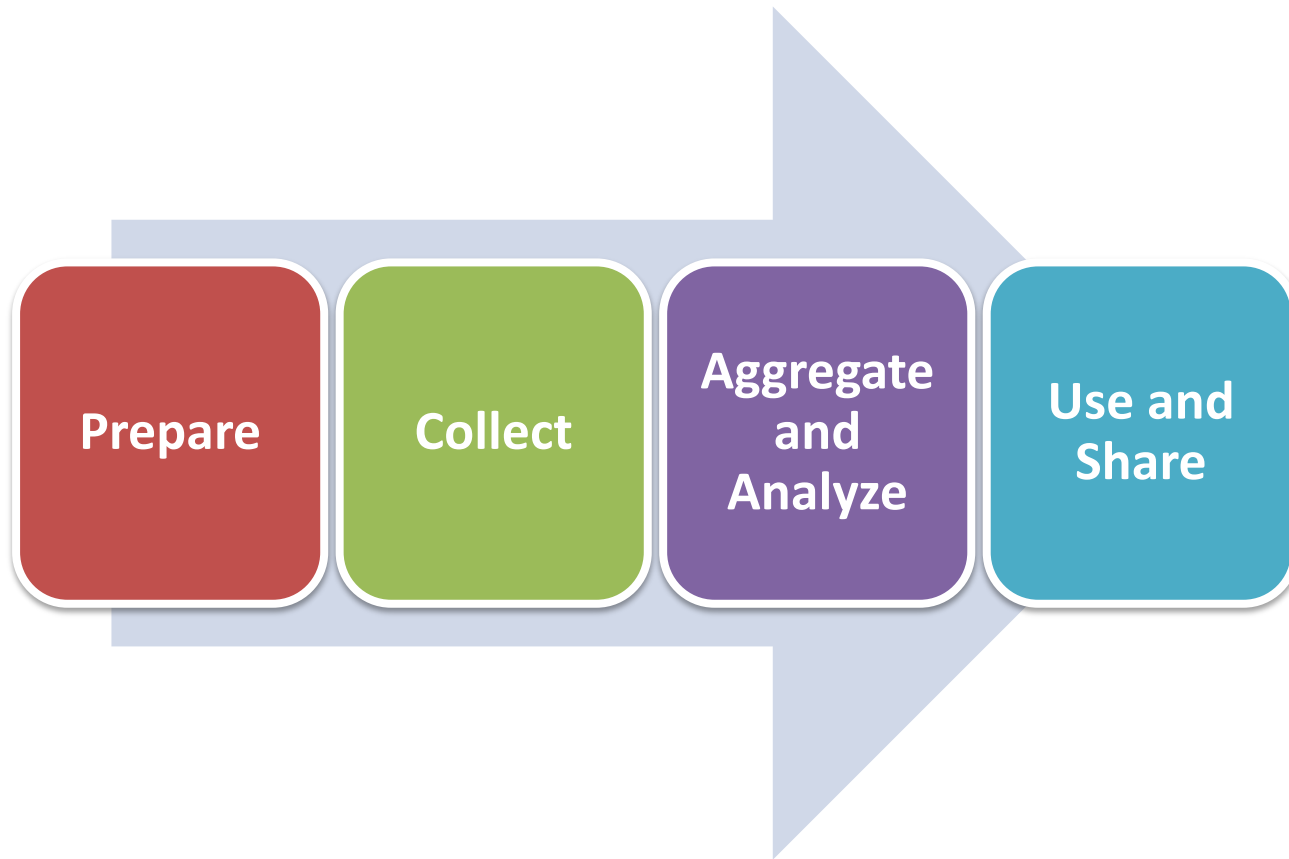
**It's a New Day**

**Five-Year Project Period**

# How Data Links Planning, OGM, and SA



# The Four Data Activities



# Data Activities Inventory

A. PREPARE	B. COLLECT	C. AGGREGATE AND ANALYZE	D. USE AND SHARE
<p>Activities include:</p> <ul style="list-style-type: none"><li>• Creating a data plan</li><li>• Identifying data to collect</li><li>• Establishing methods to collect data</li><li>• Setting clear roles for stakeholders (parents, governing boards, staff, community members)</li><li>• Establishing a timeline for data collection</li></ul>	<p>Activities include:</p> <ul style="list-style-type: none"><li>• Integrating data collection into staff's everyday workload</li><li>• Ensuring data turnaround is fast</li><li>• Catching errors and quickly resolving them</li></ul>	<p>Activities include:</p> <ul style="list-style-type: none"><li>• Examining data to identify what is working and what is not working</li><li>• Identifying trends</li><li>• Connecting different data types and sources to get a "bigger picture"</li><li>• Comparing data</li></ul>	<p>Activities include:</p> <ul style="list-style-type: none"><li>• Presenting data graphically</li><li>• Establishing systematic solutions to identified problems</li><li>• Identifying new goals and new critical questions based on the results of data analysis</li><li>• Sharing results with stakeholders</li></ul>

# Results-Based Accountability™

	Quantity	Quality
Effort	How much did we do?	How well did we do it?
Effect	Is anyone better off?	
	#	%

*Trying Hard is Not Good Enough* – Mark Friedman

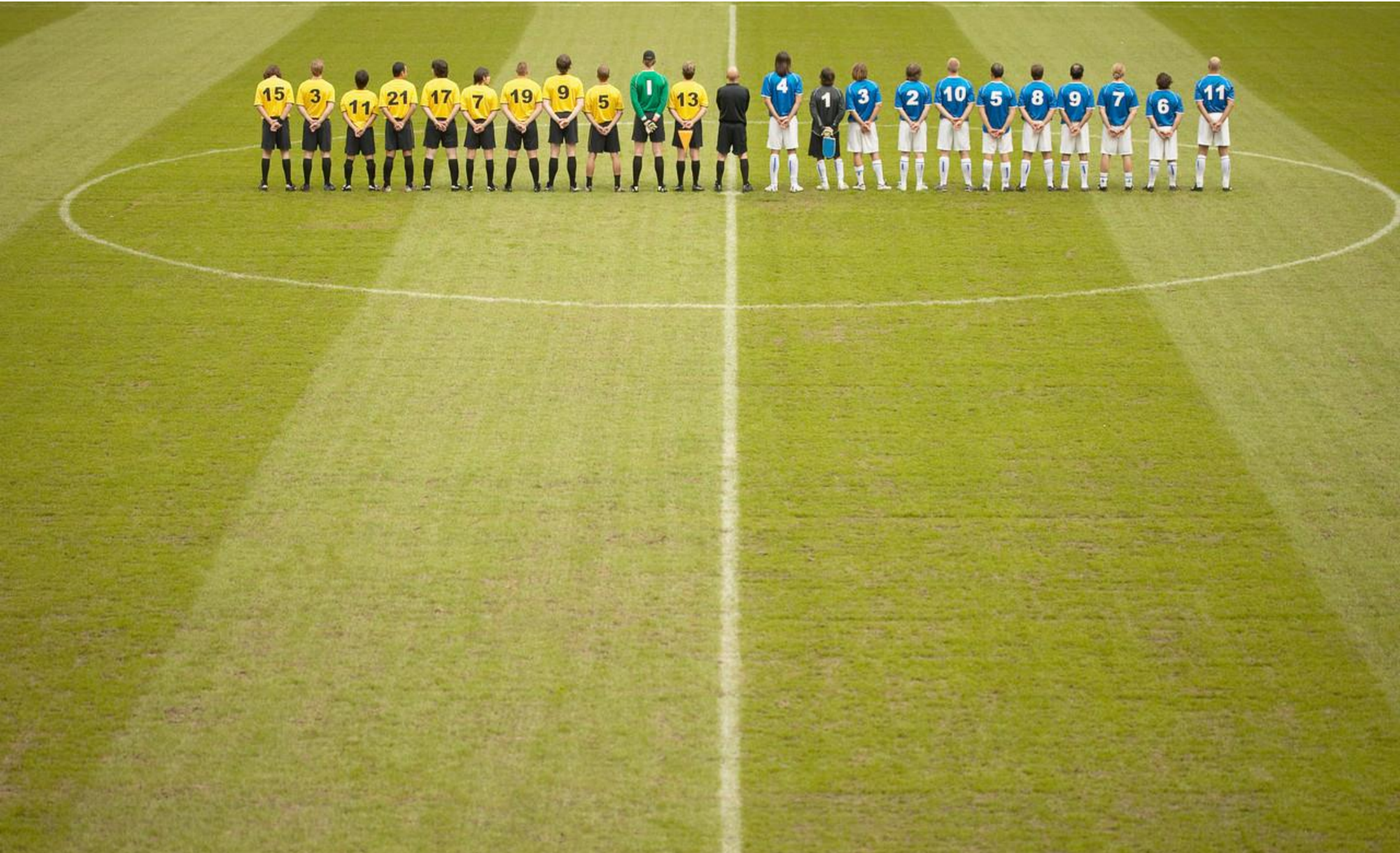


Measurement of

EFFORT

Measures of effort count what and how much we do. They describe whether and to what extent activities were carried out as planned.

# Aggregate and Analyze Us



**Data shows how the children are doing  
AND the impact of our efforts.**



Photo Courtesy NCQTL

No more "I feel"....  
but, "the data show!!"



# Tell Tale Data



# Practice with the data

- What is the data saying about what is working well with this program?
- What is the data saying about what need to be improved in this program?

# Data Analysis and Planning

- What are the themes and connections between the areas the program needs to improve?



# Develop Your Plan of Action

Goal: \_\_\_\_\_

SMART Objective: \_\_\_\_\_

Outcome: \_\_\_\_\_

Action / Strategy	Person (s) Responsible	Timelines	Data Source(s)	Status