



USING DATA FOR PROGRAM IMPROVEMENT

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[What is data? Why do we use it?]

Data is versatile.... It can be numbers of any type, it can be words, surveys, tallies, checklists, group information...

What type of data do you use??


What type of data should you use??

[What does data do for you??]

- It makes your life easier?? Harder??
- Helps you to review information
- Compare and identify trends
- Verify observations
- Confirm an idea
- Problem solve
- ? How do you use data?

Why should we worry about data?

- Program and service planning
- Student success
- Fund raising
- Advocacy
- Accountability
- What do you use your data for??

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- Using data and collecting data go hand in hand... Why collect if you aren't using??

Data = Procedures & People

[Quality data]

To have quality data you must have in place a system that collects and maintains the information in a consistent well developed system

Data collection staff must be well trained, understand what they are collecting and why...The person part of the system is the biggest room for error

[The truth about data]

- Data that local programs collect is invaluable to monitor their success and develop their program.
- What you should become is a data detective. The data will provide you evidence to what is happening in your program some of which may know some of which you may not.

[The people of data]

- Intake staff
- Teachers
- Follow up
- Data Entry
- Director

[Usual types of data]

- Name address
- Birthday
- Gender
- Ethnicity
- Type of program
- Program entry info
- Employment status
- Public assistance
- Community type
- Class setting
- Attendance
- Goal – academic and transition
- Exit information

[Data Checking]

Some system must be in place for continual data review and checking. It is one thing to collect data but it must be accurate.

- Intake- Collects basic demo, goals, needs, contact info
- Testing- Record pre and post test, other testing info
- Enrollment- Register student
- Attendance- Weekly, monthly, class type
- Achievement- Provides a way of recording goals, gains, employment, etc
- Separation- Why did they leave, where did they go?
- Reporting- NRS, State, Funder requirements

[What can basic data tell you]

Class list- basic info about types of students, initial assessments, common goals

Attendance by class- Cycles of time in and out, day vs night trends, teacher to teacher attendance,

Goals- did they get to where they needed to be, did they get the services they needed.

Testing- Was everyone post tested, why weren't they, were the right tests given, is there a trend in gains, class to class success, etc...

[Lets practice]

Data Collection Example

	# of students	# of students Pre/Post	Avg hrs of attendance	% completing level
ABE BL	8	3	36	38%
ABE Low	65	54	144	83%
ABE High	145	85	199	58%

All have 12 + hours of instruction

[Using data once you have it...]

- Must be current
- Usability
- Trends
- Consistent
- Be able to note changes
- Use percentages and statistics

[Interpreting]

- Make sure you are comparing apples to apples.
- Make sure you are using appropriate unit of analysis
- Must be inclusive process
- Is some data missing or needs to be recorded differently

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Analysis Tools and Report Cards

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