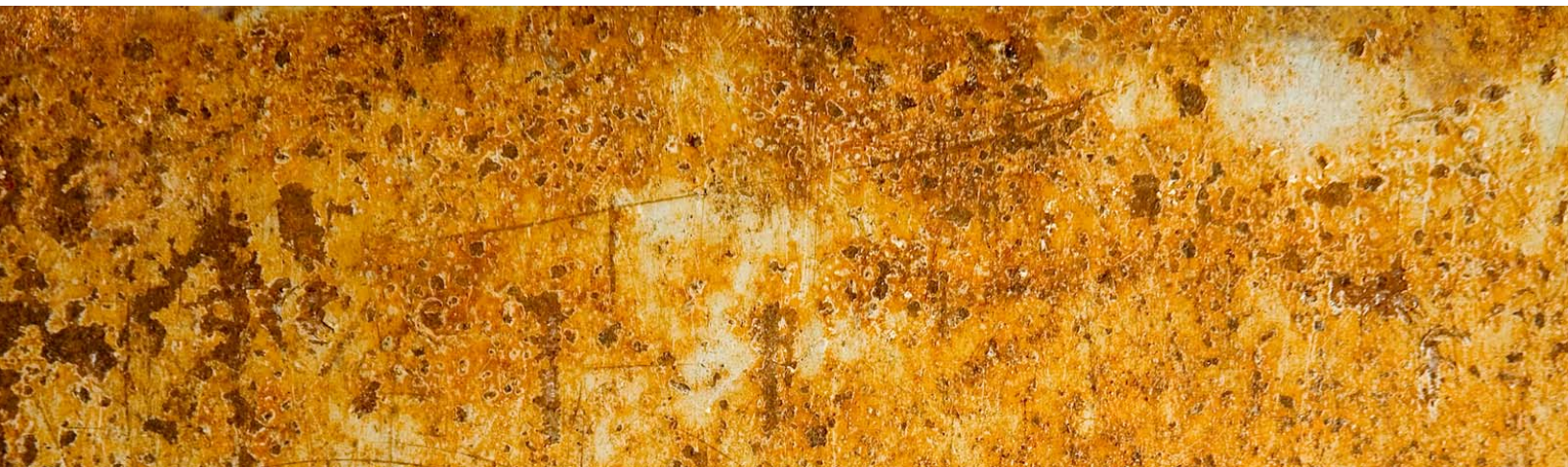


DATA DRIVEN PLANNING

Using data to make decisions and demonstrate results

An ECCDC Power Breakfast

Thursday October 19, 2006



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Have you ever been asked to justify your plans or activities? From supporting an identified need for a new program or service to measuring and reporting on outcomes, data has become increasingly important in obtaining support and demonstrating effectiveness. Learn how to use data to propose, plan, and develop the programs and services you'd like to offer, and report with credibility and confidence on those for which you're already responsible. Various types of important data that can be gathered or obtained will be identified and their appropriate uses outlined.

AGENDA

- Introductions, Agenda, Intended Outcomes (9:00-9:15am)
- Overview of Data Driven Planning (9:15-9:35am)
- Examples of Local Data Driven Planning (9:35-10:05)
- Discussion (10:05-10:50am)
- Closing/Evaluations (10:50-11:00am)

SESSION OUTCOMES

- Understand the benefits of 'data driven planning'
- Understand the various ways data can be utilized
- Identify current opportunities to use data and strategies/next steps for doing so

OPENING EXERCISE

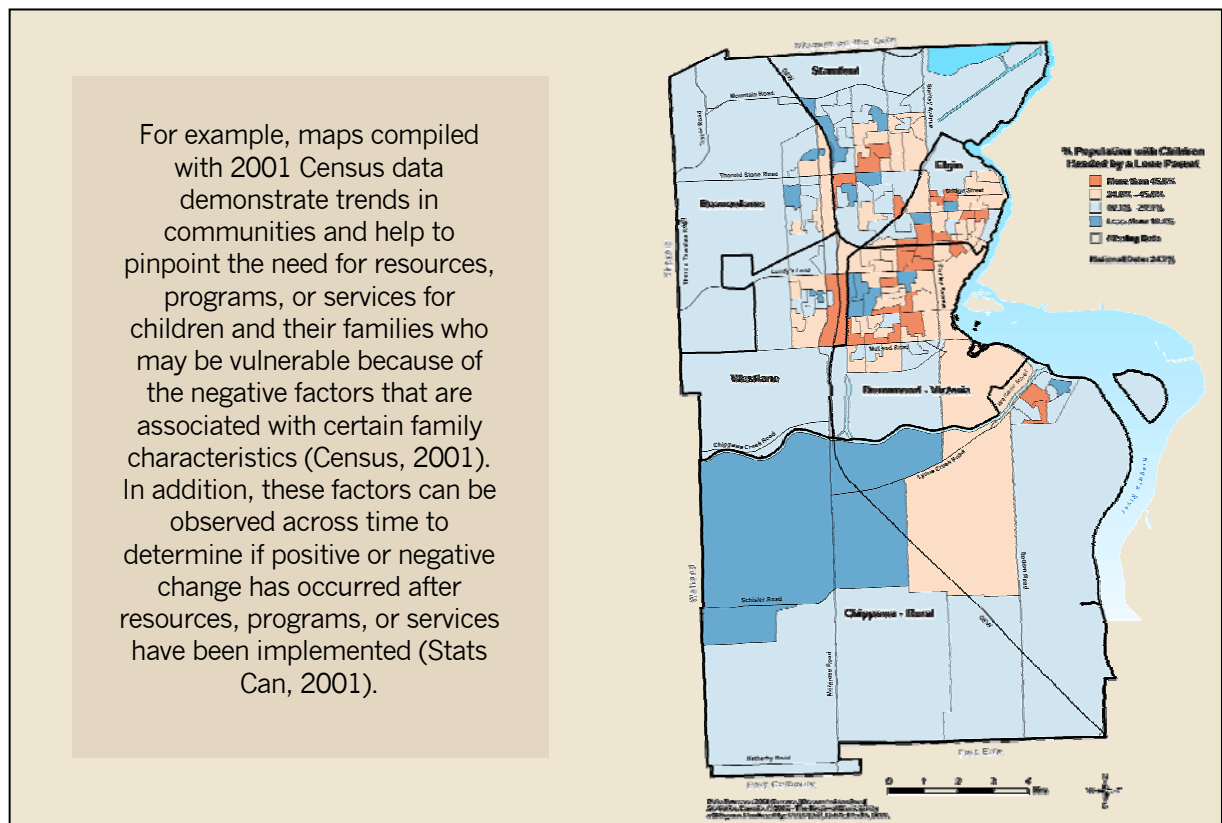
Introductions and brainstorm ("In my work world, data is like...")

DATA DRIVEN PLANNING OVERVIEW

“Data driven planning” refers to the process of making choices, developing plans, identifying needs, and reporting on activities based on appropriate analysis of relevant information.

You can use data to:

- guide your planning and decision-making,
- identify trends in your community or sector,
- be proactive with regard to anticipated changes in the environment,
- support, justify, or report on programs and services (proposals, responding to inquiries, reporting), and
- evaluate progress and success.



The benefits of using data for the above purposes include

- Improved accuracy in planning
- Objective, rather than subjective, decision-making
- Improved ability to anticipate and respond to changes in the environment
- Increased confidence on the part of stakeholders
- Increased effectiveness and responsiveness
- Improved reporting and proposal writing

Tips for Successful Data Utilization

1 Use reliable and relevant sources.

Primary sources ideal – written by author who conducted the research

2 Give credit to your sources. Citations should be consistent and conform to your audiences' stylistic preferences.

<http://www.brocku.ca/library/reference/style.htm>

APA Format (Social Sciences)

<http://library.osu.edu/sites/guides/apagd.php>

<http://www.apastyle.org/electsource.html>

MLA Format (Humanities)

<http://www.brocku.ca/library/help/mla.pdf>

3 Using sources to provide theoretical support for data will increase external validity.

4 Keep the data that you collect organized and check for accuracy and reliability.

5 Safeguard your data.

Use and maintain anti-virus software & firewall

Scan computers for spyware

Update software regularly

User accounts with passwords & encrypted files

Formal written confidentiality agreements

Dispose of data properly – cross-cut shredding or deleting from computer

6 Ethical reporting.

Do not make assumptions beyond your data or the relevant sources

Do not misinterpret the data

Do not engage in confirmatory data reporting

Reporting only what supports your argument

Acknowledge counter arguments and limitations of those arguments.

What data do you have access to and/or a responsibility to understand and utilize?

LOCAL DATA DRIVEN PLANNING EXAMPLES

Understanding the Early Years data has been used, to date, for the following planning purposes: identifying needs, planning, decision-making, identifying trends, supporting, and reporting.

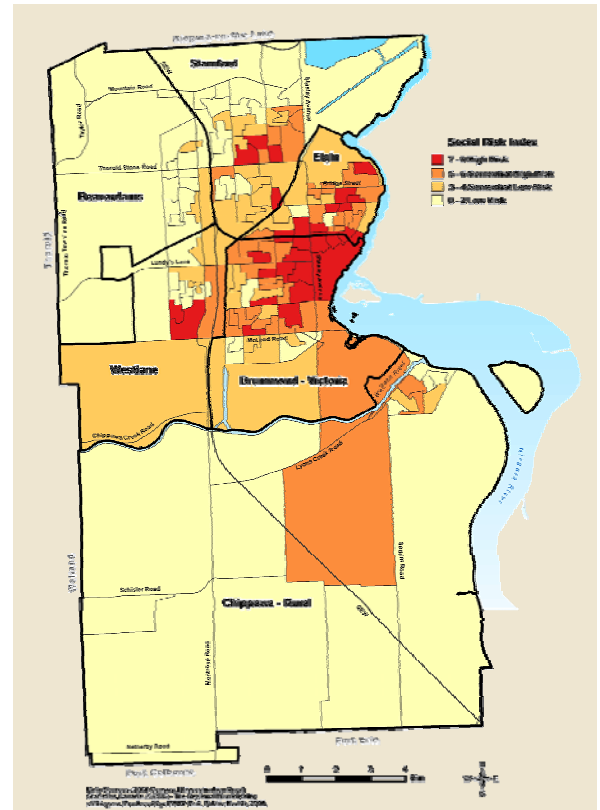
1. Niagara Region – Community and Children’s Services

Used research to assist with site planning and selection

- identifying the areas in your community that have multiple risk factors can assist in determining where to target services and where the highest needs are (Census, 2001)

2. Niagara Catholic District School Board

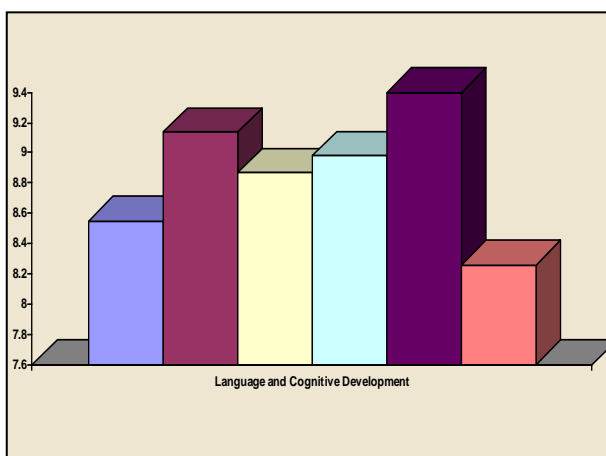
Used findings, in conjunction with own research, for programming and resource allocation purposes, and to plan professional development



Over two thirds of the children in the Niagara Region who were classified as ‘At-Risk’ or ‘Vulnerable’ lacked basic literacy skills (UEY, 2006).

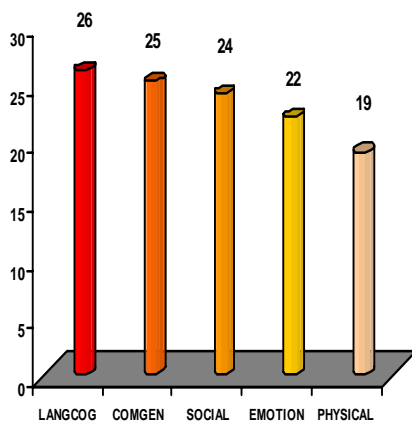
One third of children ‘At-Risk’ and three quarters of ‘Vulnerable’ children had poor interest in literacy, numeracy, and memory difficulties (UEY, 2006).

Over three quarters of children ‘At-Risk’ or ‘Vulnerable’ lacked basic numeracy skills in the Niagara Region (UEY, 2006).



Results by neighbourhood provide a clearer picture of where resources and professional development would be developmentally beneficial for children in Niagara Falls (UEY, 2005).

- better understand the needs of the children in our various communities by measuring their “readiness-to-learn” as they enter grade one



Identifying the percentage of children not ready to learn in the five developmental domains in the Niagara Region provides an understanding of children's developmental needs (UEY, 2006).

- A factor with regard to decisions regarding staffing needs, classroom resources, remediation, and intervention programs, professional development for school communities and initiatives to improve learning conditions and school target setting
- Provision of resources and differentiated staffing to those schools that have shown high needs in the components of EDI

Children in Elgin scored below the national average in all areas of development measured by the EDI (UEY, 2005).

Physical Health & Well-Being
Emotional Maturity
Social Competence
Language & Cognitive Development
Communication Skills & General Knowledge

- Provide principals a global perspective on system needs within their schools in the above domains, which justifies implementation of programs such as "Lion's Quest" to teach or reinforce appropriate social skills
- Select appropriate programs and early intervention strategies for schools
- Facilitate "target setting" and "Evidence-Informed Decision Making" (E.I.D.M) for improved student achievement ("Boys and Literacy" NCDSB Improvement Plan 2004 – 2008)

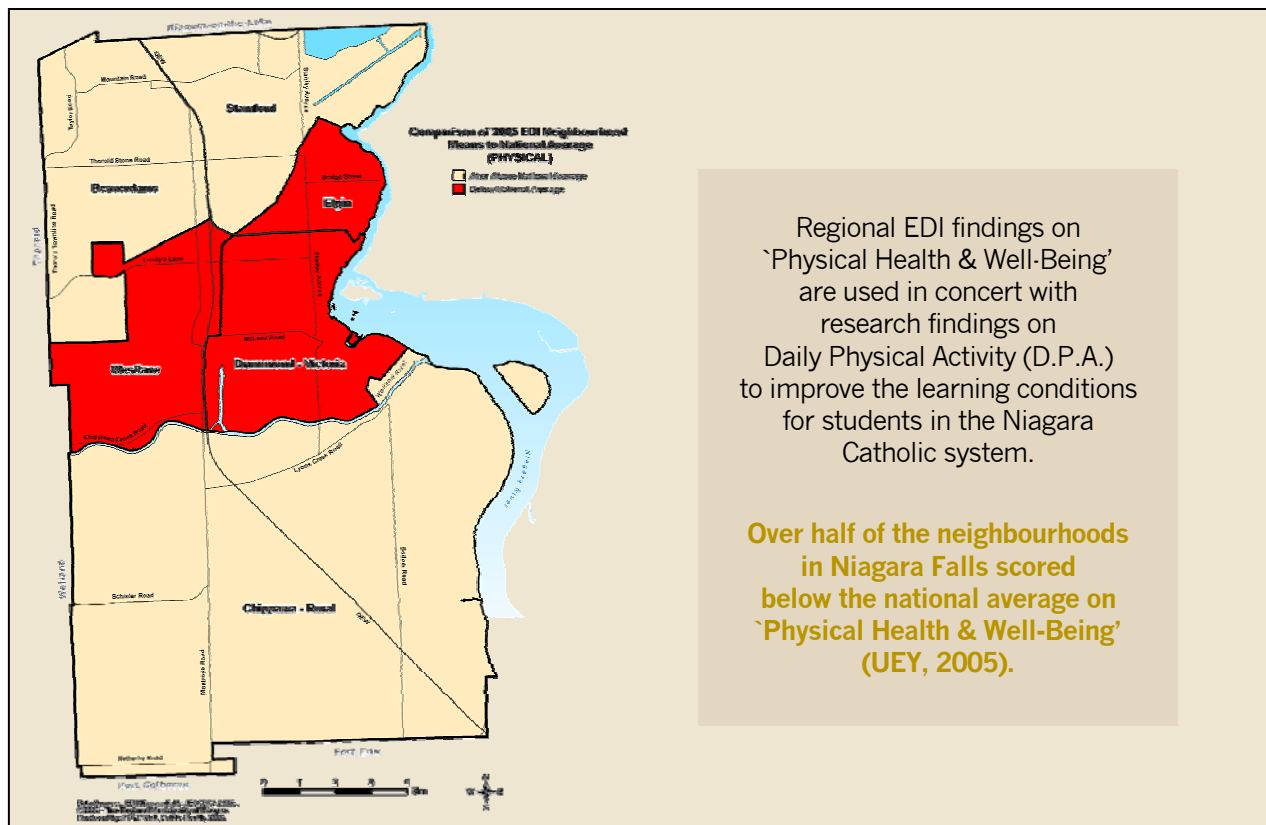


Boys consistently scored significantly lower than girls in all of the developmental domains measured by the EDI and they were over-represented in the categories of children classified as 'At-Risk' or 'Vulnerable' across all of the domains (UEY, 2001 – 2006).

Over two-thirds of children in the Niagara Region who were identified as 'At-Risk' or 'Vulnerable' had poor overall social skills (UEY, 2006).

Almost half of the children in the Niagara Region who were identified as 'At-Risk' or 'Vulnerable' had difficulty taking responsibility and showing respect to others (UEY, 2006).

Over two-thirds of the children in the Niagara Region who were identified as 'At-Risk' or 'Vulnerable' had difficulty with their approaches to learning (UEY, 2006).



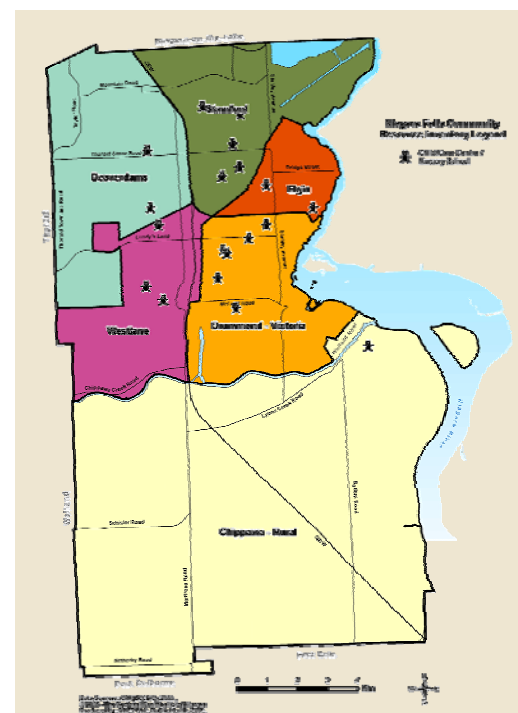
3. District School Board of Niagara

Used research findings to:

- increase educator awareness regarding the importance of the early years in setting trajectories for learning, health, and behaviour;
- provide direction for professional development; and
- support decision-making regarding placement of child care programs within schools.

Developmental differences between children have a tendency to widen that result in a gap between those who are developmentally on track and those who are 'At-Risk' or 'Vulnerable' that spans across a person's life (Hertzman, 1999). The EDI provides a measure to identify those who may be 'At-Risk' or 'Vulnerable' (Offord, 2005).

Gaps in services are apparent when they were mapped and compared to the number of children between the ages of 0-6 that reside in the neighbourhoods of Niagara Falls.

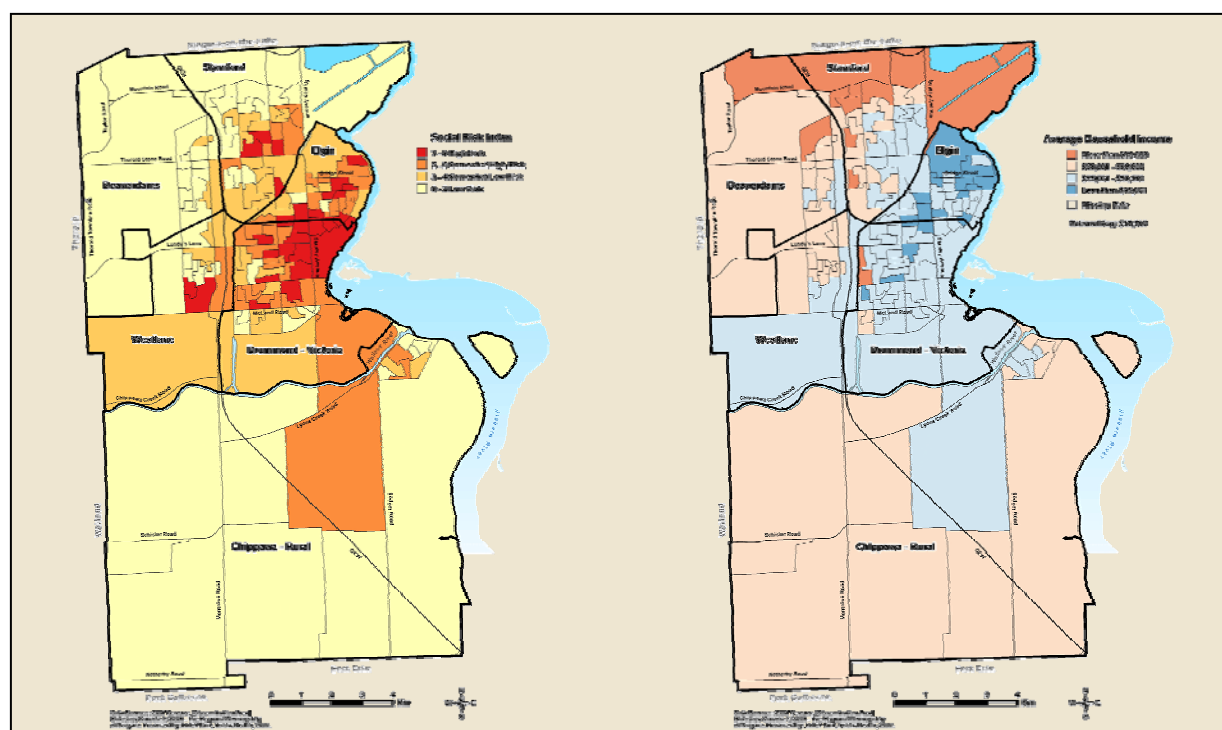


4. OEYC – Niagara Falls

Used findings:

- to plan sites for mobile resources and satellite services;
- to purchase resources and develop and adjust programming (i.e. snacks still provided at centre located in neighbourhood of high need);
- in a successful program proposal ('Count Me In');
- as evidence for community need for summer 'School's Cool' program; and
- for staff professional development planning.

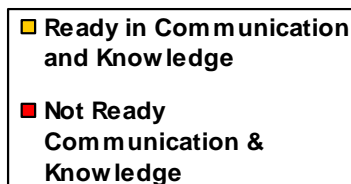
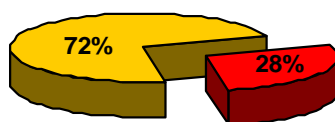
Using maps can assist in identifying areas with the most need for making decisions about services placement (Census, 2001).



5. Social Justice Committee (Trinity United Church)

Used findings to motivate a public letter writing campaign to MPs and MPPs concerning early learning and care cuts.

Children in Senior Kindergarten in Niagara Falls who attended part-time preschool had significantly higher scores in 'Communication Skills & General Knowledge' (UEY, 2005). Children in the Niagara Region who attended part-time preschool programs had higher scores on the EDI than those who did not attend preschool (UEY, 2006).



DISCUSSION

For what purposes could you most use data?

What type of data do you need?

Where might you access it?

Are there any other specific questions you have about how and when to utilize data?

DATA SOURCES OF RELEVANCE TO NON-PROFITS

Statistics Canada

<http://www12.statcan.ca/english/profil01/CP01/Index.cfm?Lang=E> Provides access to community profiles across the entire country that is comprised of demographic information about communities

<http://www12.statcan.ca/english/census01/home/atlaslink.cfm> and

http://geodepot.statcan.ca/Diss/Maps/ThematicMaps/index_e.cfm Access to various maps for identifying community trends across the nation and in your own communities

<http://www12.statcan.ca/english/census01/Products/Analytic/Index.cfm> Access to demographic information about Canadians

<http://www.statcan.ca/cgi-bin/downpub/freepub.cgi> Free publications for report or proposal writing

Niagara Region

<http://www.regional.niagara.on.ca/home.aspx> Information specific to Niagara and its communities

Niagara Economic Development Corporation

<http://www.niagaracanada.com/Community/index.cfm> Information about economic activity and development in Niagara

Early Childhood Community Development Centre

<http://www.eccdc.org/> Access to a range of resources, from selecting daycare providers to services, materials, and publications that support resource, program, and professional development

http://uey.copperlen.com/resource_library.htm UEY site provides access to Understanding the Early Years documents, including research results on children 0-5 in Niagara and their families

Library of resources for lending at the 395 Ontario Street, St. Catharines offices

Human Resources and Social Development

http://www.sdc.gc.ca/en/hip/sd/320_UHEYDocs.shtml Access to Understanding the Early Years (UEY) related documents and UEY reports from across Canada

Early Years Niagara Advisory Group

<http://www.earlyyearsniagara.org/437EE1882991488A9CCE8DF58D516D43.htm> Library of resources about the early years

Kids Grow

http://www.kidsgrowontario.ca/report_library/reportlist.htm Research reports on children

Ontario Early Years Centres

<http://www.ontarioearlyyears.ca/oeyc/en/Library/Publications/pubindex.htm> Library of information about children 0-6

Data Sources of Relevance to Non-Profits (continued)

Campaign 2000: End Child Poverty in Canada

<http://www.campaign2000.ca/res/index.html> Access to articles, letters, and the reports cards from 2000 to 2005 about the impact of child poverty and actions being taken to eradicate it in Canada

Hon. Margaret Norrie McCain & J. Fraser Mustard

[http://wwwFOUNDERS.NET/ey/home.nsf/a811f0e8afbb2a7985256786003a3dd9/1e4ad2a677be034685256a4700737a3b/\\$FILE/early_years_study.pdf](http://wwwFOUNDERS.NET/ey/home.nsf/a811f0e8afbb2a7985256786003a3dd9/1e4ad2a677be034685256a4700737a3b/$FILE/early_years_study.pdf) *Reverse the Brain Drain: Early Years Study Final Report (2002)*

[http://wwwFOUNDERS.NET/fn/papers.nsf/0/39348cb576890e6685256c32005a7cb6/\\$FILE/EYReview-Aug2002.pdf](http://wwwFOUNDERS.NET/fn/papers.nsf/0/39348cb576890e6685256c32005a7cb6/$FILE/EYReview-Aug2002.pdf) *The Early Years Study Three Years Later (1999)*

Fraser Mustard

Technology, Information and the Evolution of Social Policy: "The Chips for Neurons Revolution" and Socio-Economic Change (1995)

Canadian Institute for Advanced Research

<http://www.ciar.ca/web/publist.nsf/all+by+program!openview&language=english&program=HD>
Research publications on human development that are free or have a minimal cost

Canadian Institute of Child Health

http://www.cich.ca/Publications_monitoring.html Access to publications on children's health in Canada

Clyde Hertzman

Hertzman, C. "Making early childhood development a priority: Lessons from Vancouver" in Canadian Centre for Policy Alternatives, 2004.

Hertzman C., C. Power "Child development as a determinant of health across the life course" in *Current Pediatrics*, 14, 2004, pp. 438-443.

Maggi S., C. Hertzman, D. Kohen, A. D'Angiulli "School proportion of highly competent children, neighbourhood socioeconomic characteristics, and class composition" in *Journal of Educational Research* 98, 2004, pp. 109-114.

Child and Family Canada

http://www.cfc-efc.ca/search/search_en.html Library of over 1300 resources about children and parenting

Public Health Agency of Canada

<http://www.phac-aspc.gc.ca/dca-dea/pdfa-zenglish.html> Library of resources about children and families

National Children's Agenda

http://socialunion.gc.ca/nca_e.html Resources about children and their families