

THE DATA UTILIZATION CONTINUUM

FROM EARLY CHILDHOOD TO K-12 AND BEYOND



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DATA UTILIZATION

What comes to mind?

What is data?

What is data utilization?

WHY IS DATA UTILIZATION IMPORTANT? WHY MAKE IT A PRIORITY?

- Professional standards around data utilization
- Research base for data utilization

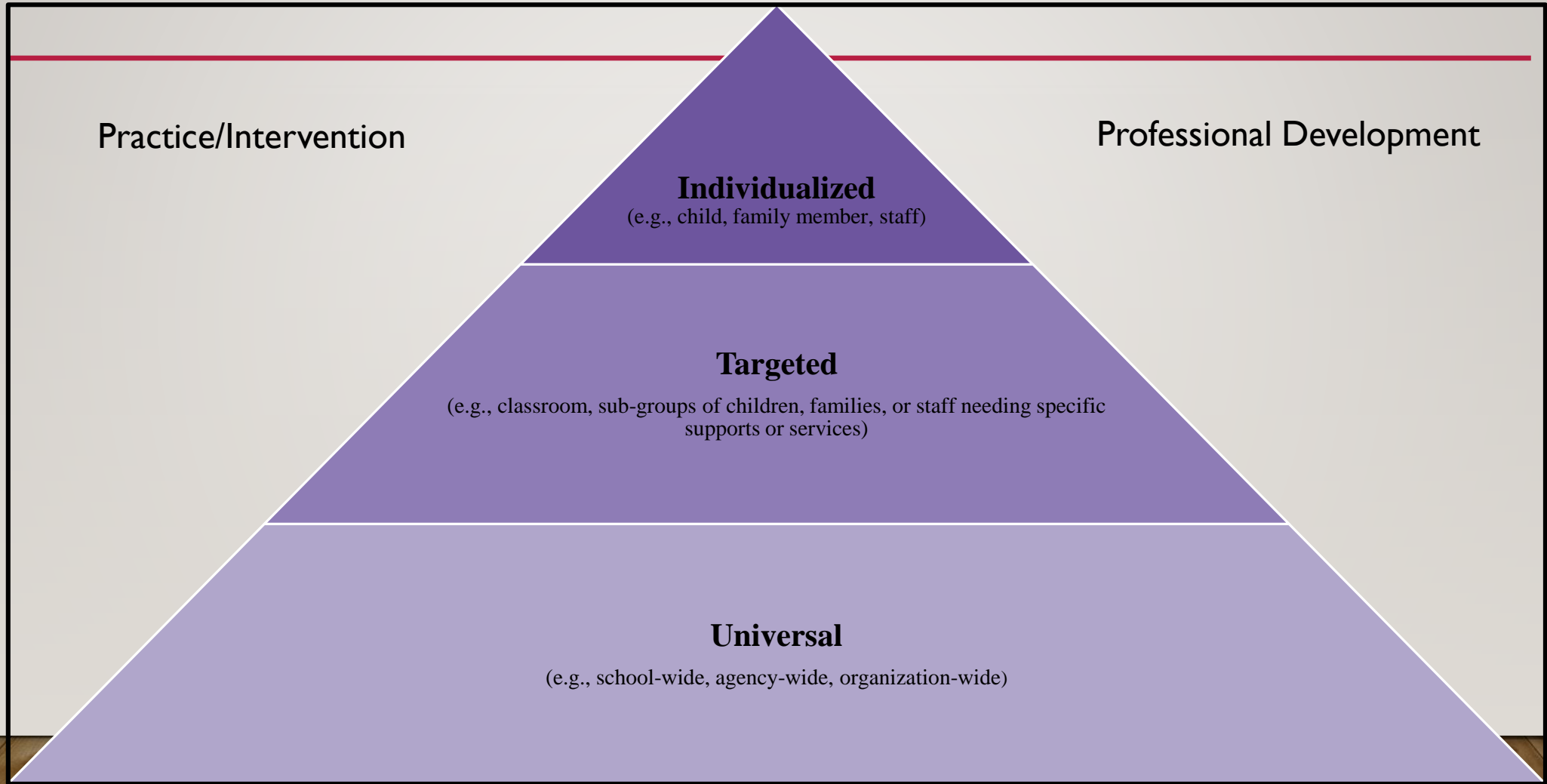
AN IF/THEN STORY

- IF you spend more time processing data
 - THEN you have a clearer understanding of children's learning
- IF you have a clearer understanding of children's learning
 - THEN you can set more specific goals and develop more specific learning strategies
- IF you set more specific goals and develop more specific learning strategies
 - THEN your teaching will be more targeted and individualized
- IF your teaching is more targeted and individualized
 - THEN you are more likely to help children and families achieve outcomes!

WHAT ARE THE FOUNDATIONS FOR BUILDING A BRIDGE WITH DATA?

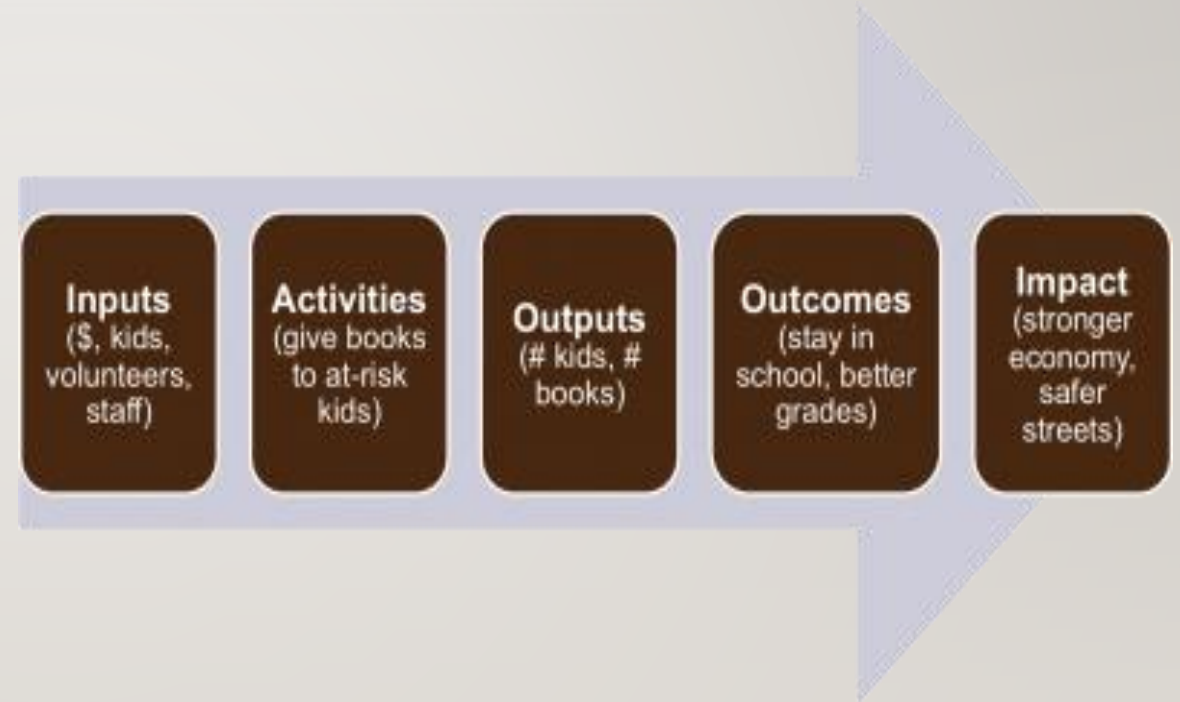


PURPOSES & LEVELS



THEORY OF CHANGE

- Where are you going?
- How will you get there?
- How will you know you have arrived?



INFRASTRUCTURE

- Established Systems and Routines



DATA TEAMS

- Who do you want talking about the data you have?



CULTURE & CAPACITY

CULTURE

Comfort and Confidence

CAPACITY

Knowledge and ability

FOUNDATIONS FOR DATA UTILIZATION

- Purposes & Levels
- Theory of Change
- Infrastructure
- Data Teams
- Culture and Capacity



WHY CROSS THE BRIDGE? WHERE CAN IT LEAD YOU?



WHAT IS IN IT FOR K-12?

- Where are my kindergarten students coming from?
- Kindergarten children are not unknown
 - Knowledge about children
 - Knowledge about families
 - Knowledge about curriculum
- Classroom assignments
- Lesson planning for differentiation
 - Curriculum mapping both forwards and backwards

WHAT IS IN IT FOR EARLY CHILDHOOD?

- Continuation of improvement and progress
 - By knowing where kids have gone, they can be tracked to help inform the ECE program with data driven decision making
 - Evidence and indications of quality
- Decisions without data are just feelings
- Work smarter not harder
- Relationships with K-12 help in ECE recruitment

WHAT ARE POTENTIAL BARRIERS?

- Principal knowledge gaps
- Do we let the system push up or push down?
 - Constant tension
- Common data
 - What data do we use?
 - What are the points in time we should use data for effective alignment?



WHAT IS IN IT FOR K-12 AND ECE?

- Success for children, families, and the staff that support them
- Continuous quality improvement for each program as they both get stronger



QUESTIONS/DISCUSSION

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FOR MORE INFORMATION...

- Chicago Commons Association - <http://chicagocommons.org/>
- The Ounce of Prevention Fund – www.theounce.org
- The Educare Learning Network – www.educareschools.org
- Lead Learn Excel - www.theounce.org/what-we-do/LLE/professional-development-LLE
- The Birth-to-College Collaborative Toolkit - <http://www.theounce.org/btctoolkit>

Krugly, A., Stein, A., & Centeno, M. (2014). Demystifying data: Designing and implementing data-driven systems and practices for continuous quality improvement. *Zero to Three*, 34(3), 11–19.