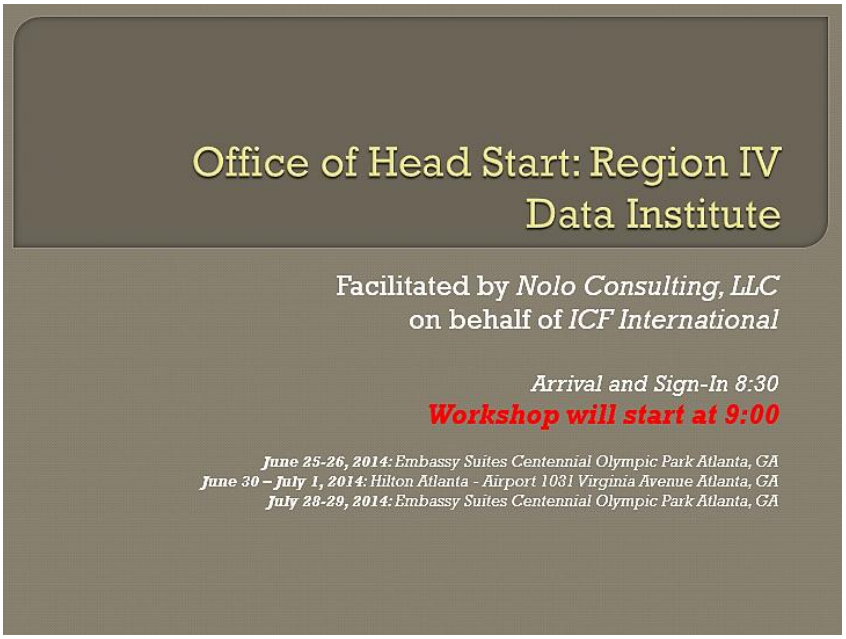
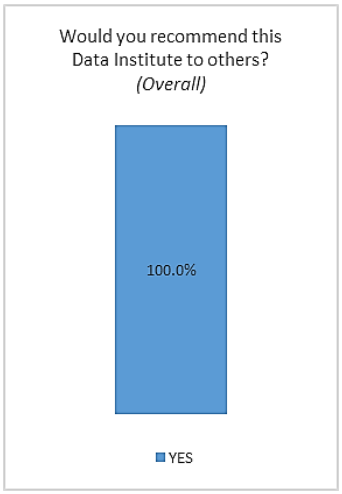
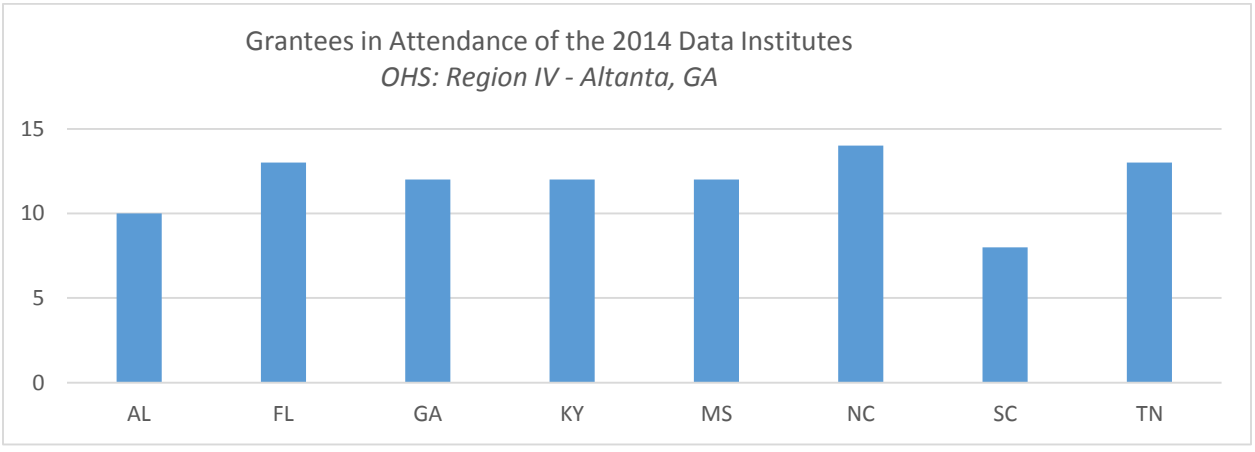



Over the years, the Office of Head Start (OHS) and the National Centers have developed useful resources on how programs can use data to support decision-making and program improvements. The Region IV Office of Head Start and its T/TA network, ICF International, made available a "Data Institute" to grantees serving Head Start and Early Head Start children in the region. This training focused on increasing grantees' understanding of the need to analyze and evaluate data for program improvements. The training was facilitated by Nolo Consulting, LLC and was followed up with "Communities of Practice" workshops where grantees were able to bring their program data - and with the help of their peers and the workshop facilitators - develop a program Data Plan.

One hundred and eighty five staff attended the Data Institute from a total of 94 Head Start and Early Head Start grantees. Also in attendance were Grantee Specialists and Early Childhood Education Specialists from the TA network, ICF International.

All three Data Instituted were held in Atlanta, GA in June and July of 2014.




LINK to conference materials: http://www.noloconsulting.com/#!riv-data-institute/c1rro

Overall, and overwhelming majority thought it was just right on time, were satisfied with the presenters (also mentioned in additional comments), and satisfied with the presentation materials. However, during the second Data Institute many were not very happy with the facility - making mention of the cold room, lack of space, poor lunch service, and an overall poor facility.

All but two participants felt the Data Institute was appropriate and informative, and that they needed more. Regarding what they liked least, most comments came from the second Data Institute with issues regarding the room and space. Also, in the same training, many felt the projector was dim and they could barely read the materials given to them.

Most made mention of the Logic Model, Six Thinking Hats, and all the new resources they learned about as what they will take back with them to their individual programs; this was also mentioned in what they liked most about the training. Approximately 75 percent planned on attending the Communities of Practice in August however quite a few said that the timing was not ideal as it was the start of the school year and a tough time for them. One hundred percent would recommend the Data Institute to other grantees and programs. The majority were very pleased with the knowledge, personality, and expertise of the presenters.

The following pages illustrate the [quantitative] evaluation responses and provide a summary of the individual open ended [qualitative] responses. The appendices of the document provide a comprehensive list of the open ended questions and responses as well as a list of all grantees who attended the Data Institutes.

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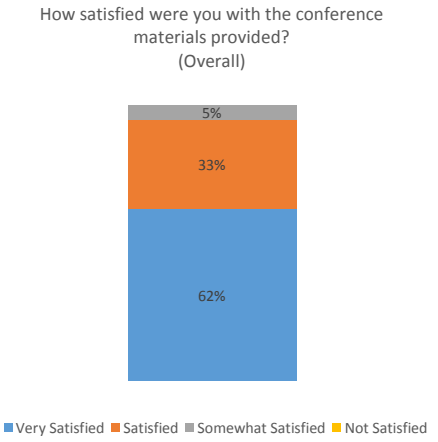
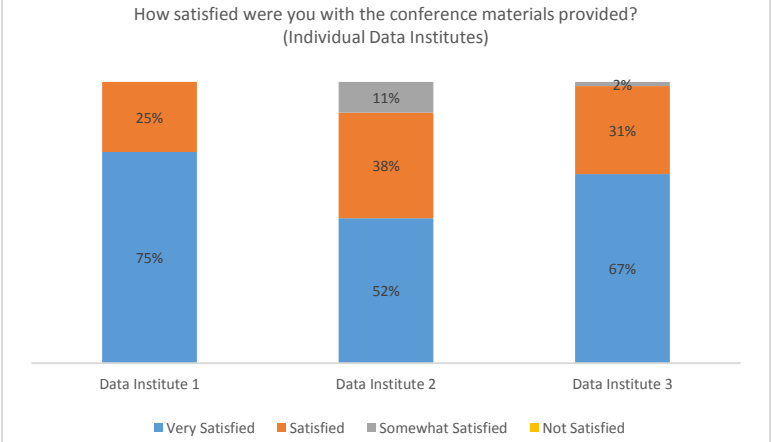
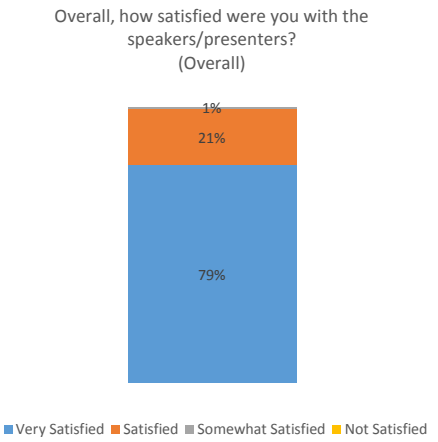
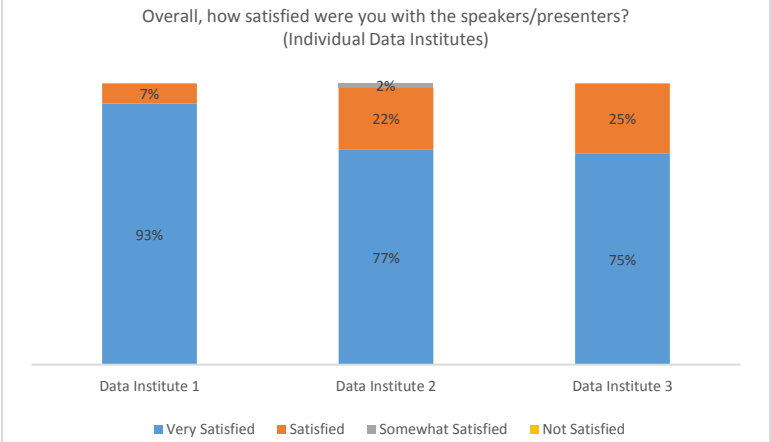
## How satisfied were you with the conference **materials** provided?



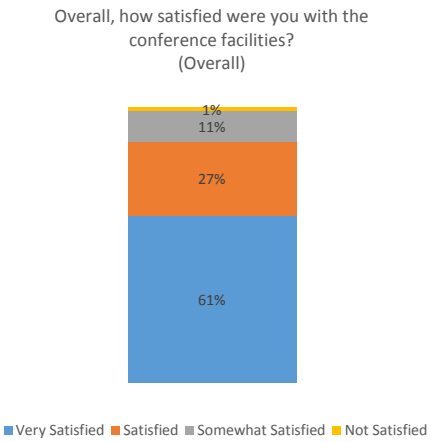



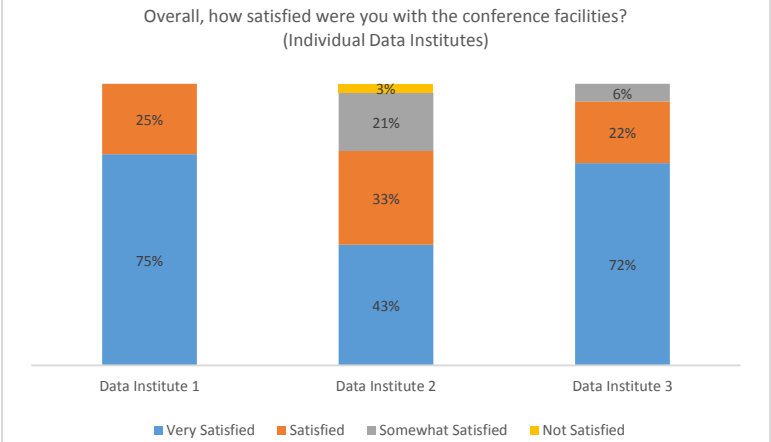

## Overall, how satisfied were you with the **speakers/presenters**?



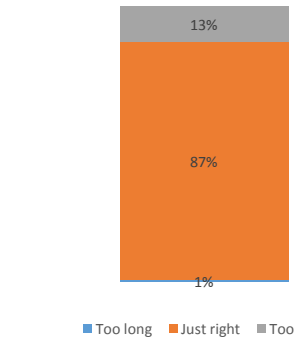



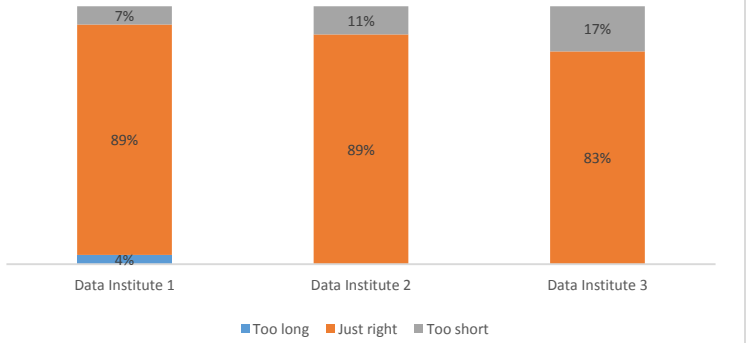

## Overall, how satisfied were you with the **conference facilities**?



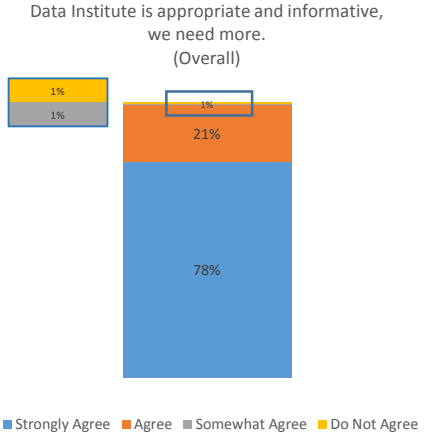



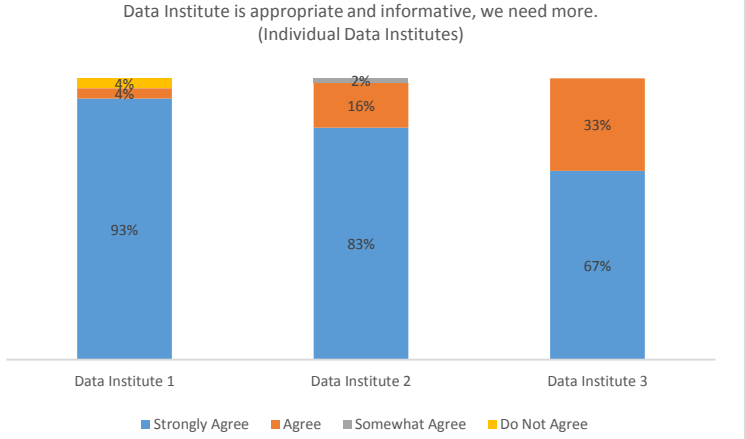
## Did you feel the **length** of the Data Institute was …



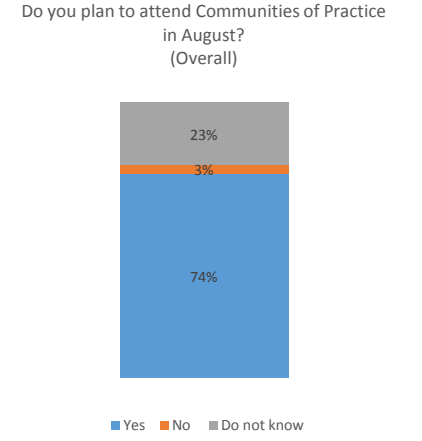



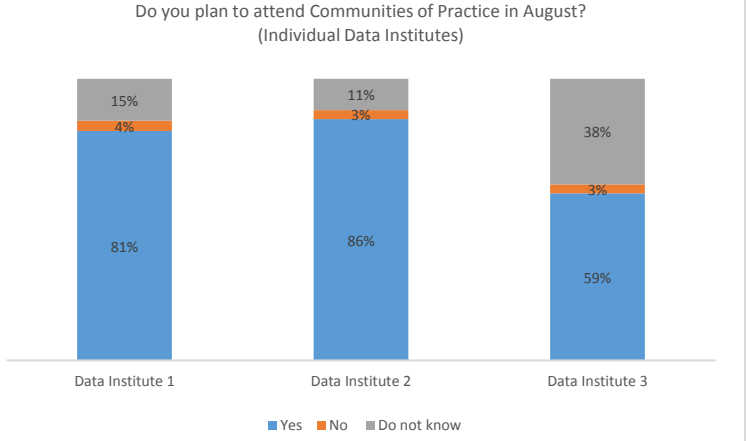

## Data Institute is **appropriate** and **informative**, we need more.




## Do you plan to attend **Communities of Practice** in August?



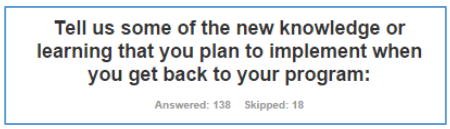



## Open Ended Questions

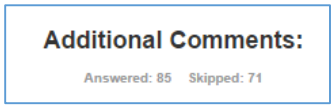
Many participants were eager for the follow up Communities of Practice but felt that the time to participate and/or attend may not fit their schedules. Themes and topics that grantees would like to see included in future conference included more specific data analysis and collection skills to accurately reflect content areas and accomplishment of goals. Many grantees were eager to get hands on experience to work with their program data and receive specific examples such as daily attendance and child outcomes. (See Appendix A for detailed responses).

The majority of grantees enjoyed the method, style and pace in which the information was presented, the enthusiasm and knowledge of the presenters as well as the immediate applicability of the information presented to their programs and centers. Grantees were also very pleased with the 'user friendly' resources offered to collect and present data. (See Appendix B for detailed responses).

Participants were unsatisfied with the facilities (especially during the 2nd Data Institute), indicating that the room was at times too cold and crowded. There were insufficient tables for participants to sit at comfortably without having their backs to the presenters. Not all participants were able to see/read all slides on the PowerPoint presentation. Some participants felt more time and hands on activities were needed. *NOTE: Hands on activities were planned and conducted during the follow up Communities of Practice.* (See Appendix C for detailed responses).




Many grantees indicated that they learned methods for proper data collection and analysis. Using the Six Thinking Hats, the Logic Model, as well as methods for primary data collection and analysis (such as Survey Monkey) were among the top items grantees indicated they would bring back to their programs. Grantees also expressed revamping their Community Assessments using data sources and methods of data collection provided during the training (ex. Filtering US Census data). (See Appendix D for detailed responses).




Overall grantees felt that the Data Institute was a great, informative and useful training. Participants are interested in attending additional trainings provided by Nolo Consulting. Some attendees indicated they did not have sufficient notice about the trainings and/or felt that the timing of the Data Institute and follow up Communities of Practice was not convenient as it coincided with the start of the program year. (See Appendix E for detailed responses).

## Appendix A: Themes and Topics for Future Conferences

| What kinds of themes or topics would you like to see included at future conferences? | | | |
|---|---|---|---|
| **DI 1** | **DI 2** | **DI 3** | **Response Text** |
| X | | | Additional information about how to design collection tools/instruments/protocol |
| X | | | Buy in from all components. specific to us plan that looks at data collection |
| X | | | Community assessments, navigating data, exploring data systems |
| X | | | Connecting data and goals, organizing info, reporting/sharing techniques. |
| X | | | Data analysis, more in depth processes, data panning for developing plans and policies connecting program operations to data |
| X | | | Data Collection, now what? Data Communities of practice at RIV conference |
| X | | | Hands on training applicable to program data |
| X | | | Integration of all components in data collection- share the love |
| X | | | Locating sources for unique data (disability #'s), data team building (getting everyone on board) |
| X | | | Make this training available to all grantees everywhere, extend length in order to begin putting learnings into immediate practice |
| X | | | Making data work for you (average program) |
| X | | | More about how to use data to make programmatic decisions. |
| X | | | more on collection and much more on presenting |
| X | | | preparation for writing 5 year grant |
| X | | | school readiness- assessment |
| X | | | sources of data |
| X | | | Team Building |
| X | | | The five year funding process |
| X | | | Think they touched on my questions. |
| X | | | time to start writing a data plan |
| X | | | Typical kinds of data and where/how it is originated or developed |
| X | | | Use of Excel in aggregating data and showing graphs |
| | X | | Analyze child outcomes and program goals |
| | X | | Broken down into components. Example of child assessment for education coordination. |
| | X | | Child outcomes, parent engagement |
| | X | | Connecting issues statement with SA findings- relationship exists. |
| | X | | Continue with data trainings, need more. |
| | X | | Data institute part 2 should be offered later and not conflict with other meetings/conferences. |
| | X | | Data mapping |
| | X | | Breakdown of monthly data to support day to day operations |
| | X | | Family engagement outcomes- tracking family progress |
| | X | | Fidelity practices |
| | X | | I enjoyed the examples used to display the data |
| | X | | I want to see how the community of practice will unfold. |
| | X | | Measuring school readiness outcomes |
| | X | | Mock Situations demonstrating the use of data |
| | X | | More application and hands on practice with our own program data |
| | X | | More data on PFCE |
| | X | | More details on impacts. |
| | X | | More info on connecting data sources and analyzing different data types. |
| | X | | More information about packaging child outcomes (family) data |
| | X | | More information geared towards HS. An opportunity to work along with presenters to create documents. |
| | X | | More of a focus on measuring child progress toward SR goals. How to accomplish the 3x year aggregation/ analysis. |
| | X | | more of what was presented |
| | X | | more on impacts |
| | X | | More on the aggregation/ analysis |
| | X | | more resources |
| | X | | More specific knowledge to enable me to pull data and create charts, visual data. |
| | X | | Outcomes and measures related to family service required for planning. |
| | X | | Practical, small group, practice with real data. |
| | X | | Process of developing the data prepare, collect, aggregate, analyze and use |
| | X | | Progress of child readiness data, family engagement, etc. |
| | X | | School readiness data correlation and aggregation |
| | X | | School readiness, family community |
| | X | | Show data as examples on things the programs all use- class daily attendance, child outcomes etc. so they can go back and duplicate at home. |
| | X | | Specific areas for report needed for regional office. |
| | X | | SRG, outcome, PFCE |
| | X | | User friendly resources staff can take back and implement |
| | X | | Using our agency data during the training |

| What kinds of themes or topics would you like to see included at future conferences? | | | |
|---|---|---|---|
| **DI 1** | **DI 2** | **DI 3** | **Response Text** |
| | X | | Ways to best present specific content area data to reflect goals. |
| | | X | CA Training- We have it coming to TN! Feeling Great about that! |
| | | X | Continuation of collecting data/ analyzing - utilizing |
| | | X | Continuation on how to collect and use data in planning and decision making |
| | | X | Drilling down to some specific data and its analysis. |
| | | X | Emphasis on school readiness (data) |
| | | X | Employee relations topics which support professional development for local, emotional, issues of staff. |
| | | X | Generating ideas and info for my program while I'm here. Ex Nutrition Data |
| | | X | Good base, more types of where to get needed info, but Maya was a great resources. |
| | | X | How to complete community assessment, evaluating progress of family engagement and identify target areas for recruitment. |
| | | X | How to display smaller data sets in a more logical informative manner. |
| | | X | How to do effective community assessments |
| | | X | How to do specific data task example (teaching strategies gold, class) |
| | | X | How to explain the data so that teaching staff understand what the results from the assessment are. |
| | | X | How to put the number excel |
| | | X | How to take data from each service area and use it collectively for your program. |
| | | X | How to use CNA Data to plan for ERSEA |
| | | X | How to use Excel for specific data task |
| | | X | How to use our specific data appropriately |
| | | X | How to use pictures in your reports |
| | | X | Information on its expectations |
| | | X | Interpretation of data to produce grantee information. |
| | | X | issues on transportation, further involvement |
| | | X | Logical questions to be asked in the beginning stages of preparing |
| | | X | Management/ Board council responsibility and accountability |
| | | X | More activities showing actually using the data (your data) |
| | | X | More content or topics on the 5 year grant. |
| | | X | More data information on planning and linking all our information |
| | | X | More details, more examples of question and analyzing and aggregating data. |
| | | X | More examples of child outcomes data presented |
| | | X | More examples of what to use to gather data- what data to gather. |
| | | X | More Excel! |
| | | X | More Hands on of how to utilize resources for data. (They did an excellent job) |
| | | X | More info in PIR//PFCE |
| | | X | More on data, school readiness specifics, and |
| | | X | More on the gathering of data. Honestly, just about anything that these two presenters would be awesome. |
| | | X | More TS gold data |
| | | X | specifics on grantees |
| | | X | What data RD. National is looking at. |
| | | X | What types of data can (should) be used from each content area |

Back to Open Ended Questions

## Appendix B: What did you like most?

| What did you like most about the Data Institute? | | | |
|---|---|---|---|
| **DI 1** | **DI 2** | **DI 3** | **Response Text** |
| X | | | A good foundation of data with ideas for practical application. |
| X | | | A lot of info in a short amount of time and it was made fun. |
| X | | | Ability to go back and create a data team and inventory what info we have and where we want to go. |
| X | | | additional sources and ways to organize; videos |
| X | | | all of it was great |
| X | | | Breaking down the information and starting at 9. Great facility. |
| X | | | Concrete examples/ resources |
| X | | | data process review |
| X | | | Different process for data planning. Hotel staff accommodating. |
| X | | | different ways to organize data for analysis |
| X | | | Examples from survey monkey |
| X | | | How the information was presented- very user friendly and made me feel that I CAN work with data to make it work for our program. |
| X | | | info, trainers |
| X | | | Information was well-organized, lots of visuals, professionally presented. |
| X | | | Liked example of strategies- div. of data teams- use of hats to enrich discussion. |
| X | | | Logic Model |
| X | | | pace and completeness |
| X | | | The first half of the day I and day 2. The knowledge of the presenters and the use of visuals to explain what was being taught. |
| X | | | The information given |
| X | | | The logical presentation method, knowledge, and enthusiasm of presenters. |
| X | | | The opportunity to work in small groups; explanations of terminology used; relaxed atmosphere. |
| X | | | The presentations were very knowledgeable about data aggregation and analysis. |
| X | | | the review of the graphic data |
| X | | | There was room for input from us and they addressed them. |
| X | | | topics were covered in a n understandable interesting |
| X | | | User friendly; put info into context |
| X | | | Video, background info on day one so that all participants were on the same page. Common vocabulary. |
| | X | | 6 hats, logic model. |
| | X | | A lot of information to absorb. Great information. |
| | X | | A lot of information to digest all at once. |
| | X | | Activities |
| | X | | all info |
| | X | | All of it was very informative |
| | X | | Break down of the process- explanations, examples, tools/resources |
| | X | | Different types of ways to share data, different resources |
| | X | | Discussion related to 6 hats and examples of additional programs to graphically represent data. |
| | X | | Every topic was useable |
| | X | | Example of data presentation very fast- not explained well. |
| | X | | Excel, presenters were amazing- brilliant and funny |
| | X | | Great information/ websites |
| | X | | Group activities |
| | X | | Hand on examples, demonstration- excellent speakers. |
| | X | | How to develop a system for identifying and using data to demonstrate impacts. |
| | X | | I am able to get a better understanding of how to maneuver and manipulate the data to get a better picture of the direction need to progress. |
| | X | | I enjoyed all of the informative presentation |
| | X | | I like the fact that I was given more resources to use to gather and present data. |
| | X | | I like the way the data institute introduced the importance of data and how you really use the data to tell a true picture. |
| | X | | Information given on CNA and data analysis |
| | X | | Information given on what we are looking for. |
| | X | | interactions |
| | X | | Knowledge of additional resources. |
| | X | | Knowledge of presenters with head start. |
| | X | | Learning about CNA website |
| | X | | Links, data presentation, data drill down |
| | X | | Lots of info and ideas to improve measurements in service and accountability. |
| | X | | none |
| | X | | paced well, resources, being introduced to your website, 6 hats |
| | X | | Presenters |

| What did you like most about the Data Institute? | | | |
|---|---|---|---|
| **DI 1** | **DI 2** | **DI 3** | **Response Text** |
| | X | | Relearning stats we used 2 know |
| | X | | Resources |
| | X | | resources |
| | X | | Resources for secondary data, examples shown. |
| | X | | Resources shared on how to do and find data. |
| | X | | Resources to obtain data. |
| | X | | Reviewing the websites |
| | X | | Sharing of resources where they can locate secondary data. |
| | X | | simple presentation |
| | X | | Small group activities |
| | X | | The 6 hats tutorial |
| | X | | The data institute had several visual concepts that made understanding eh aspects easier. |
| | X | | The different resources |
| | X | | The four data activities |
| | X | | The info was appropriate for my learning level |
| | X | | The information was very user friendly. |
| | X | | The interactive group activities. Examples of actual reports. |
| | X | | The knowledge and expertise of the presenters. |
| | X | | The linkages to websites to collect data. |
| | X | | The presenters were extremely knowledgeable. Collection of data that counts. |
| | X | | The real example of various reports and resources was fabulous. |
| | X | | The reliable and valid sources that were provided |
| | X | | the speakers |
| | X | | The tools that were introduced and the 'lay person' terms used |
| | X | | The various techniques of the data activities |
| | X | | Topic how to use and share data |
| | X | | Use of info. |
| | X | | very informative information |
| | | X | Access to resources on website, illustrations, enjoyed video - Love Ted Talks. |
| | | X | all |
| | | X | All of data resources that were shared. |
| | | X | All of the information |
| | | X | Charts, everything |
| | | X | CNA info |
| | | X | Data sources and presentation was available- very informative and practical |
| | | X | Define data in a clear way, better understanding that we must show impact with data. |
| | | X | Easy flow lot of info/ graphics |
| | | X | Everything was great. Video clips and data charts/ website. Presenters are excellent |
| | | X | Examples from website resources on what data can be used for program assessment and planning. |
| | | X | Examples of source material |
| | | X | Great topic and superb presenters and style! |
| | | X | How put the different kinds of information within charts and how to assesses the various types of information |
| | | X | How to prepare and collect data |
| | | X | I liked the presenters. They were knowledgeable. |
| | | X | Ideals on how to move the program forward in regards to collection, analyzing, and aggregating data. |
| | | X | Information about creating the data plan. |
| | | X | Information on ways to get more data to use. |
| | | X | Learned new ways to approach data/ that asking the right questions at the beginning is integral |
| | | X | Learning ways of collecting formatting charts and graphics |
| | | X | New ideas, handouts - speakers. |
| | | X | Pictures, graphs; the ability to visit the website for further info. |
| | | X | PIR Report how to extract data |
| | | X | PowerPoint information |
| | | X | PowerPoint presentation and graphs shared. |
| | | X | Presenters knew a lot of good info. |
| | | X | Presenters very knowledgeable |
| | | X | presenters- very knowledgeable and informative |
| | | X | Presenters, quality of information, facilities. |
| | | X | Professional, expertise, practical and usable information, plethora of resources. |
| | | X | Resources |
| | | X | Resources |
| | | X | Resources available for CA and other data |
| | | X | Resources given for data collection and analysis. |
| | | X | Resources provided; however there was not an observed need to revisit them. (i.e. census fact on day 2) |

| What did you like most about the Data Institute? | | | |
|---|---|---|---|
| **DI 1** | **DI 2** | **DI 3** | **Response Text** |
| | | X | Resources to use. |
| | | X | Seeing more ways to and resources that were available for programs to utilize. |
| | | X | Seeing visual excel |
| | | X | Session on aggregating and analyzing data |
| | | X | slides |
| | | X | Sources of information presented and ways to present information to different components of HS/EHS program |
| | | X | Speakers presented clearly and real information we need to know. |
| | | X | The ability to interchange information |
| | | X | The content was very helpful, all of the training was great. |
| | | X | The data graphs |
| | | X | The handouts, visuals, flow of training, opportunity to ask questions and interact with others at table. |
| | | X | The important of information and how to effectively present it. |
| | | X | The importance put on data. Some grantees are just beginning to understand this |
| | | X | The information provided concerning what to do with the data (technique how to analyze, etc.) confirmed the direction our program is going and the remainder of use of statistical measures |
| | | X | The information was very concrete and will help me immediately in my program. The resources made available will come into play right away. |
| | | X | The PP and website Links. We need more of this and time at workshops to surf the sites. |
| | | X | The presenters were knowledgeable |
| | | X | The presenters were very knowledgeable of the content, no boring at all, enjoyed their presentations- learned a lot about data. |
| | | X | The setting and the trainers were very informative |
| | | X | The smooth flow of information |
| | | X | The step by step w/ data info |
| | | X | The video/ Charts |
| | | X | Truly understanding what is expected and different ways to use the data |
| | | X | Very helpful information to take back home and share with staff |
| | | X | Visual examples and videos. Handouts |
| | | X | Visual presentation |

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## Appendix C: What did you like least?

| What did you like least about the Data Institute? | | | |
|---|---|---|---|
| **DI 1** | **DI 2** | **DI 3** | **Response Text** |
| X | | | coffee in meeting room, hurrying through |
| X | | | Enjoyed it all! |
| X | | | Location- downtown Atlanta is difficult to access. |
| X | | | More specific information related to expectations |
| X | | | Not as many examples in handouts and they were a little blurry. |
| X | | | Not being able to use program info--will be addressed in community of practice. |
| X | | | Not getting an agenda or any info beforehand. We didn't even know what time to be in the room Tuesday morning. |
| X | | | nothing |
| X | | | Nothing! All great! |
| X | | | NOTHING, I liked everything. |
| X | | | side conversations happening at tables |
| X | | | temperature of room |
| X | | | The Data Institute was absolutely excellent however the room was much too cold. |
| X | | | The second half of the day 1 was dry and needed to be more interactive to keep participants awake. |
| X | | | Time frame on first day- too long 3-3:30 is a good time to end |
| X | | | Was a little overwhelmed when looking at graphs and numbers at the end of 1st day? |
| X | | | Wed afternoon was too longs, info needed to be broken up, more interaction after lunch. |
| X | | | Wi-Fi would have been great |
| | X | | A lot of these tools we already use. |
| | X | | Cold Air |
| | X | | Cold room of the training. |
| | X | | Could not see the PowerPoint presentation. |
| | X | | Crowded in conference room |
| | X | | Crowded room. |
| | X | | Day 1 was a little dry in the AM I like to PM session topics and Day 2 |
| | X | | Displaying data from community assessments. |
| | X | | I enjoyed it all. |
| | X | | I liked it some but maybe too much sharing about he community assessment. |
| | X | | Lots of general information. Wanted more specifics on creating data plan. |
| | X | | Materials too small for viewing. |
| | X | | Needed more specific data collection- maybe |
| | X | | needs more hands on |
| | X | | None (all topics were appropriate) |
| | X | | None. |
| | X | | Not being able to learn how to create. |
| | X | | not being able to manipulate data |
| | X | | Not being able to use our agency data |
| | X | | Not enough interaction with group |
| | X | | Nothing |
| | X | | Nothing- all helpful info need more. |
| | X | | room crowded |
| | X | | room was cool (always happens in hotels, though) |
| | X | | Screen shots too small- parts we couldn't see- we couldn't understand. |
| | X | | Slides difficult to see |
| | X | | Small power point handout. The slides were too small. |
| | X | | Small print- handout- small writing on PowerPoint. A wealth of information in 2 days- maybe 2 1/2 days |
| | X | | small print on handouts and Power points |
| | X | | Some of the data examples were presented too fast for me personally. |
| | X | | Sometimes the content digressed too far into specific computer skills and distracted presenter from facilitation. She was "in it" but we were not with her :) |
| | X | | Somewhat remedial at times. |
| | X | | Space |
| | X | | space was  little tight |
| | X | | Tables too packed- not comfortable. |
| | X | | the activities |
| | X | | The fact that we discussed Community Assessment Data almost exclusively. |
| | X | | The restaurant services. I would not eat in or meet here again. The meeting room was too small. This is a common problem in Region IV. |
| | X | | The room arrangement. |
| | X | | The room; it would've been nice to have more arm room around the tables |
| | X | | Too dim PowerPoint presentation. |
| | X | | visuals |

| What did you like least about the Data Institute? | | | |
|---|---|---|---|
| **DI 1** | **DI 2** | **DI 3** | **Response Text** |
| | X | | Was great information however information on CA is not applicable to my scope of work. I think it was very beneficial to grantee staff. |
| | | X | A lot of sitting and lecture. |
| | | X | cut short at end |
| | | X | Data is very important and is much needed. |
| | | X | Distracted by people not paying attention |
| | | X | For new programs, more descriptive info allowing them to know what the data institute is about. |
| | | X | Hard to read screen. I used my laptop and downloaded PowerPoint |
| | | X | Information is sometimes difficult to understand |
| | | X | N/A |
| | | X | N/A |
| | | X | N/A |
| | | X | N/A |
| | | X | N/A |
| | | X | N/A |
| | | X | N/A |
| | | X | N/A |
| | | X | N/A |
| | | X | N/A |
| | | X | N/A |
| | | X | Need computer labs on laptops for hands on interactions |
| | | X | Needed more time at least 3 days |
| | | X | Not enough info or time to go through excel. |
| | | X | not enough time for practice |
| | | X | Not enough time to help digest the information. |
| | | X | Nothing |
| | | X | Nothing |
| | | X | nothing |
| | | X | Nothing |
| | | X | nothing |
| | | X | nothing- all good |
| | | X | Nothing- was well put together. |
| | | X | Planned for end of meeting at 3:30. Expense and time of additional hotel and work time allocated. |
| | | X | Presentation could have been a little more interactive. |
| | | X | Room arrangement- hard to follow when uncomfortable. |
| | | X | Room setup |
| | | X | Round tables, I don't like my back to presenters |
| | | X | sitting |
| | | X | Small room with lots of people. |
| | | X | Technical problem with Maya's laptop |
| | | X | The emphasis on large number sets of demographic info |
| | | X | The room set up |
| | | X | The time of the year (earlier in summer would be better) and short notice. Good working group/size |
| | | X | Theory |
| | | X | Too small of room/ crowded tables. |
| | | X | Too many people- Need longer to understand methods of survey data. |
| | | X | Too much done too quickly |
| | | X | Too short, small room, not enough room for each person to have a laptop on the table. |
| | | X | Wanted even more info :) |

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## Appendix D: New knowledge or learning

| Tell us some of the new knowledge or learning that you plan to implement when you get back to your program: | | | |
|---|---|---|---|
| **DI 1** | **DI 2** | **DI 3** | **Response Text** |
| X | | | All the statistical data |
| X | | | CA website, factfinder, establish data team and use data plan template |
| X | | | Create a data plan, look at mode, median, correlation with my current data, survey monkey, logic model. |
| X | | | Data plan |
| X | | | Data teams concept- how to structure the discussion use of survey monkey- open ended responses- use of questions- how to use to id necessary data and gap. |
| X | | | Data types, data sources |
| X | | | Develop a more concise data plan. |
| X | | | Establishing data team. Reviewing own data plan. |
| X | | | Hats/ Data Plan |
| X | | | How to begin creating a data plan that supports implementation of goals and objectives, as well as impacts. |
| X | | | look more at how I implement the data to the group |
| X | | | Meet with all teams and come together as a group. |
| X | | | Need to find new ways to present data to stakeholders so they understand. Need data analysis training for staff use survey monkey for qualitative data, parent survey, use six hats strategy, measure of central tendency. |
| X | | | New sources and different ways to use data |
| X | | | Process and 6 hats will be very helpful |
| X | | | Question to guide data, Six Hats |
| X | | | Six hats |
| X | | | Sources of current data were presented data activities for aggregation and analysis. |
| X | | | The six different hats, management systems related to performance standards |
| X | | | The six hats! |
| X | | | The six hats. Data forms and utilizing more visuals during trainings with staff. Inventory data currently being collected. |
| X | | | The six thinking hats and the logic model. Also we will be developing a data plan for each component area |
| X | | | Use of precise surveys and being more visual in presenting material to other staff. |
| X | | | Use/share ideas such as highlighting quotes/info mapping; survey monkey- especially text search for open ended questions. 16 hats techniques to address areas- will be applying logic model approach in planning |
| X | | | Work more efficiently as a team to look at all areas of data and plan using information from data analysis. |
| X | | | Working with excel |
| X | | | Working with programs more closely with analyzing data and planning. |
| | X | | A variety |
| | X | | aggregated the data already collected |
| | X | | All of the information |
| | X | | All that was presented, we will try to implement. |
| | X | | Collecting the data and being able to properly analyze it for presentation. |
| | X | | Collection and preparation of data |
| | X | | Connection between SA, CA, planning and data- integration of process. |
| | X | | Data analysis process, key components, breaking it down to what is the questions. Program action-logic model |
| | X | | Developing a data plan, identifying data we use and what it tells. |
| | X | | Filtering census data |
| | X | | Hat planning, implement data teams. |
| | X | | hats and practices of data |
| | X | | I learned some of the resources available and will show staff of what was presented. |
| | X | | I plan to implement using more data driven activities to show results of findings. This can be used in every area of head start. |
| | X | | logic model, 6 hats |
| | X | | Logic Model, 6 hats, utilization of the resources shared. |
| | X | | Logic Model, Six hats |
| | X | | Look specifically at each county to compare slots and center locations |
| | X | | MapPoint, community action CNA- (already started last night. |
| | X | | N/A |
| | X | | organic categories for data collection |
| | X | | Planning better for data collection, looking at what questions/issues we want to analyze data for. |
| | X | | Planning our surveys first. Utilizing logic model prior to writing proposals. |
| | X | | resources |
| | X | | Resources for the community assessment. New ways to use excel to present information. |
| | X | | Review the questions we need to ask. What do we "really" need to know? |
| | X | | Situation Statements and the 4 quadrant activity with high control/low |
| | X | | Six Thinking Hats |
| | X | | Six Thinking Hats |
| | X | | Six Thinking Hats |

| Tell us some of the new knowledge or learning that you plan to implement when you get back to your program: | | | |
|---|---|---|---|
| **DI 1** | **DI 2** | **DI 3** | **Response Text** |
| | X | | Six Thinking Hats |
| | X | | Six Thinking Hats |
| | X | | Six Thinking Hats and the activities theory and process. |
| | X | | Six Thinking Hats, four data activities |
| | X | | Six Thinking Hats, questioning to format data. |
| | X | | survey monkey |
| | X | | Survey Monkey |
| | X | | Survey monkey and the logic model. |
| | X | | Survey monkey- asking more questions related to planning. |
| | X | | Team approach to data collection and analysis |
| | X | | The 6 hats, primary data collection strategies, logic model, use of mode median and dispersion on analysis |
| | X | | The community assessment CNA website and survey monkey |
| | X | | The graphs were wonderful and I can use them to present much info. |
| | X | | The logic plan using means, range, and mode to discuss issues. Implementing using survey monkey and other secondary sources. |
| | X | | To stop and look at data |
| | X | | Use of statistical data to draw points to propose in meetings and trainings. Use of logic model for developing and planning purpose. |
| | X | | Using better visuals for the data outcome presentations |
| | X | | Using CNA to do community assessment |
| | X | | Using resources to do the community assessment |
| | X | | Using the PIR data and comparison nationwide. |
| | X | | Utilize data resources like survey monkey, excel |
| | X | | Will share the information with my colleagues |
| | | X | Advocate for a data analyst position to be housed within agency |
| | | X | Been given a better idea of a strategic measure in compiling data and how to effectively use it (putting info perspective) also given idea how to effectively explain to others in program |
| | | X | Collecting/ preparing data for grant applications and BD/PC presentations. Also collecting current data for the agency's CA |
| | | X | Compiling all information from assessments to help identify the needs our children and hopefully help teachers be encourages to continue to do a good job. |
| | | X | Create a data team and implement a data plan |
| | | X | Data focusing on possible enrollers, using the census data. |
| | | X | Data institute that includes representatives from all stakeholders. 2) Look into survey monkey. 3) Put the data analysis process in place. |
| | | X | Data measures into graphic for visual learner. |
| | | X | Data not based on biased, it's a team sport |
| | | X | Data Plan |
| | | X | Data Plan. Who we share data with and why |
| | | X | Ensuring data turnaround. Census resources |
| | | X | Further detailed info from survey monkey and utilizing the resources for our community assessment. |
| | | X | Getting more staff familiar with and interested in in how to use the data we collect for better program operations and decision making. |
| | | X | Getting other service areas aggregating and sharing data |
| | | X | How to dig deeper into the data. Places to search for statistical information |
| | | X | How to graph charts within the different areas and present them to the different communities |
| | | X | How to organize and implement data using the Microsoft Excel Program |
| | | X | I hope to implement some of the ways to include staff and important concise ways to use the data inclusive of presentation. |
| | | X | I plan to share all information with entire staff |
| | | X | I plan to use what I learned to present data interesting to people to show where we need to focus our attention and finances. |
| | | X | Implement a data plan along with training staff on how to use aggregate and monitor data in our program's data management systems. |
| | | X | Learn some good tools to use: Gap minder, pulling data from US census, conduct community assessment updates. |
| | | X | Logic Model |
| | | X | Look at each area health, nut, transportation, family's education, etc., as place to collect data. |
| | | X | Looking at different data |
| | | X | More Data- especially on family engagement |
| | | X | More resources for CNA. Alternative ways to display data results |
| | | X | More use of data to support program decisions making data more interesting and have greater impact and accuracy. |
| | | X | New data resources/ how to better "illustrate" will examine disability numbers by zip code. Will remember to use those 5 year averages. |

| Tell us some of the new knowledge or learning that you plan to implement when you get back to your program: | | | |
|---|---|---|---|
| **DI 1** | **DI 2** | **DI 3** | **Response Text** |
| | | | New technologies for collecting data more meetings with leadership that center on data discussions more analysis |
| | | X | and use of outside resources. |
| | | X | Pinpointing what data to gather. summary of data information |
| | | X | Pitching the data plan to admin team, revisiting my outcomes report for presentation, informing center staff. |
| | | | Presenting information in a simple way, think more about the questions I want to know. Website and how to collect |
| | | X | info. |
| | | X | Providing more time for discussion and review of data during meetings |
| | | | Review current data and spreadsheets and determine strengths/weaknesses of current practices to develop a plan |
| | | X | of action for analyze data more efficiently |
| | | X | Share with my teammates immediately (all of it) |
| | | X | Sharing information with key staff and creating a data plan |
| | | X | Team approach to data collection use |
| | | X | Technical expansion and refinement of working draft of CA revision or focus of community assessment. |
| | | X | The four stages of data collection |
| | | X | The importance of taking accurate data |
| | | X | The new resource links- how to apply to community assessment. |
| | | X | The operational inclusion of data analysis and the correct team to implement the data. |
| | | X | The US census website, The 6 Hats (Thinking) |
| | | X | The use of data for school readiness connecting transportation |
| | | | The use of the census and community action web site. Looking at eh question that I am really trying to obtain on |
| | | X | answer for. |
| | | X | The websites. The data that should be gathered. |
| | | X | TS Gold bar graphs with Board and Policy council |
| | | X | US census information |
| | | X | Use data activities with determining with teams. Use resources when updating community assessment. |
| | | | Use of data helps present programs, growth, online sites to gather info. How to look at data and not be judgmental. |
| | | X | How to look at efforts and effects. Refresh some basic stats. |
| | | X | Use the site (resources), look at the data and compare our area (counties) to other in the nation. |
| | | X | Using excel and census data site more to create charts and maps. |
| | | X | Using the resources to complete important data for my area. |
| | | X | Using the resources to update my CNA. |
| | | X | We are interested in logic models and doing all of our writer plans as logic models, change format of our CA. |
| | | | We will revamp our community assessment using ideas on how to present the data. I will meet with Management |
| | | X | and discuss this approach to data (we will use it). |
| | | X | Will use logic tables to guide narrative for 5 year grant, including goal setting. |

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## Appendix E: Additional Comments

| Additional Comments: | | | |
|---|---|---|---|
| **DI 1** | **DI 2** | **DI 3** | **Response Text** |
| X | | | August is a hard time to travel with school starting, September dates would be much better. |
| X | | | Awesome institute looking forward to the COP!! |
| X | | | Both of you are very knowledgeable |
| X | | | Enjoyed! Thank you |
| X | | | Great information |
| X | | | great training- follow up is critical |
| X | | | I could have listened to you guys for a few more days and not gotten bored. You're a great training team. |
| X | | | It was great! Lots of info! |
| X | | | Nolo and Maya are two of the most knowledgeable and innovative speakers I have ever met. |
| X | | | Provide one copy of hard to read slides on each table. |
| X | | | The presenters were great and very knowledgeable. |
| X | | | This was very helpful and I am so glad I was able to attend. Also, we didn't not receive an agenda prior to training and would have liked to have had one beforehand. |
| X | | | Timely and well worth the time to dive into the various aspects of data development and use. |
| X | | | training was wonderful and extremely knowledgeable |
| X | | | Very informative! |
| X | | | would like the information from slides in electronic format |
| | X | | :) |
| | X | | A great meeting. |
| | X | | Ask grantee specialist to recommend programs based on skill levels, then provide training targeted to specific need of programs. |
| | X | | Can't wait for the next institute. Thanks! |
| | X | | Date of Communities of practice in August is very inconvenient. |
| | X | | Dates are terribly wrong, beginning of the school year. |
| | X | | Enjoyed. |
| | X | | Excellent presenters. |
| | X | | Good Conference |
| | X | | Great Job! |
| | X | | Great Job! |
| | X | | great session- no longer frightened of quantitative data |
| | X | | Great Training |
| | X | | GREAT! |
| | X | | I enjoyed this training! |
| | X | | I hope that when you review the feedback decisions are not made in a quick fashion is there is some negative feedback. Using data for decision making seems like a new process for this particular group. Individuals have to become comfortable with data and that takes time. As someone who collects, tabulates, and communicates data every day, this was wonderful institute. With the communities of practice were going to be held at different times to ensure attendance for me and my staff. |
| | X | | I truly enjoyed Maya and Dr. Martinez's training. Interesting and informative. |
| | X | | Meeting space was too crowded. |
| | X | | More is needed to continue understanding. |
| | X | | N/A |
| | X | | N/A |
| | X | | Please select a CLEANER hotel. |
| | X | | Spent too much time on data for CA overall useful information |
| | X | | Thank you |
| | X | | Thanks for the opportunity |
| | X | | Thanks! |
| | X | | The months of August, September, May and early June are horrible to pull key management staff out of programs. This is start up and close down of programs. |
| | X | | the speakers were great, kept us engaged |
| | X | | Trainers appeared to know the business of data collection and different resources that can be found to help you with research. |
| | X | | Very good |
| | X | | very good info |
| | X | | Very good! |
| | X | | Very valuable information. Thank you! |
| | | X | :) |
| | | X | Community practice times at times of pre-service. Overall, this was a wonderful workshop. |
| | | X | Content interesting and applicable |
| | | X | enjoyed fellowship and opportunity to networking |
| | | X | Enjoyed it! |

| Additional Comments: | | | |
|---|---|---|---|
| **DI 1** | **DI 2** | **DI 3** | **Response Text** |
| | | X | Excellent training and presenters. |
| | | X | Excited by the upcoming communities of practice. I think it will address my concerns. |
| | | X | Fantastic! Please have Nolo Consulting do more training. |
| | | X | Felt that the emphasis was strongly focused on community assessment and county data. |
| | | X | Good Training |
| | | X | Great Job!!! |
| | | X | Great! |
| | | X | I would have appreciated a heads up about these trainings beforehand for budgetary purposes. Coming to the end of our program year. T/TA funds have almost depleted. I would have conserved funds for this training that was not in my T/TA plans. |
| | | X | Love hotel but prefer different tables for training so back isn't to speakers |
| | | X | Maya and Nolo are very informative. This was one of the best trainings I have ever attended. |
| | | X | N/A |
| | | X | N/A- sent email to you refer questions |
| | | X | Our Ed Mgr. would have loved this! Repeat some more. |
| | | X | Outstanding!!! |
| | | X | Part 2 is a short time to plan |
| | | X | Presenters displayed great team approach to training |
| | | X | Presenters very knowledgeable and engaging. Information was very useful. |
| | | X | Speakers were very good and they presented the presentations in a timely, professional and well delivered time matter. |
| | | X | Thank you |
| | | X | Thanks! |
| | | X | The training was very informative. |
| | | X | This has been the most worthwhile conference/institute I've attended in many years. |
| | | X | This opportunity was very informative. I am very supportive of the diction of OHS and look forward to more innovations towards practice. That support our children and families. |
| | | X | This was a great session |
| | | X | This was a very useful training. I hope you add more dates for communities of practice. Daily schedules were just right with this intense information. |
| | | X | This was right on time for where we are beginning stages of looking at data by PREPARATION first. |
| | | X | Using questions to aggregate data. |
| | | X | Very good conference- Please continue |
| | | X | Very good training I learned a lots in this day and a half. |
| | | X | Very informative- Much Needed! |
| | | X | Would prefer the communities of practice would be offered other than August as that is the kick of month for most programs. (Pre Service, teachers returning, etc.) |

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## Appendix F: List of Grantees who attended the Data Institutes

| GRANTEE LIST | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Grantee # | Grantee Name | | Grantee # | Grantee Name | | Grantee # | Grantee Name |
| AL | 04CH4672 | Berean Baptist Head Start | KY | 04CH4053 | Breckinridge-Grayson Programs, Inc. | SC | 04Ch3158 | Beaufort-Jasper EOC, Inc. |
| AL | 04CH3077 | CAA of Talladega, Clay & Randolph Counties, Inc. | KY | 04CH2281 | Central Kentucky Community Action Council | SC | 04CH4648 | Chesterfield-Marlboro EOC, Inc. |
| AL | 04CH4655 | Community Action Partnership of North Alabama | KY | 04CH2750 | Community Action Council for Lexington-Fayette, | SC | 04CH3216 | GLEAMNS Human Resources Commission |
| AL | 04CH3409 | Community Service Programs Of West Alabama | KY | 04CH0329 | Gateway Community Action Agency | SC | 04CH4012 | Piedmont Community Actions |
| AL | 04CH3226 | Gadsden County Progress Council | KY | 04CH0280 | Jefferson County Board of Education | SC | 04CH3099 | SHARE |
| AL | 04CH4627 | Gulf Regional Childcare Management Agency | KY | 04CH2586 | KY Communities Economic Opportunity Council | SC | 04CH4643 | Sumter School District |
| AL | 04CH3279 | Lowndes County Board of Education | KY | 04CH4649 | Kentucky River Foothills Development Council | SC | 04CH3192 | Waccamaw EOC Inc. |
| AL | 04CH4695 | Montgomery Community Action Committee, Inc. | KY | 04CH4692 | Knoxville-Knox County Head Start/Early Head Start | SC | 04CH3181 | Wateree Community Actions, Inc. |
| AL | 04CH3076 | Organized Community Action Program, Inc. | KY | 04CH4661 | Licking Valley Community Action | South Carolina: 8 Grantees | | |
| AL | 04CH3412 | Pickens Community Action Committee, Inc. | KY | 04CH4667 | Lincoln County Board of Education | TN | 04CH0389 | Anderson County Board of Education |
| Alabama: 10 Grantees | | | KY | 04CH2497 | LKLP Head Start | TN | 04CH0047 | City Of Chattanooga Human Services Dept. |
| FL | 04CH3161 | Charlotte County Public Schools | KY | 04CH4613 | Owsley County Early Head Start | TN | 04CH0207 | Clarksville Montgomery Co Comm Action HS |
| FL | 04CH0170 | Childhood Development Services, Inc. | Kentucky: 12 Grantees | | | TN | 04CH0208 | Clinch-Powell Educational Cooperative |
| FL | 04CH0119 | Dade County Board of County Commissioners | MS | 04CH3419 | AJFC Community Action Agency, INC | TN | 04CH3009 | Douglas Cherokee Economic Authority, Inc. |
| FL | 04CH0593 | Episcopal Children's Services | MS | 04CH3057 | Bolivar County Community Action Program, Inc. | TN | 04CH4663 | Highland Rim Economic Corp |
| FL | 04CH3035 | Hillsborough Cty Board of Cty Comm | MS | 04CH3170 | Central Mississippi | TN | 04CH4696 | Livingston Byrdstown Jamestown & Cookeville Dev Corp |
| FL | 04CH4601 | Kids, Inc. Of The Big Bend | MS | 04CH3218 | Five County Child Development Program, Inc. | TN | 04CH4050 | Mid-Cumberland Community Action |
| FL | 04CH4644 | Lutheran Services Florida | MS | 04CH3049 | Friends of Children of Mississippi, Inc. | TN | 04CH3123 | Northwest TN Economic Dev. Council |
| FL | 04CH3133 | Orange County | MS | 04CH3194 | Hinds County Human Resource Agency | TN | 04CH0227 | Sequatchie Valley Planning & Dev. District |
| FL | 04CH3070 | Pasco County Board of Public Education | MS | 04CH4693 | Institute of Community Services, Inc. | TN | 04CH4650 | South Central HRA |
| FL | 04CH0383 | RCMA | MS | 04CH0282 | Jackson County Civic Action | TN | 04CH0437 | Upper Cumberland Human Resource Agency |
| FL | 04CH3269 | School District of Lee County HS/EHS | MS | 04CH3422 | Mississippi Action for Progress, Inc. | TN | 04CH4688 | Upper East TN Human Development Agency |
| FL | 04CH0595 | Suwannee Valley 4Cs | MS | 04CH4671 | Moore Community House | Tennessee: 13 Grantees | | |
| FL | 04CH0902 | Tri-County Community Council, Inc. | MS | 04CH3151 | Pearl River Valley Opportunity, Inc. | | | |
| Florida: 13 Grantees | | | MS | 04CH4594 | Picayune School District EHS | | | |
| GA | 04CH3470 | Coastal GA Area CAA, Inc. | Mississippi: 12 Grantees | | | | | |
| GA | 04CH4698 | Coastal Plain Area Economic Opp Authority, Inc. | NC | 04CH0149 | BETHLEHEM CENTER OF CHARLOTTE, INC. | | | |
| GA | 04CH3462 | Enrichment Services Program Inc. | NC | 04CH4635 | Catawba County Schools Early Head | | | |
| GA | 04CH0529 | Family Resource Agency, Inc. of North Georgia | NC | 04CH4614 | Cleveland County Schools | | | |
| GA | 04CH4003 | Hancock County Board of Education | NC | 04CH4630 | Durham's Partnership for Children | | | |
| GA | 04CH3464 | Partnership Community Action | NC | 04CH0457 | Four- County Community Services, Inc. | | | |
| GA | 04CH3136 | SW GA CAC | NC | 04CH4670 | Greene Lamp, Inc. | | | |
| GA | 04CH4676 | Clarke County School District | NC | 04CH2428 | Johnston-Lee-Harnett Community Action, Inc. | | | |
| GA | 04CH3275 | Clayton County Community Services Authority | NC | 04CH0200 | LUMBEE REGIONAL DEVELOPMENT ASSOCIATION | | | |
| GA | 04CH3244 | CSRA Economic Opportunity Authority, Inc. | NC | 04CH4669 | Macon Program for Progress | | | |
| GA | 04CH4682 | Easter Seals North Georgia, Inc. | NC | 04CH3020 | Martin County Community Action, Inc. | | | |
| GA | 04CH0110 | McIntosh Trail ECDC Inc. | NC | 04CH4592 | Mountain Area Child and Family Center, Inc. | | | |
| Georgia: 12 Grantees | | | NC | 04CH0264 | Rockingham County Head Start | | | |
| | | | NC | 04CH4680 | Salisbury Rowan Community Action Agency | | | |
| | | | NC | 04CH4595 | Telamon Corporation | | | |
| | | | North Carolina: 14 Grantees | | | | | |