



The Four Change Boosters of Innovation: **Data**

Using Data to Further Your Work

*From our I*Express Innovation Initiative*

As you work to build ownership and support for your new model, you want the board, parents, learners, and clergy to be excited about the change. With this in mind, data can and should be used to demonstrate the impact of your pilot. This resource will help you share your key data with key decision makers by helping you answer three questions:

1. *What is the data you have on your desk?*
2. *Why have you been collecting this data?*
3. *What do you do with this data now that you have it?*

Remember: *collecting and sharing data is an ongoing, continuous part of designing and implementing a new model.*

What is the data you have on your desk?

You have now had various opportunities for gathering and synthesizing data. These include your Hopes and Dreams conversation(s), the launching/implementation of your pilot, and both informal and formal reflections of participants and staff along the way.

Why have you been collecting this data?

You have been collecting this data so that you can make smart choices about how to proceed with this model of innovative Jewish education. You have collected data along the way because it has been proven that data drives: **Learning Design, Advocacy** and **Accountability**.

- **Using data to drive learning design:** Throughout the process decisions regarding your model's design are influenced by data. For example, data collected from your Hopes and Dreams conversation has been incorporated into your model design. And, you are using your post-pilot data to more accurately achieve your learner outcomes.
- **Using data to drive advocacy:** It is essential that you share the concrete data with key stakeholders so they better understand why the decisions are being made. For example, what statistics or stories can you share that will excite potential participants or lay leaders? What compelling arguments for the implementation of your model are supported by your data?



- **Using data to drive accountability:** How do you know if you are getting closer to desired learner outcomes? Using data to periodically assess where your learners are keeps you on track. Analyzing data tells you about the participants' attitudes and their social connections within the congregation and how well they match your intentions.

What do you do with this data now that you have it?

The data, and its implications, can be shared in any number of ways including: handouts, mail, e-blast, blog, Facebook, congregational bulletin, and announcements from the bimah. Consider including photos or links to short videos of the following to help share your data:

- Students and parents engaged in learning
- Student and/or parent participants talking about what is meaningful about their new learning experiences
- A promotional piece intended to excite new participants

Caution: *Be prepared that the data may alert you to the fact that you need to do some redesign or even a total redesign of your new model. We believe in failing forward, that each miss teaches you something important.*

