USING DATA TO DESCRIBE YOUR COMMUNITY

2013 KWIC Webinar Series
June 13, 1:00-2:00pm
OVERVIEW & PURPOSE

• Offer step-by-step instructions of an assessment cycle.

• Describe examples of using data in community assessments.

• Highlight infant & toddler data resources, especially infant mental health.

Purpose of this webinar is to provide an overview of the community assessment process with real-life examples from New York communities.
KIDS COUNT / KWIC Team

• Mary De Masi, Ph.D.
  KIDS COUNT Project Director

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• Robin Miller
  KWIC Project Assistant
Assessment Cycle

1. **Step 1: Review System Goals & Objectives**
   - What are our expectations?

2. **Step 2: Conduct System Scan**
   - What is going on out there and what is a key issue of concern?

3. **Step 3: Gather/Critique/Summarize Data**
   - What are the specifics regarding issue of concern?

4. **Step 4: Identify Program and/or Policy Options**
   - What approaches are used to improve issue of concern?

5. **Step 5: Take Action to Implement Policy/Program**
   - Do approaches fit with our community?

6. **Step 6: Monitor Policy/Program**
   - Is the change having the desired results?
Step 1

Review systems goals and objectives

- Healthy People 2020
- Prevention Agenda
- Healthy Childhood developmental milestones
- Your grant goals & objections
- Your agency mission, goals & objectives (activities)

What are our expectations?

- Smooth transition from child care to kindergarten
- Self-management of childhood asthma
- Smooth follow up with referrals
Step 2

Conduct System Scan

- KWIC County Report
- State Ed County Report Card
- Census Quick Facts about your towns and cities

What is going on our there and what is the key issue of concern?

- Anecdotes
- Local lore about services
- What does your community have and what are the gaps?
Step 3

Gather / Critique / Summarize Data

• Coalition membership or agency co-workers’ feedback very important
  
• Do people see the data differently?

What are the specifics regarding issue of concern?

• Providers, outreach workers, billing clerks – all perspectives welcome
  
• Context is needed
  
• You are experts in your community
Step 4

Identify Program &/or Policy Options

• What infrastructure changes / additions would help the situation?

• What policy implementations would help?

• Are there future changes that can be prepared for with this information?

What approaches are used to improve issues of concern?

• Is the community ready for change?

• Who will be impacted by change?

• Who is paying for the change?
Step 5

Take Action to Implement the Policy or Program

- Grant funded change
- County legislature policy
- Agency policy change

Do approaches fit with your community?

- What do you think your success rate will be?
- Have you addressed possible obstacles?
- Are your allies on board?
Step 6

Monitor Policy and/or Program

- Forms
- Data
- Staff feedback
- Local community feedback
- Clients, participants, families, youth feedback

Is the change having the desired results?

- Coalition check in
- Grant annual reports
- General public knowledge & feedback
Telling your community’s story

- Follow Steps Two and Three

- Existing data + Local (internal) story, short-hand talk about risk factors or services available

- Translating the internal story and your collective expertise to a story that will resonate with others in your community is a skill & may take several tries.

- Data tools can help your audience visualize the data.
  - Infographics
  - Social Math
  - Videos
Infographics

New York schools with least risk of chronic absenteeism (ADA rate 97% and up) have:

- Meet standard for English Language Arts-Grade 3: 71.5%
- Meet standard for English Language Arts-Grade 8: 65.6%
- Graduate from high school with peers: 92.7%
- Receive free or reduced-price lunch: 34.6%
- Are African American, American Indian, Asian, or Hispanic: 31.3%

New York schools with risk of chronic absenteeism (ADA rate 93%-96%) have:

- Meet standard for English Language Arts-Grade 3: 60.2%
- Meet standard for English Language Arts-Grade 8: 50.4%
- Graduate from high school with peers: 88.2%
- Receive free or reduced-price lunch: 40.7%
- Are African American, American Indian, Asian, or Hispanic: 32.9%

New York schools with high risk of chronic absenteeism (ADA rate 92% or lower) have:

- Meet standard for English Language Arts-Grade 3: 35.5%
- Meet standard for English Language Arts-Grade 8: 34.3%
- Graduate from high school with peers: 72.0%
- Receive free or reduced-price lunch: 75.0%
- Are African American, American Indian, Asian, or Hispanic: 81.6%

Social Math

The number of *poor children in New York State* (960,956) would **fill Madison Square Garden 53 times**!

\[960,965 \div 18,000 \text{ Capacity} = \text{how times filled}\]
The following video is approximately two and half minutes.

There may be a slight delay in the start of the video.

Please let us know about any problems via the phone line (unmute & tell us your problem).

At the end of the video, I will return to the slides. There may be a slight delay.
Other Data Sources

The following links augment information in KWIC and provide additional state and county level data that may not be available through the clearinghouse.

**CDC Wonder**
Allows users to access state and county level public health data.

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**Clearview Radio Interview - AECF Kinship Stepping Up for Kids Report**
Listen to a radio interview conducted by Diane Donato, host of WGY’s Clearview. Mary De Masi, New York State KIDS COUNT Director, discusses findings from the Annie E. Casey Foundation’s report Stepping Up for Kids: What Government and Communities Should Do to Support Kinship Families and Michelle Rafael, Director of Policy Analysis for the Office of Children and...
Helpful Hints for Using Data

• Always cite your sources.
• Use governmental source or nonpartisan sources.
• Interpret the data but don’t go overboard.
• Know what you can and cannot say about your data.
• Consider linking your data with another organization.
• Tell your story within the context of your community and its history.
• Always remember you are doing GOOD work!

Improving the health, education and social services of your community is an essential component to improving the health & well-being of our neighborhoods, families and children.
KWIC tour & special features

- Indicator reports
- KWIC Views
- County reports
- Graphing trends
- Saving graphs
- Custom queries
- Saving queries
Go to KWIC website

- Creating custom regions
- Regional data reports
- Saving regions
- Community Asset Mapping Tool
- MyKWIC
- Technical assistance over the phone or via e-mail
What if there is little data on your topic?

- Issue is new.
- Issue is emerging.
- Data is not collected in a way that can easily describe your community; or
- Data is not collected in a way that can easily describe the topic and the situation for children, youth or families.

What can you do?

- Talk to experts. Learn the system.
- Ask a librarian. Read the literature.
- Gather family stories. Create Partnerships.
Evelyn Blanck – Infant Mental Health

• A leading expert in infant mental health field.
• Homegrown New York talent!
• Member of the New York Zero-to-Three Network.
• Associate Executive Director of New York Center for Child Development

New York Center has a strong commitment to improving the delivery of services to children under the age of 5 across all child serving systems and to strengthen the delivery of services by supporting not only individual children and families, but by supporting the institutions that serve them through policy reform, workforce development and training, and through the interface with academic institutions.
Your Data ... Your Story

Data Resource Center for Child & Adolescent Health
A project of the Child and Adolescent Health Measurement Initiative

Welcome to the Data Resource Center for Child & Adolescent Health!
Trying to find your way? Take a tour of our website and give us your feedback.

The mission of the Data Resource Center (DRC) is to take the voices of parents, gathered through the National Survey of Children’s Health (NSCH) and the National Survey of Children with Special Health Care Needs (NS-CSHCN), and share the results through this free online resource. Easy access to children’s health data allows researchers, policymakers, family advocates and consumers to work together to promote a higher quality health care system for children, youth and families. Learn more about the DRC

Publicly insured children are more likely to have insurance coverage which adequately meets their health needs than privately insured

Data at a Glance
At your fingertips—easy-to-read data snapshots for each state

Connect with the DRC
Sign up for email updates
email address
Submit
Using data for system change
Evidence-based interventions

- Policy
- Regulations
- Licensing mandates
- Program guidelines
- Staff professional development & agency standards
- Professional associations & clinician guidelines
- Parental expectations
- Community vision
New York Resources

earlychildhood.org

NYS Early Childhood Advisory Council
Building Success for Children
Ensuring Success for New York
YOUR PROCESS,

YOUR STRUGGLES,

YOUR SUCCESSES
KWIC Webinar in July
July 18, 1:00 – 2:00 pm

Highlighting the Annie E. Casey Foundation’s
KIDS COUNT Data Center
and the
2013 National KIDS COUNT Data Book
Open Data New York

Welcome to New York’s Open Data Portal, bringing together local, state and federal data in one place. Search the site's datasets by location or subject, or explore featured datasets and the full catalogue below.
COUNCIL’s Social Media accounts
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Pinterest
http://pinterest.com/NYSCCF

Facebook
http://www.facebook.com/NYSCCF

Twitter
https://twitter.com/NYSCCF

Youtube
http://www.youtube.com/user/NYSCCF

Please follow, subscribe, +1 and like us – we will do the same for your accounts!
Thanks for your participation!

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