Data Driven Community Planning Webinar

August 29, 2017
Noon – 1pm

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Agnes Markos, Project Development Manager, Illinois Action for Children

Renee Tetrick, Program Innovation Analyst, Illinois Action for Children
Who you are?

1. Early Childhood Provider
2. Collaboration leader
3. Cross-sector partner (health, social services, etc.)
4. State leader
5. Other
Where are you from?

1. Southern Region
2. Central Region
3. Northern Region
4. Cook County
What is your comfort level with data?

1. Very comfortable
2. Comfortable
3. Somewhat comfortable
4. Not comfortable at all
Illinois Action for Children is a catalyst for organizing, developing and supporting strong families and powerful communities where children matter most.

All participants will be muted.

Type your question here, then hit “send”

Technical issues? Type your issue in the chat box or send an email to Karla Muldowney karla.muldowney@actforchildren.org
How do you want to use data to understand community needs?
Agenda

1. Welcome & Introductions
2. Using Data: An Overview
3. Accessing & Using IECAM Data
4. Steps to Using Data
5. Question & Answer
Using data toolkit

A GUIDE TO USING DATA
There are two primary types of data:

There is qualitative research and data, and there is quantitative research and data.

**Qualitative data** is descriptive information (it describes something), an anecdote or story. Also referred to as soft or descriptive data. Qualitative data categorizes and measures “types” of things or people.

**Quantitative data** is numerical information (numbers), statistics, measurable, comparable over time. Also referred to as hard or measurable data. Quantitative data measures values or counts and is expressed using numbers.

Both kinds of data enhance our work, and both are important. Used together they help us understand what is going on now, what we want to change and the results of our work.
Benefits of data

- Unbiased view of the current situation
- Inform strategies and decisions
- Learn during the process
- Move toward improving outcomes
Data-Informed Decision-Making

Data-informed means blending both human experience and data to solve problems and make better decisions about services, programs, strategies, and systems in order to improve outcomes for children and families.
# Beliefs & Behaviors about Data-Informed Work

<table>
<thead>
<tr>
<th>Beliefs</th>
<th>Behaviors</th>
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<tbody>
<tr>
<td>1. Data is not just numbers</td>
<td>1. Collaborate</td>
</tr>
<tr>
<td>2. Data helps us learn</td>
<td>2. Ask questions</td>
</tr>
<tr>
<td>3. Data helps us make more informed decisions</td>
<td>3. Learn from data</td>
</tr>
<tr>
<td>4. Data helps us improve</td>
<td>4. Stay curious</td>
</tr>
</tbody>
</table>
# Using Data

<table>
<thead>
<tr>
<th>Categories</th>
<th>State Data - baseline from data resources</th>
<th>Community Data - Time Point 1</th>
<th>Community Data - Time Point 2</th>
</tr>
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- **Demographic and Social** - Indicators taken from Census, ACS, IECAM, and Chapin Hall Center for Children.
- **Number of children under age five**
- **Percent of families with children under age five**
- **Number of households speaking Spanish or other language at home & are linguistically isolated**
- **Median family income**
- **Number of children age five and under below 185% FPL**
- **Number of children age five and under below 200% FPL**
- **Percent of population five year and over that speak a lanugage other than English**
- **Early Head Start: center-based**
- **Head Start**
- **State-funded Preschool**
- **Licensed Child Care Centers**
- **Licensed-Exempt Child Care Centers**
- **Licensed Family Child Care Homes**
- **Home Visiting programs (HF, PAT, NFP, etc)**
- **Part C Early Intervention (EI)**
- **Part B (Special Education) - contact your local school district or local education agency**
- **Percent of first graders promoted to the next grade - contact your local school district**
- **INSERT OTHER CATEGORIES**

### Graphs

- **Number of children under age five**
- **Number of households speaking Spanish or other language at home & are linguistically isolated**
- **Percent of families with children under age five**
- **Median family income**
Illinois Early Childhood Asset Map (IECAM)

Dawn V. Thomas, Phd University of Illinois
Illinois Early Childhood Asset Map (IECAM)

IECAM is intended to:

- Assist policy makers and legislators in allocating resources for early care and education programs;
- Make public resource allocation transparent by showing the changes in funding of services from year to year;
- Provide a one-stop source for early learning and demographic data.

IECAM is funded by:

- Illinois State Board of Education (ISBE)
- Illinois Department of Human Services (IDHS)

iecam.Illinois.edu
Illinois
Early
Childhood
Asset Map
(IECAM)

Types of Data Early Childhood Data:
- Head Start/Early Head Start
- Preschool for All
- Child Care
- Prevention Initiative
- Home-visiting
- MIECHV

Demographic Data:
- Population
- Race/Ethnicity
- Poverty
- Language
- Working Families
- Other Risk Factors

Regions of Data
- State through ZCTA

Formats
- Tables & Maps
Illinois Early Childhood Asset Map (IECAM)

Data in service to the state of Illinois...

IECAM provides data for programs responding to ISBE’s RFP for PFA and PI grants.

- EC and demographic data
- School District data
- Concentrated Disadvantage data

IECAM provides data to the Illinois Early Learning Council committee structure, the Children’s Cabinet, state agencies, and advocates.

IECAM provides **customized data and maps** based on user requests.
Using Data to Answer Questions and Help Address Problems and Challenges

- Identify the Problem or Issue
  - What is the challenge you are trying to address?

- Identify Possible Solutions to the Challenge
  - What will it take to alleviate or minimize the problem?
  - Can we actually do anything to help solve the problem?
  - Do we have the resources to do that?
    - Financial
    - Data
    - Personnel
    - You name it….

- Identify the resources you have and the resources you need.
  - What kind of data will we need to further identify the issues and to bring about some sort of solution?
  - Are the data available?
  - If the data are available, do we know how to use the data accurately and appropriately?
### Answering a user question with tabular data

**QUESTION:** What is the ability of publicly-funded early learning programs (PFA and HS) in Champaign County to serve at-risk children age 3, 4, and 5? Involves questions:

- How many publicly-funded early learning programs are located in Champaign County?
- What is the number of enrollment slots in Champaign County?
- How many children age 3, 4, and 5 are living in families with income below 185% FPL in Champaign County?

**Requires data:**

- There are **20 centers in Champaign County** with the **ability to serve 1,355 children**.
- There are **2,716 children in Champaign County**, age 3, 4, and 5 living in families with income below 185% FPL.

![Table with data](image)

Publicly-funded early learning programs can serve around **46%** of the income-eligible children in Champaign County.
Answering user questions with maps

1. (below left) Where are PFA, Head Start, and child care sites located in the Peoria area?
2. (below right) What are the data related to a particular PFA site that I’m interested in?
3. (right) Are the publicly-funded early learning sites (PFA and HS) in Peoria located in areas of poverty?
Illinois Early Childhood Asset Map (IECAM)

- Specialized page designed to give users the most beneficial data for their Statement of Need
- Two Standard Reports
  - Response to PFA/PI RFP
    - Multiple geographic regions
  - School District Profile
    - Unit and Elementary School Districts
- Concentrated Disadvantage Information and Maps
- My Data Checklist

Resources for ECBG FY18 Planning

Users will be able to find much of the data needed to complete the Statement of Need for the PFA and PI grant competitions in these various types of reports and resources. Links to resources will open in a new browser window to allow you to easily return to this page.

Note: We recommend using both Standard Reports (Response to PFA and PI Request for Proposal and District Profile) in order to get the most accurate early childhood counts. For example, if you are only looking at the School District Profile, you may miss Head Start slots that are funded for programs outside of that particular school district. Please contact us with any concerns and questions.

- Response to PFA and PI Request for Proposals Standard Report
  Use this Standard Report for the most recent data that will be helpful for your Statement of Need. This report allows users to choose from a variety of geographic regions, such as county, townships, school districts, and municipalities. We recommend using this Standard Report first as it provides ECE and demographic data and information for more geographic regions.
Steps to Using Data
Steps to Using data

1. Identify the Problem or Issue
2. Identify Data Needed
3. Access the Data
4. Making Meaning of the Data
5. Prepare for Strategy Design
Step 1: Identify the Problem or Issue

- What is the problem or challenge you are trying to address?
- What’s a data question you could ask to better understand the problem?

Example questions:
- How many publicly-funded early learning programs are located in [my area]?
- What is the number of enrollment slots in [my area]?
- How many children age 3, 4, and 5 are living in families with income below 185% FPL in [my area]?
- Where are PFA, Head Start, and child care sites located in [my area]?
- What are the data related to a particular PFA site that I’m interested in?
- Are the publicly-funded early learning sites (PFA and HS) in [my area] located in areas of poverty?
Step 2: Identify Data Needed

- What kind of data will we need to further identify the issues and to bring about some sort of solution?

- Are the data available? How will you access the data?

- If the data are available, do we know how to use the data accurately and appropriately?
Step 3: Access the Data

- Using IECAM, locate and pull data
- Record data points in the data toolkit

IECAM home page ➔
http://iecam.illinois.edu
Let’s Practice!

How might you go about answering this question?

How many children live in extreme poverty (<50% Federal Poverty Level) in my geographic region?
Let’s Go live!

IECAM home page ➔

http://iecam.illinois.edu
This is the town of DeKalb, with Sycamore to the northeast and Cortland to the southeast. Note that a portion of west DeKalb has a large percentage of children living in households with incomes less than 50% FPL.

Suggested Questions:
1. What is the date of the data? Might the data have changed in intervening years?
2. Where are the ECE programs located?
3. What are some conversations you might want to have if you are serving families in DeKalb?

*Note that it is easy for us to make judgement calls when we do not know the local history, partners, and previous conversations...
<table>
<thead>
<tr>
<th>Municipalities</th>
<th>Number sites</th>
<th>Proposed capacity</th>
<th>Number sites</th>
<th>Funded Enrollment</th>
<th>Total number of persons</th>
<th>number of children 3 years</th>
<th>number of children 4 years</th>
<th>number of children 5 years</th>
<th>number of children 3 years</th>
<th>number of children 4 years</th>
<th>number of children 5 years</th>
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<tr>
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<td>0</td>
<td>4,379</td>
<td>86</td>
<td>86</td>
<td>86</td>
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<tr>
<td>DeKalb</td>
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<td>44,133</td>
<td>542</td>
<td>545</td>
<td>545</td>
<td>150</td>
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<tr>
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<td>119</td>
<td>17,489</td>
<td>161</td>
<td>162</td>
<td>162</td>
<td>10</td>
<td>10</td>
<td>10</td>
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How many PFA sites are in Cortland? 0
How many Head Start sites are in Cortland? 0
How many preschool children can be served? 0
How many children of preschool age live in Cortland? 258 (note these are estimates)
How many preschool children who live in Cortland live in households with incomes below the 50% federal poverty level (FPL)? 27 (note these are estimates)
Conversation: Where might the children be served?

How many PFA sites are in DeKalb? 1
How many Head Start sites are in DeKalb? 1
How many preschool children can be served? 150
How many children of preschool age live in DeKalb? (note these may be estimates)
How many preschool children who live in DeKalb live in households with incomes below the 50% federal poverty level (FPL)? (note these may be estimates)
What kind of conversations will this community have regarding serving children at extreme poverty?
Step 4: Making Meaning of the Data

- Discuss together, put data into the context of your own community:
  - How does it feel seeing the data?
  - What does the data tell us? What’s meaningful about this data?
  - What are the limitations of this data?
  - What would you do next?
Step 5: Prepare for strategy design

What additional information / data would be needed to design a strategy / solution? *Think qualitative and quantitative
Takeaways

- The data are just a starting point and need to be supplemented by local knowledge.

- Communities know the people, the problems, and the practical solutions needed.

- Local conversations between programs, agencies, and community officials are most important.
Resources

- IECAM home page → http://iecam.illinois.edu
- Census → https://www.census.gov/data.html
- Chapin Hall → http://dfss-ecsd.chapinhall.org/
- Partner Plan Act → http://partnerplanact.org/

Talk to your local partners for local level data!
Contact

• Dawn V Thomas
dthomas3@illinois.edu
217-244-3105 or
1-877-275-3227

• Agnes Markos
Agnes.Markos@actforchildren.org
773-564-8819

• Renee Tetrick
Renee.Tetrick@actforchildren.org
773-564-8759

Contact Dawn V Thomas for
Data needs and/or questions
Customized maps
Training opportunities
Demonstration of the web site
Data resources
Upcoming Event

World Café Conversations: A Powerful Method to Support Community Systems Development

- On **Tuesday, September 12th from 12pm-1pm**, Chris Foster will be conducting a webinar called Word Café. World Café is a popular group facilitation method for engaging stakeholders in conversations that matter. In this webinar, we will explore how it can serve our community system development efforts.

- Whether you are a new or an experienced facilitator of café conversations, you will gain helpful tips on how to design, host, and harvest the collective intelligence that can emerge when using this method. We will revisit the core principles and aspects of the methodology that are often overlooked but have the greatest influence on the outcome of the conversations.

- If you are interested in joining the conversation, please visit Partner Plan Act Website>Happenings>Webinars to register.
Closing

On a scale of 1 to 5, how valuable was your participation in today’s webinar?

1. Not valuable
2. Slightly valuable
3. Moderately valuable
4. Valuable
5. Very valuable
Thank you!