

Conveying Need with Data and Stories

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Agenda

- Types of data
- What kind of data do I need?
- Where to find data?
 - Data exercise
- Presenting your data

Types of Data

- Qualitative
- Quantitative
- Primary
- Secondary
- Tertiary

Types of Data

- Qualitative (categorical)
- Answers “Why”
 - Based on opinions and experiences
 - Smaller sample size
 - Subjective
 - Used to generate hypothesis or develop ideas
- Examples
 - Open ended questions
 - Interviews
 - Observations
 - Videos
 - Focus Groups
 - Stories

Types of Data

- **Quantitative (numerical)**
- Answers “What,” “Where,” “How,” “When,” and “Who”
 - Based on numbers
 - Larger sample size
 - Statistical analysis
 - Objective
 - Used to validate hypothesis
- Examples
 - Close ended questions (Likert scale)
 - Measurement

Types of Data

- More examples of quantitative data:
 - I updated my phone 6 times in a quarter.
 - My teenager grew by 3 inches last year.
 - 83 people downloaded the latest mobile application.
 - My aunt lost 18 pounds last year.
 - 150 respondents were of the opinion that the new product feature will not be successful.
 - There will be 30% increase in revenue with the inclusion of a new product.
 - 500 people attended the seminar.
 - 54% people prefer shopping online instead of going to the mall.
 - She has 10 holidays in this year.
 - Product X costs \$1000.

Types of Data

- Primary
 - Data collected directly from your organization/initiative
- Secondary
 - Data collected by someone else
 - Census
- Tertiary
 - Usually summarizes information presented in secondary sources
 - Textbooks

What kind of data do I need?

- Depends on the problem...
- Does the data help define the problem?
- Does that data support the “need” for the solution to your problem?
- Do you need to establish a baseline?
- Do you need data to inform your program design?

What kind of data do I need?

- Demographics
 - Poverty, education, median income, gender, race, ethnicity, age
 - City, County vs. State
 - Your own clients vs. City, County, State
- Geographical
 - Does your county have any designations?
 - Ex. Rural? HPSA?
- Specific to the problem you are trying to address
 - Ex. Homelessness



What kind of data do I need?

- When to use qualitative and/or quantitative
 - Grant applications
 - Local vs State or Federal
 - Evaluation
 - Reporting

Where to find data?

- Data.Census.Gov
 - Basic demographics
- Bureau of Labor Statistics
 - Employment/Unemployment
- State Departments
 - Ex. <https://health.mo.gov/>
- Local
 - City, Chamber, Health Department, Universities, Collaboratives
- Your own clients
- Google is fine, but make sure your sources are credible

What kind of data does each of these represent?



Finding Data Exercise



Presenting Your Data

- Tables
- Graphs
- Bullet Points
- Tips:
 - Black and white
 - Portrait landscape



Presenting Your Data

- Presenting data for a grant application
- Presenting data for a grant report

Data in a Grant Application

2. Identify the number of participants/clients the project has served in recent years and the unduplicated number of participants to be served during the proposed project period.

Eden Village was founded in 2016 and following a short capital campaign, the first resident moved in in August 2018. A total of 42 individuals have lived there. Ten have either moved out, passed away, or unfortunately were asked to leave. Eden Village can currently house 32 individuals and is operating a maximum capacity. Once a resident is placed, as long as they follow the neighborhood rules established by the residents, they can stay for as long as they would like.

During this project period, the plan is to establish two additional master-planned communities of tiny homes that will provide permanent supportive housing to an addition 80 chronically disabled homeless individuals for a total of 112 individuals directly served.

- What are characteristics specific to the participants receiving services? Characteristics should be drawn from past client/participant data and should relate to the services being provided and need in the community. Participant characteristics, based on recent organization service data, might include: the percent of participants without a high school diploma or equivalency, the percent clients who are low income or living below the poverty level, the percent of participants who have minority status, etc. Other characteristics may include age, gender, employment status, involvement with the juvenile or judicial system, etc.

Characteristics specific to the target population include:

- 100% of clients live at or below the Federal Poverty Level
- 100% of the clients have a history of living on the streets for one year or more
- 100% of the clients have a disability
- 95% struggle with an untreated mental health diagnosis or substance use disorder
- 75% male and 25% female
- Average age of adults served is 56
- 94% have resided in a motel room, campground or unsheltered area for more than 30 days
- 94% have resided in a motel room, campground or unsheltered area for more than one year
- 62.5% currently receive some kind of federal assistance (SSI, disability, etc.)
- 16% are US military veterans
- 25% do not have a High School diploma or equivalent
- 16% of clients identify as a minority
- If the program is new, discuss characteristics of those you will target.

levels, crime rates, dropout rates, abuse rates, etc.) should be provided. Cite sources.

Eden Village's project service area is currently Greene County, Missouri, which is a combination of both urban and rural census tracts with a population of 275,174. Springfield is at the metropolitan center of the county with a population of 159,498 which represents 58% of the entire county's population². Social issues in the County are approximately in line with state averages and in some cases, significantly worse as reflected in the chart below:

	Greene County	Missouri
Poverty ²	18.5%	15.6%
Unemployment ³	2.8%	3.8%
Median Income ²	\$43,175	\$48,173
Food Insecurity ⁴	14.1%	17%
Homelessness	<1% ⁵	<1% ⁶
ER Visits ⁷ for:		
Heart Disease	14.64	14.65
Diabetes	1.87	1.86
COPD	4.44	5.55
Stroke	.35	.77
H.S. Graduation Rates ²	91.5%	89.2%
Crime Rates ⁸	824/100,000	519/100,000
Abuse and Neglect ⁹	3.5%	5.5%

² U.S. Census Bureau, American Community Survey 2013-2017

³ U.S. Bureau of Labor Statistics, 2018/2019

⁴ Feeding American, Map the Meal Gap, 2017

⁵ Ozarks Alliance to End Homelessness, 2018

⁶ United States Interagency Council on Homelessness, Homeless Statistics, Missouri, 2018

⁷ Missouri Information for Community Assessment, Missouri Resident Chronic Disease Comparisons Profile, 2003-2013

⁸ County Health Rankings, 2019

⁹ Missouri Child Abuse and Neglect Annual Report, Missouri Department of Social Services, 2018

What kind of data have I presented here?

Data in a Grant Report

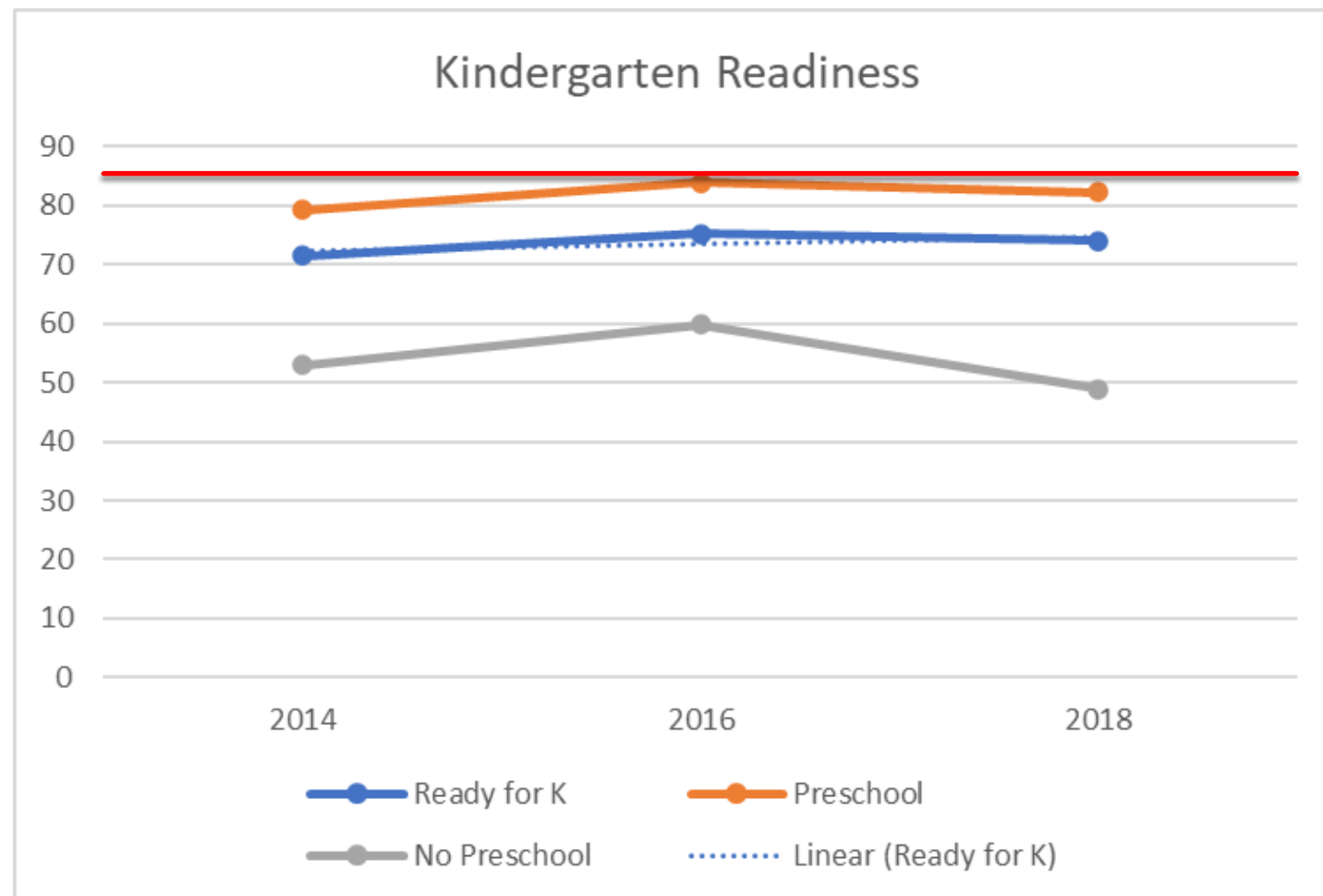
PROGRAM GOALS AND OBJECTIVES

- Increase Kindergarten readiness to 85% of program participants
- Increase Kindergarteners scoring “above average” on literacy assessment to 85%
- Increase number of third graders reading at grade level
- Serve 2,300 students Pre-K through college
- Increase social-emotional competencies among teachers and students grades Pre-K through 3rd grade

- *Currently in Year 4 of 5*
- *This report reflects the comprehensive data at completion of Year 4*

KINDERGARTEN READINESS – NOTHING NEW TO REPORT

- *Increase Kindergarten readiness to 85% of program participants*
 - Currently 74%
 - Mayors Commission does this study every two years (no DFF funding)
 - 2020 was postponed
 - 2021 was postponed
 - Dana recommended to the Mayor's office that this be completed in 2021 – it was not



What kind of data have I presented here?

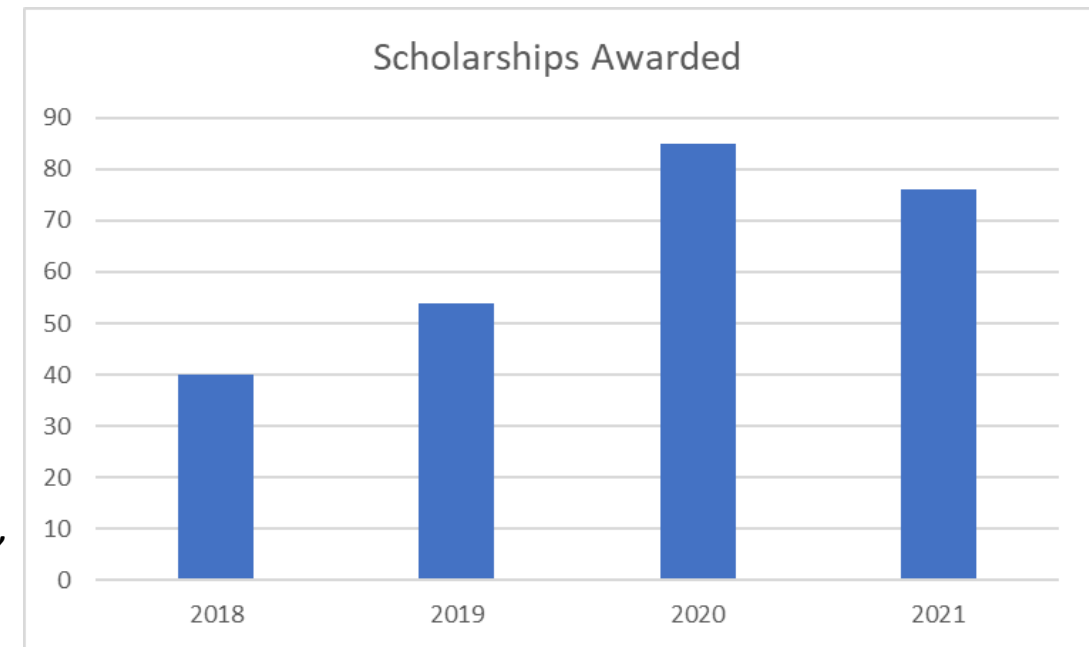
KINDERGARTEN READINESS – PRESCHOOL SCHOLARSHIPS

- DFF has provided 255 preschool scholarships to date (increase of 76 since February 2021 report)
- 2021 – only 27 scholarships were year round
- 21 scholarships went to children in Foster Care which was increased demand among that population

Foster families often are forced choose lower quality, as the state pays a lower rate to the preschool than the true cost of care. Preschools are not allowed to charge foster families the difference, which ranges from \$100-\$300 per month more. It is not cost effective for a program to accept foster care, although, many do as a service to the community, the families they serve, and to the children that need the consistency that quality care provides.

“We would never have been able to afford this preschool for Gabby, if we didn't receive help. She loves her teacher, her friends, and she has gained so many skills over this past year. She loves school--books and kitchen are her favorite areas! Thanks for helping us.”

“I am a single mom, and my son was struggling in his other program. When Alyssa suggested I apply, I wasn't sure if I could swing the costs of the preschool, but I'm glad I did. Alex finished preschool and is now in kindergarten and doing well. He was ready and excited to start big school.”



What kind of data have I presented here?

KINDERGARTEN READINESS – ELLA – **NOTHING NEW TO REPORT**

- 12 preschools currently participating in ELLA – this seemingly fluctuates between 13 and 15. This is one less than in February 2021.
 - DCO, Cox, Life 360, Wee Wonders, Study Nursery, Kingswood, OTC, Messiah LCFDC, Small Wonders, MSU, PeaPod, Kerri's Kidsville, and Preschool Academy
- 8 are accredited – increase of 1 since February 2021
- 3 are accredited because of DFF
- Child Care/Preschools have been severely impacted by COVID. They are under pressure to hire and retain staff and will continue to struggle for the foreseeable future. Our support and assistance have been critical in keeping some open.

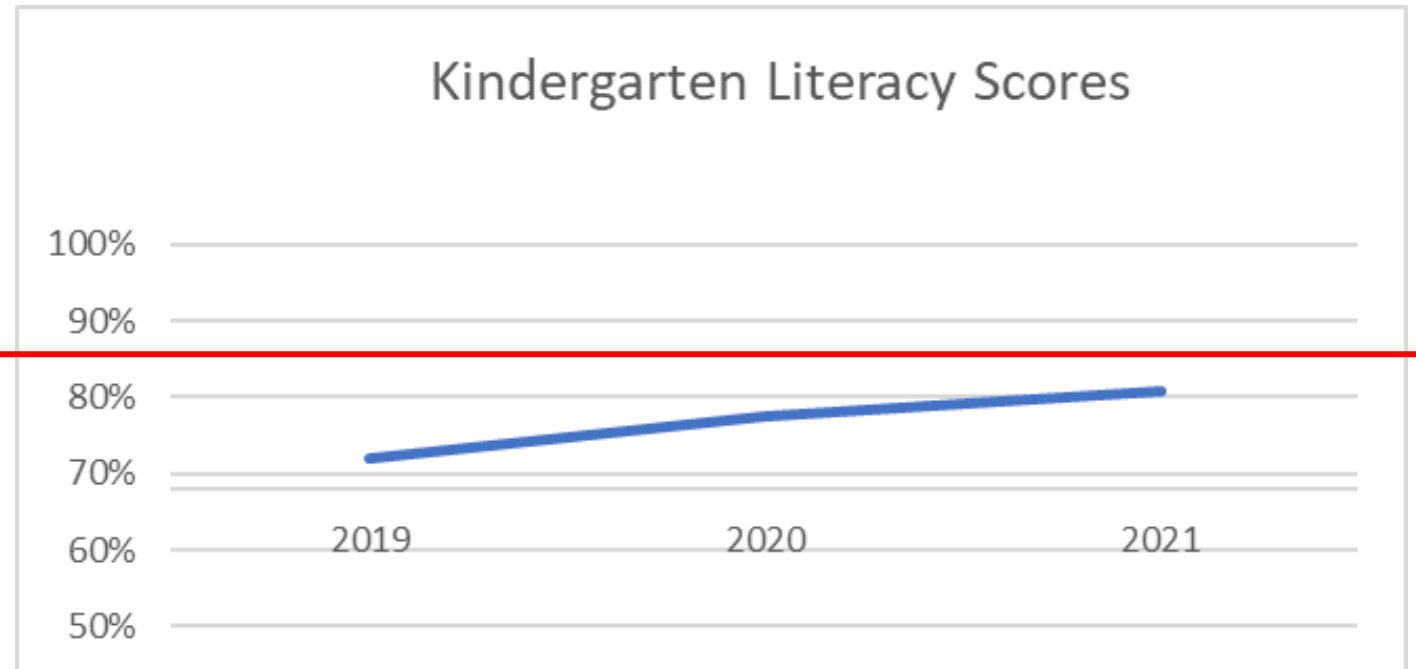
“I value the growth. At times in my position, I don't feel valued. ELLA helps me feel valued. ELLA is positive support, wise advice from others in the field, and allows me to advocate for what I know is right.”

“I appreciate the openness of the group to discuss struggles and greatness in all of our programs. It makes me feel like I am not alone and encourages me to push forward for the families we serve.”

What kind of data have I presented here?

KINDERGARTEN LITERACY

- *Increase Kindergarteners scoring “above average” on literacy assessment to 85%*
 - Currently 80.85%
 - 2019 – 146
 - 2020 – 457
 - 2021 – 606
 - There was correlation between children scoring higher on literacy assessment and on the DECA social-emotional wellness assessment
 - DFF helps pay Dana’s team to complete assessments



What kind of data have I presented here?



THIRD GRADE READING LEVELS – **NOTHING NEW TO REPORT**

- *Increase number of third graders reading at grade level*
 - 2019 set baseline – 35%
 - 2020 COVID
 - DFF funding impact will be realized in 2021 as program preschoolers reach third grade

KIDS SERVED

- *Serve 2,300 students Pre-K through college*
 - Participating preschools – 57 to date
 - Preschool scholarships – 255 to date with DFF funds
 - SPS participating schools – 23 to date (started with 5)
 - Bingham, Bissett, Bowerman, Boyd, McGregor, Truman, Weaver, Weller, Westport (2), Williams, Carver, Fulbright, Pipkin, York, Fremont, Shady Dell, Campbell, Mallory, Hickory Hills(2), Sherwood, and Sequiota
 - College students studying to be teachers

8,357

Increase of 3,459 + since February 2021

What kind of data have I presented here?

SOCIAL-EMOTIONAL COMPETENCIES

- *Increase social-emotional competencies among teachers and students grades Pre-K through 3rd grade*
 - Implement Conscious Discipline – traded costs for training to pay for University of Missouri study in Years 1 and 2
 - 1,615 local educators trained
 - SPS has implemented Conscious Discipline K-Middle School in the Central High School feeder pattern
 - 13,483 parents served through Early Childhood One Stop’s “Conscious Parenting” education
 - Springfield is only one of two areas implementing Conscious Discipline community-wide. There are over 100 superintendents and principals that have reached out to learn how to replicate.
 - University of Missouri study regarding efficacy of Conscious Discipline
 - 2018/2019 – results were not “clean” enough
 - 2019/2020 – COVID
 - 2020/2021 – It is my understanding they are not redoing study – however; with study results and our connections, Becky Bailey has made contact with Roy Blunt’s office and is working to apply for millions in federal grant funding to take the Springfield community-based model and replicate it in other communities.

“This year most of my staff were able to attend 18 hours of great training. I was able to attend an additional high-level training to support their learning. This greatly improves the interaction with my staff, families and children.”

What kind of data have I presented here?

SOCIAL-EMOTIONAL COMPETENCIES

- *Increase social-emotional competencies among teachers and students grades Pre-K through 3rd grade*
 - DECA/DESSA Assessments
 - 2018 - 2019 – 87% of participants were “competent” (83% showed improvement from Fall to Spring)
 - 2019 - 2020 – 630 kids were assessed in the Fall. COVID canceled Spring assessments
 - 2020 – 2021 – 82% of participants were “competent” – dip is not surprising with virtual school and pandemic related issues
 - Implement CLASS training and observations in partner preschools and elementary schools
 - Goal was a score of 5.25 on an assessment scale of 7.
 - 11 NEW classrooms currently participating 2018/2019 – Assessed classrooms showed improvement in classroom management
 - 2019/2020 – COVID
 - 2020/2021 – Goal of 5.25 was reached in 18 classrooms

What kind of data have I presented here?

SOCIAL-EMOTIONAL COMPETENCIES

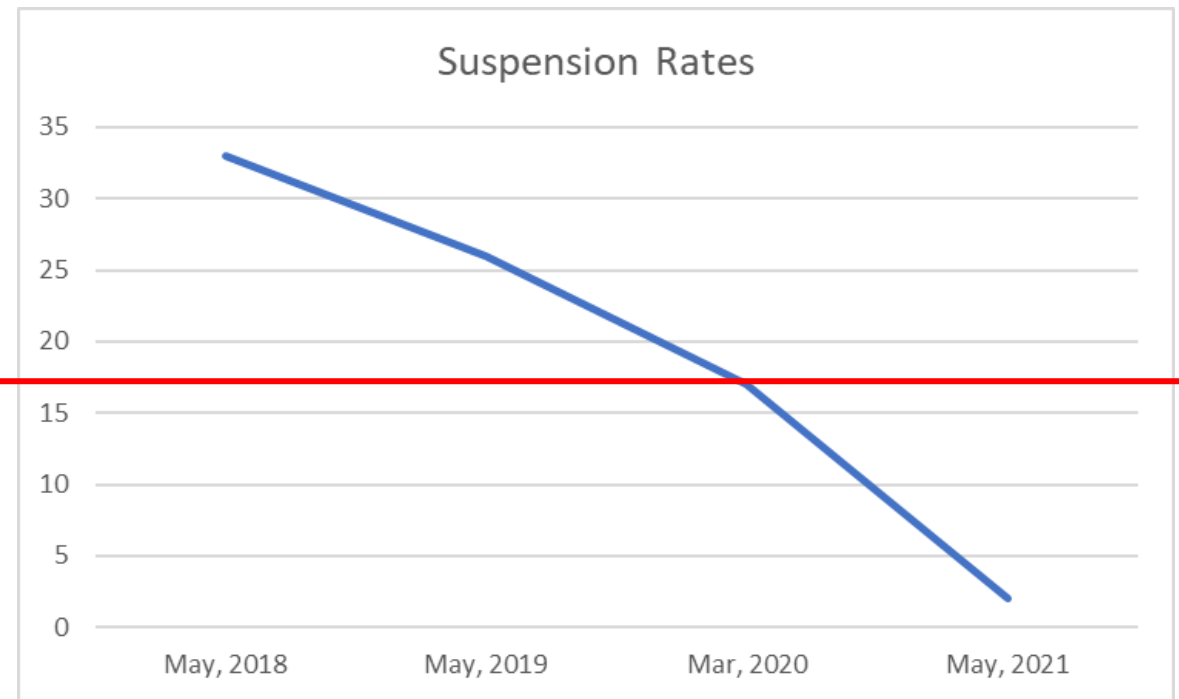
- *Increase social-emotional competencies among teachers and students grades Pre-K through 3rd grade*

- Decrease suspensions for behavior related offenses by 50% among target population (Baseline 33)

- Among 5 elementary schools

- 88% decrease! Only 2 suspensions in 2021

- There is legislation pending in Missouri Legislature that would eliminate Out of School Suspensions and Expulsions in grades K-5. The hope is that this would pass and extend to public preschools, as well.



What kind of data have I presented here?



Questions?