ELECTRONIC DATA REPORTING SOLUTIONS

Managing Data for Culturally Responsive Practices and Equity

THE GOAL IS TO TURN DATA INTO INFORMATION, AND INFORMATION INTO INSIGHT. — CARLY FIORINA, FORMER EXECUTIVE, PRESIDENT, AND CHAIR OF HEWLETT-PACKARD CO.

THINGS GET DONE ONLY IF THE DATA WE GATHER CAN INFORM AND INSPIRE THOSE IN A POSITION TO MAKE [A] DIFFERENCE. — MIKE SCHMOKER, FORMER SCHOOL ADMINISTRATOR, ENGLISH TEACHER AND FOOTBALL COACH, AUTHOR.

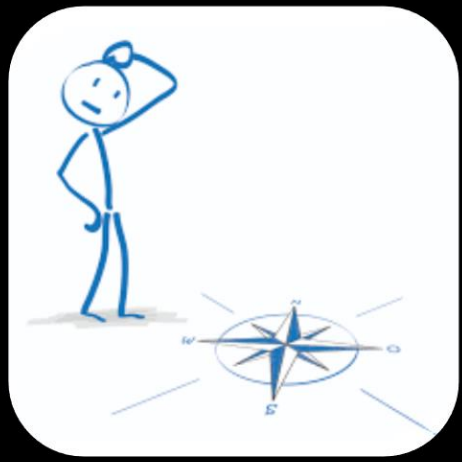Data should be interactive — thus this presentation will also be interactive!
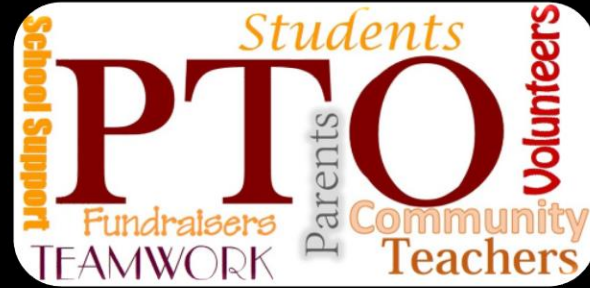
What are we going to talk about today?

- Why do we need data?

- Barriers we face gathering and utilizing data

- Data giving us the shoes to "walk the walk"

- Identifying gaps in service and how to take steps forward

- Increasing Equity through data

- Being more Culturally Responsive

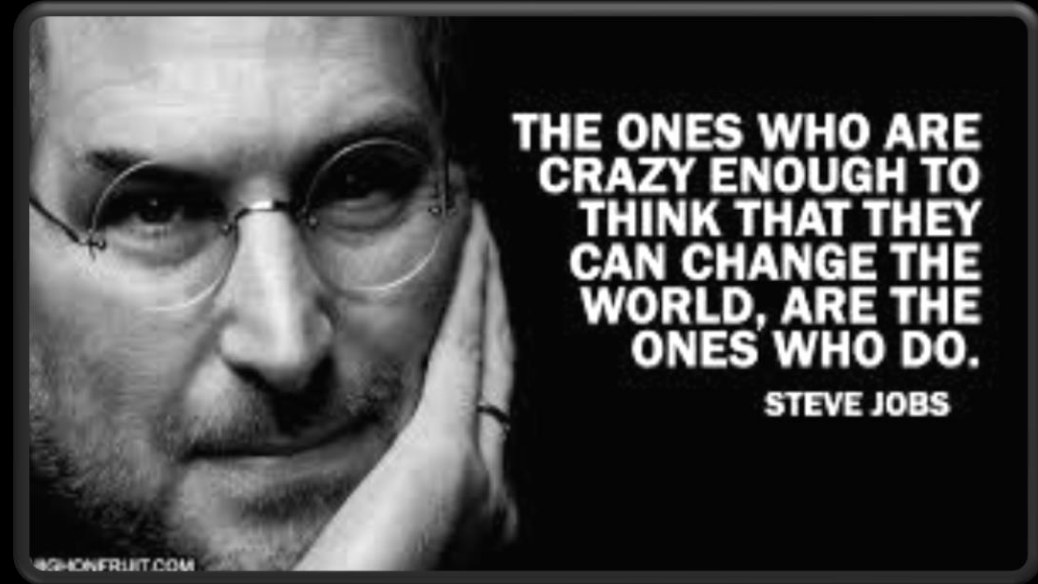- How data contributes to Community Planning

WHY DO WE NEED DATA?

State/Federal Funding

PLAN

Direction

How Can We Change the WORLD

THE ONES WHO ARE CRAZY ENOUGH TO THINK THAT THEY CAN CHANGE THE WORLD, ARE THE ONES WHO DO.
STEVE JOBS

To influence change within our scope and beyond

BARRIERS WE FACE GATHERING DATA

August Enrollment		⊘ Complete		👁 View	
September Enrollment	Due Date: October 4, 2019	↻ Past Due		👁 View	✎ Edit
October Enrollment	Due Date: November 5, 2019	ⓘ Action Required		👁 View	✎ Edit

Past Due Submissions – Leads to more stress and incomplete reporting

HIPAA COMPLIANT

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT — iKeepSafe — FERPA

Security Levels – Protecting and Gathering Sensitive Information

MISSING

MISSING

LAST SEEN NOT ANSWERING PHONE OR RETURNING CALLS generator.net

Or E-mails

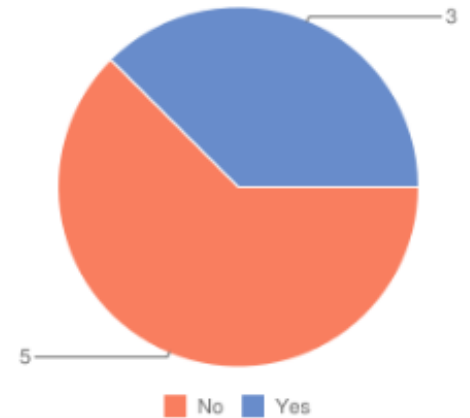| Zip Code	Do you hold a current office of childcare licence?	Licence Number
97219	Yes	CC503106
97233	Yes	CC503514
97230	No	
97216	No	
Portland		
97227	Yes	cc
97030	Yes	CF500971
97233	Yes	CC503395
97233	Yes	CC502704

Missing – Incomplete – Incorrect Data

BARRIERS WE FACE UTILIZING DATA
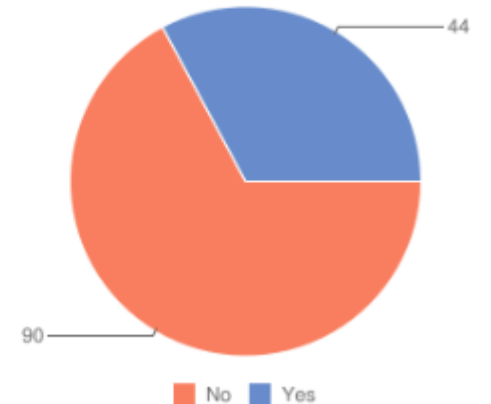
- Streamline the process
- Spend less time gathering, inputting, and analyzing data. (Example Hub)
- Tracking information as it happens, not having to recall or dig for information
- Auto Reminders - Relationships
- Required fields lead to no missing data
- Known expectation and reduction of anxiety
- SECURITY – NO emails, drop box, etc. All information in one place.
- Customizable and Updatable
- Easy to use options– Referral, reporting, contracting, RFP, Secure Storage (both side see same thing have same information), tracking (nurses/behavioral health/homeschool/inter district), application reviews, reporting dashboard, scholarships, automatic letter generation, budget tracking, webforms, export/ import features
- Automatic translation both directions
- **Reports and graphs at your fingertips!**
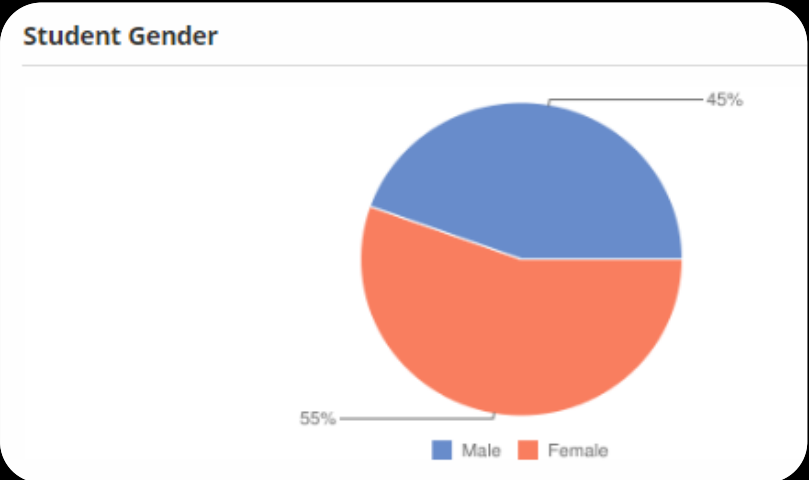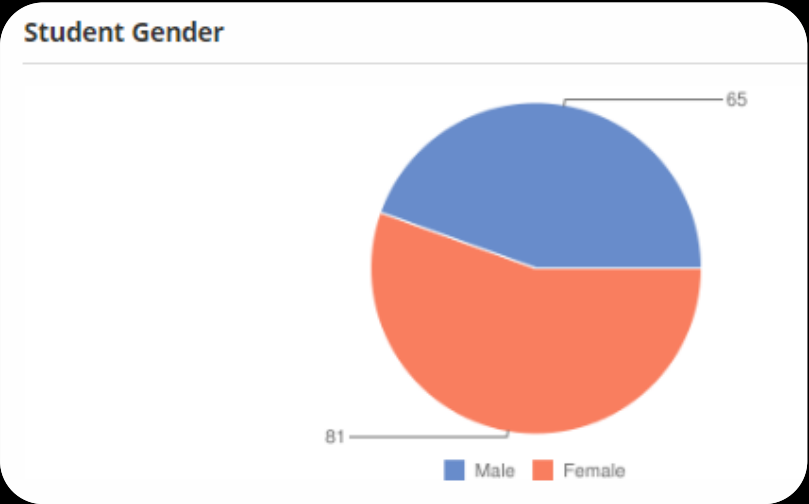
Provider Transportation Summary

3
5
No Yes

Student Transportation Summary

44
90
No Yes

IDENTIFY GAPS IN SERVICE

2018-19 Preschool Promise

Student Gender

65

81

■ Male ■ Female

Student Gender

45%

55%

■ Male ■ Female

2019-20 Preschool Promise

Student Gender

65

69

■ Male ■ Female

Student Gender

49%

51%

■ Male ■ Female

Epidemiology Study revealed that males in this area we entering Kindergarten less prepared, especially in reading.

CONNECTING SERVICES:

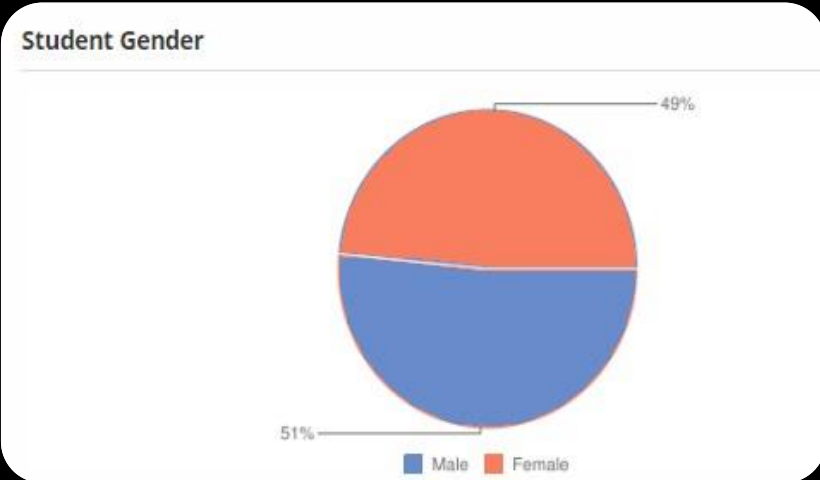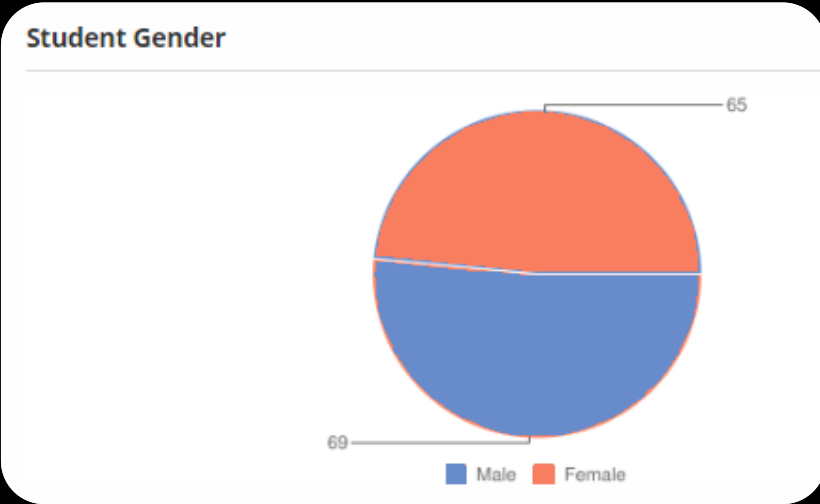Preschool Promise serves foster children and children in households with incomes less than 200% of the Federal Poverty Level.

Community UPLiFT is a coordinated, closed loop referral system, connecting parents and families with children zero to five with community partners who provide services they qualify for.

Other Examples: Language Translation, Social-Emotional, EI/ECSE, Homelessness, Poverty Levels, Additional Services, Etc.

COMMUNITY PLANNING

Community planning involves the formulation of visions, goals, policies and strategies for achieving social, economic and environmental sustainability within a **community** in order to guide future **community** development.


Pregnancy Due Dates

Community Uplift hosts community baby showers

Using this and other data in our system they can make informed community planning decisions and focusing on data spikes. They can also compare multiple years to focus financial capabilities on specific outreach.

COMMUNITY PLANNING AND CHARTS

- In one of the counties we work with, they have a Summer lunch program for children.
- They were providing services at one location and receiving very little participation.
- Through data they were able to identify targeted areas where their services would be most needed.
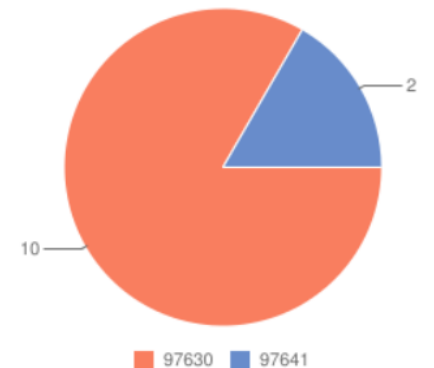- Once the locations were changed they were able to impact a large percentage of their community.
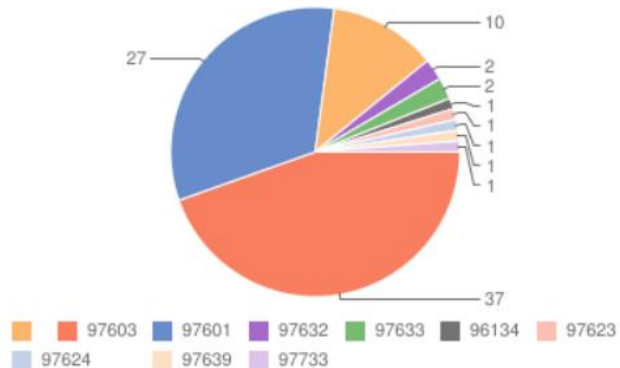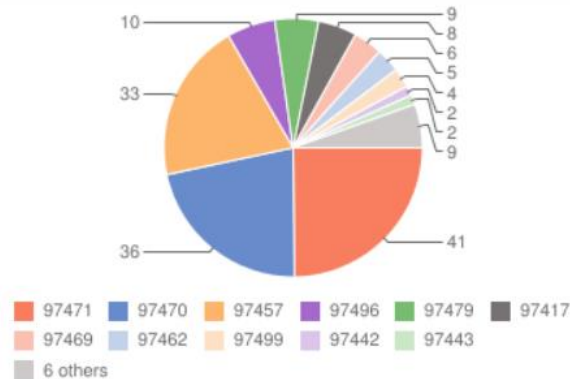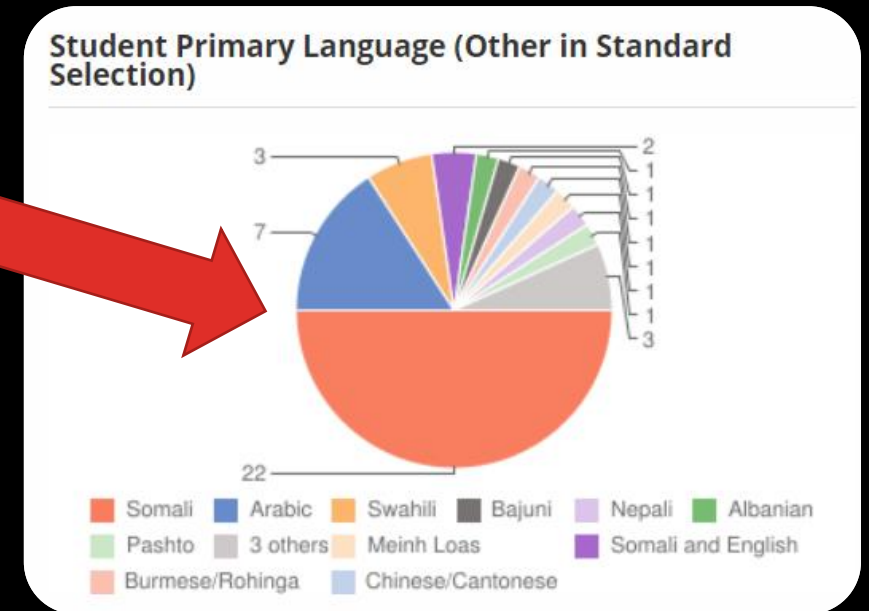
EQUITY AND DATA

Equity in **education** means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving **educational** potential (**definition** of fairness) and that all individuals reach at least a basic minimum level of skills (**definition** of inclusion).
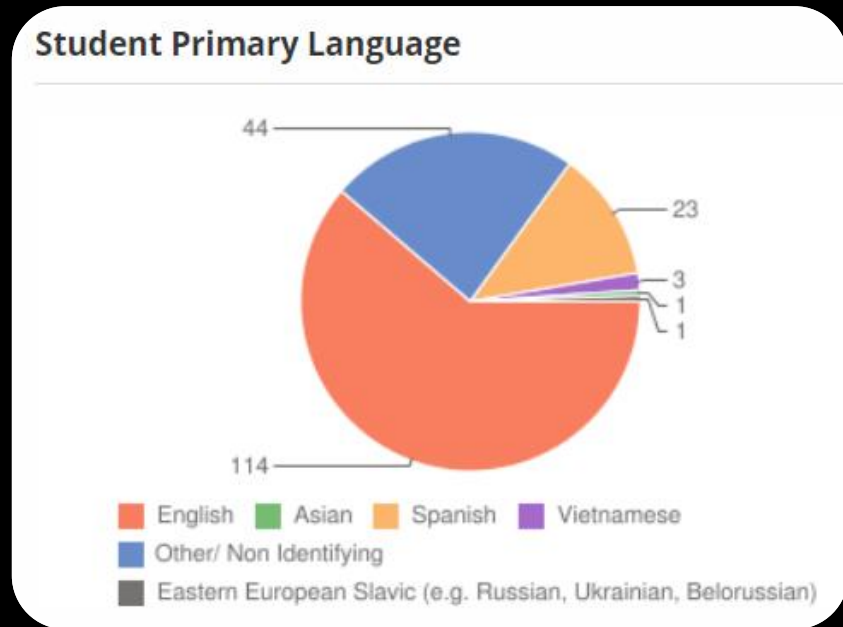
When we have data like this why are we not adjusting our categories so that these people do not have to continually be an "other"?

What do we think the number of lead/qualified teacher are that are a part of the shown cultural/language diversity?

Equity is the absence of avoidable or remediable differences among groups of **people**, whether those groups are **defined** socially, economically, demographically, or geographically. ~ World Health Organization

15 Lead Teachers

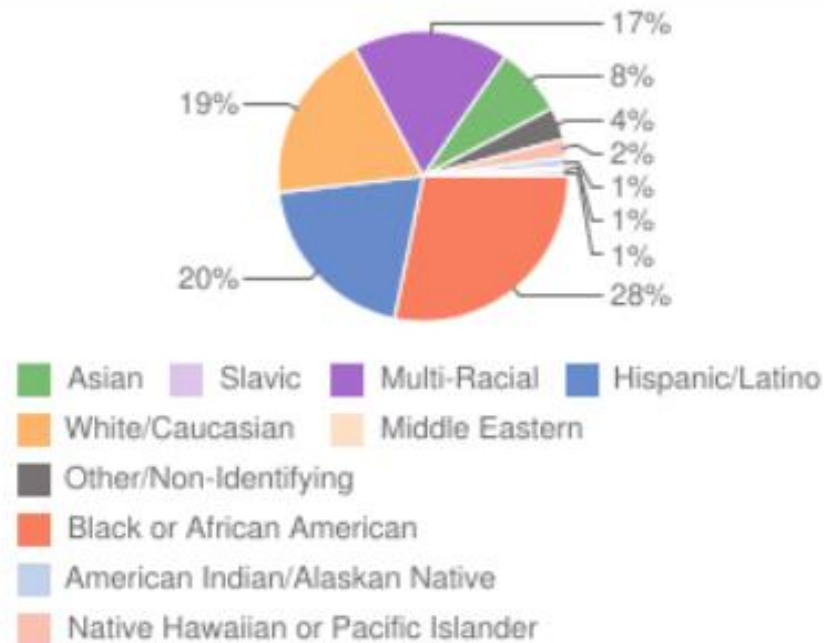Languages Providing Instruction In:
- 15 English
- 4 Spanish
- 1 Russian

Ethnicity
- 12 White/Caucasian
- 2 Hispanic or Latino/a
- 1 Multi-Racial – Black/African American and Hispanic/Latino/a

Student Ethnicity

17%
8%
4%
2%
1%
1%
1%
28%
19%
20%

Asian   Slavic   Multi-Racial   Hispanic/Latino
White/Caucasian   Middle Eastern
Other/Non-Identifying
Black or African American
American Indian/Alaskan Native
Native Hawaiian or Pacific Islander

How can we be culturally responsive in this scenario?

Dr. Gloria Ladson-Billings defined **culturally responsive** instruction as "a pedagogy that empowers students intellectually, socially, emotionally, and politically by using **cultural** referents to impart knowledge, skills, and attitudes"

Data is power! Turn that power into our communities' and children's success!!!

Alysha Barraza
Douglas Educational Service District
Systems Operations
alysha.barraza@douglasesd.k12.or.us
541-957-4811