PROMISE NEIGHBORHOODS

INTRODUCTORY WEBINAR ON DATA SYSTEMS FOR 2017 APPLICANTS
TODAY’S OVERVIEW WILL COVER:

1. Context
   A. Importance of data for Promise Neighborhood grantees
   B. GPRA Requirements

2. Data Sources
   A. Population-level data sources
   B. Individual-level data sources

3. Using the Data

4. Data Resources

5. Q&A
KEY RESOURCES

- Link to 2017 Notice
- Link to 2013 Guidance Document (note change in GPRA indicators)
- Link to updated 2017 GPRA summary document

- Q&A will be offered at intervals throughout presentation
- However, due to limited time, not all questions can be addressed.
- Please email PromiseNeighborhoods@ed.gov with any unresolved questions.
1. CONTEXT
IMPORTANCE OF DATA FOR PROMISE NEIGHBORHOOD GRANTEES

Drexel Promise Neighborhood

Promise Zone - Assets
- Promise Zone
- Commercial Corridor
- Park Land
- 30th Street Station
- Market Frankford El Stations
- Trolley Lines
- Playgrounds/Recreation/Cultural Centers
- Health Centers/Hospitals
- PHA/Subsidized Housing Development
- Public Safety
- Proposed Supermarket
- Philadelphia Zoo
- Schools
GOVERNMENT PERFORMANCE AND RESULTS ACT

- Government Performance and Results Act (GPRA) indicators—Specific indicators that are required to measure progress toward particular desired results.
  - For the Promise Neighborhoods program, there are 10 distinct GPRA results.
## GPRA RESULTS AND INDICATORS

<table>
<thead>
<tr>
<th>GPRA Result</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Children enter kindergarten ready to succeed in school</td>
</tr>
<tr>
<td></td>
<td>Number and percentage of children in Kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally appropriate early learning measures</td>
</tr>
<tr>
<td>2</td>
<td>Students are proficient in core academic subjects</td>
</tr>
<tr>
<td>2.1</td>
<td>Number and percentage of students at or above grade level according to state mathematics assessments in at least the grades required by the ESEA (3rd through 8th grades and once in high school)</td>
</tr>
<tr>
<td>2.2</td>
<td>Number and percentage of students at or above grade level according to state English language arts assessments in at least the grades required by the ESEA</td>
</tr>
<tr>
<td>GPRA Result</td>
<td>Indicator</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
</tr>
<tr>
<td>3</td>
<td>Students successfully transition from middle school grades to high school</td>
</tr>
<tr>
<td>3.1</td>
<td>Attendance rate of students in 6th, 7th, 8th, and 9th grade as defined by <em>average daily attendance</em></td>
</tr>
<tr>
<td>3.2</td>
<td><em>Chronic absenteeism rate</em> of students in 6th, 7th, 8th, and 9th grades</td>
</tr>
<tr>
<td>4</td>
<td>Youth graduate from high school</td>
</tr>
<tr>
<td>4.1</td>
<td>Four-year <em>adjusted cohort graduation rate</em></td>
</tr>
<tr>
<td>5</td>
<td>High school graduates obtain a postsecondary degree, certification or credential</td>
</tr>
<tr>
<td>5.1</td>
<td>Number and percentage of Promise Neighborhood students who <em>enroll in a two-year or four-year college or university</em> after graduation</td>
</tr>
<tr>
<td>5.2</td>
<td>Number and percent of Promise Neighborhood students who <em>graduate from a two-year or four-year college or university or vocational certification completion</em></td>
</tr>
</tbody>
</table>
# GPRA RESULTS AND INDICATORS

<table>
<thead>
<tr>
<th>GPRA Result</th>
<th>Indicator</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>6.1</td>
</tr>
<tr>
<td>Students are healthy</td>
<td>Number and percentage of children who <strong>consume five or more servings of fruits and vegetables daily</strong></td>
</tr>
<tr>
<td>7</td>
<td>7.1</td>
</tr>
<tr>
<td>Students feel safe at school and in their community</td>
<td>Number and percentage of children who <strong>feel safe at school and traveling to and from school</strong> as measured by a school climate survey</td>
</tr>
<tr>
<td>8</td>
<td>8.1</td>
</tr>
<tr>
<td>Students live in stable communities</td>
<td><strong>Student mobility rate</strong> (as defined in the notice)</td>
</tr>
</tbody>
</table>
## GPRA RESULTS AND INDICATORS

<table>
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<th>Indicator</th>
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<tr>
<td>9</td>
<td>9.1</td>
</tr>
<tr>
<td></td>
<td>Family and community members support learning in Promise Neighborhood Schools</td>
</tr>
<tr>
<td></td>
<td>9.2</td>
</tr>
<tr>
<td></td>
<td>Number and percentage of <strong>parents/family members who report talking about the importance of college and career</strong> (9th–12th grade)</td>
</tr>
<tr>
<td>10</td>
<td>10.1</td>
</tr>
<tr>
<td></td>
<td>Students have access to 21st century learning tools</td>
</tr>
</tbody>
</table>
OTHER INDICATORS

- Promise Neighborhoods may also establish their own indicators, in addition to the GPRA indicators.
QUESTIONS?
2. DATA SOURCES
OVERVIEW OF DATA SYSTEMS

Population-level Data System
1. School Survey data
2. Neighborhood survey data
3. Administrative data
   (e.g., kindergarten assessments, academic records, National Student Clearinghouse)
4. Other data of interest
   (e.g., neighborhood crime rate or poverty rate)

Case Management Data System
1. Demographic data
2. Family Roster data
3. Implementation data
   (e.g., program participation)
4. Outcome data
   (if feasible to link to longitudinal)
5. Other administrative data
   (city records, etc.)

GPRA reporting
Project management and reporting
Case management
2A. POPULATION-LEVEL DATA SOURCES
OVERVIEW OF DATA SYSTEMS

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GPRA reporting

Project management and reporting

Case Management Data System
1. Demographic data
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4. Outcome data
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5. Other administrative data
   (city records, etc.)

Case management
# DATA SOURCES: SURVEY DATA

<table>
<thead>
<tr>
<th></th>
<th>Neighborhood survey</th>
<th>School Climate survey</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency</strong></td>
<td>Biannual (every two years)</td>
<td>Annual</td>
</tr>
<tr>
<td><strong>Population</strong></td>
<td>Families in Promise Neighborhood footprint</td>
<td>Students in target middle and high schools</td>
</tr>
<tr>
<td><strong>Sampling method</strong></td>
<td>Census or random representative sample</td>
<td></td>
</tr>
<tr>
<td><strong>Survey partner</strong></td>
<td>Recommended</td>
<td>Not required</td>
</tr>
<tr>
<td><strong>Institutional review board (IRB) approval</strong></td>
<td>Required</td>
<td></td>
</tr>
</tbody>
</table>
## DATA SOURCES: SURVEY DATA

### GPRA MEASURE ALIGNMENT

<table>
<thead>
<tr>
<th>GPRA result</th>
<th>Neighborhood survey</th>
<th>School Climate survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kindergarten readiness</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Academic proficiency</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Attendance/absenteeism</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Graduation</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>College completion</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Student health</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>Student safety</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>Student mobility</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Parents/family support learning</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>Internet access</td>
<td>✓</td>
</tr>
</tbody>
</table>
## DATA SOURCES: ADMINISTRATIVE DATA

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Kindergarten assessment</th>
<th>Academic records</th>
<th>National Student Clearinghouse (NSC)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Annual</td>
<td>Annual (at least)</td>
<td>Annual</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Population</th>
<th>Kindergartners in target schools</th>
<th>Students in target elementary, middle, and high schools</th>
<th>Alumni of target high schools</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Data source</th>
<th>Developmentally appropriate assessments or early learning measures</th>
<th>School districts or charter schools</th>
<th>NSC</th>
</tr>
</thead>
</table>

| Required to obtain data | Grantee will need to conduct themselves or obtain via data-sharing agreement with school districts or charter schools | Data-sharing agreement with school districts or charter schools | NSC subscription or data-sharing agreement with school districts or charter schools |
## DATA SOURCES: ADMINISTRATIVE DATA

### GPRA MEASURE ALIGNMENT

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<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Academic proficiency</td>
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<td></td>
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QUESTIONS?
2B. INDIVIDUAL-LEVEL DATA SOURCES
OVERVIEW OF DATA SYSTEMS

**Population-level Data System**
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**Case Management Data System**
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5. Other administrative data
   (city records, etc.)

- GPRA reporting
- Project management and reporting
- Case management
INDIVIDUAL-LEVEL DATA SOURCES

Demographic data
- Name/Individual ID
- Address
- DOB
- Gender
- Race

Family roster data
- Family members/Family ID
- Educational attainment
- Employment status
INDIVIDUAL-LEVEL DATA SOURCES

Implementation data
- Service provider
- Enrollment date
- Type of service
- Dates of participation
- Exit date/reason

Outcome data (if feasible)
- GPRAs
- Other important outcome data or performance measures (e.g., pre/post assessments)
IMPLEMENTING YOUR CASE MANAGEMENT SYSTEM

- Select and deploy case management software
- Enroll children and families in the case management system
  - Centralized enrollment process
  - Enrollment and intake through partner organizations
- Ensure confidentiality and data security
  - Data consent
  - IRB approval
  - Staff training
- Use the case management data to provide targeted services and/or referrals to program participants
QUESTIONS?
3. USING THE DATA
OVERVIEW OF DATA SYSTEMS

Population-level Data System

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GPRA reporting

Project management and reporting

Case management
4. DATA RESOURCES
DATA RESOURCES

- Data systems
DATA RESOURCES

▪ Data systems (continued)

▪ Survey resources
DATA RESOURCES

- Survey resources (continued)
DATA RESOURCES

- Case management
DATA RESOURCES

- Using data for continuous quality improvement

- Kindergarten assessments
DATA RESOURCES

- Consent & Privacy
DATA RESOURCES

- Consent & Privacy (continued)
DATA RESOURCES

- Institutional Review Board (IRB)
DATA RESOURCES

- Data-sharing agreements with school districts

- Building capacity of partner organizations to report on data
DATA RESOURCES

- Building capacity of partner organizations to report on data (continued)

- Data staff
DATA RESOURCES

- Data staff (continued)


OTHER DATA RESOURCES


OTHER DATA RESOURCES


OTHER DATA RESOURCES


OTHER DATA RESOURCES


5. QUESTIONS?
THANK YOU

U.S. DEPARTMENT OF EDUCATION