



Promise Neighborhood Data Systems

Introductory webinar for applicants

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Today's overview will cover:

1. Data Context

- Accountability in Place-Based Initiatives
- Promise Neighborhoods Measurement Cycle
- GPRA Requirements

2. Data Sources

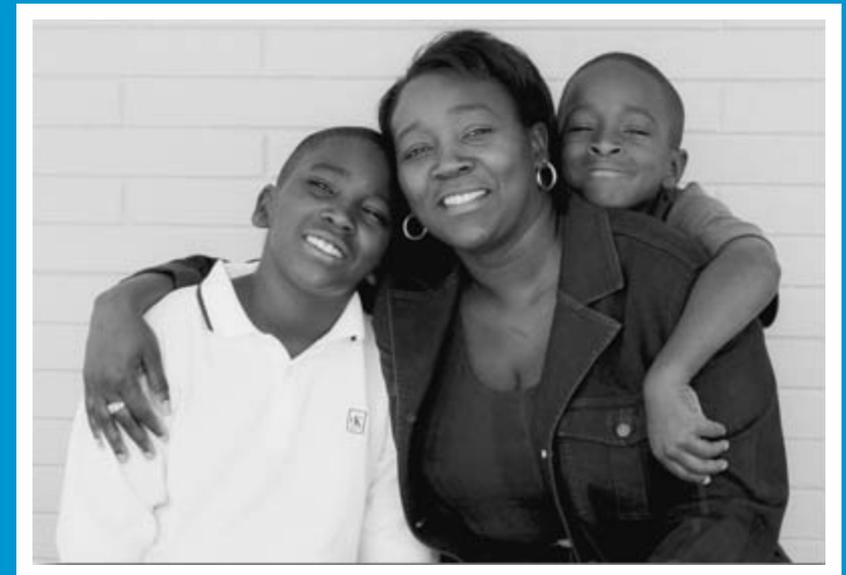
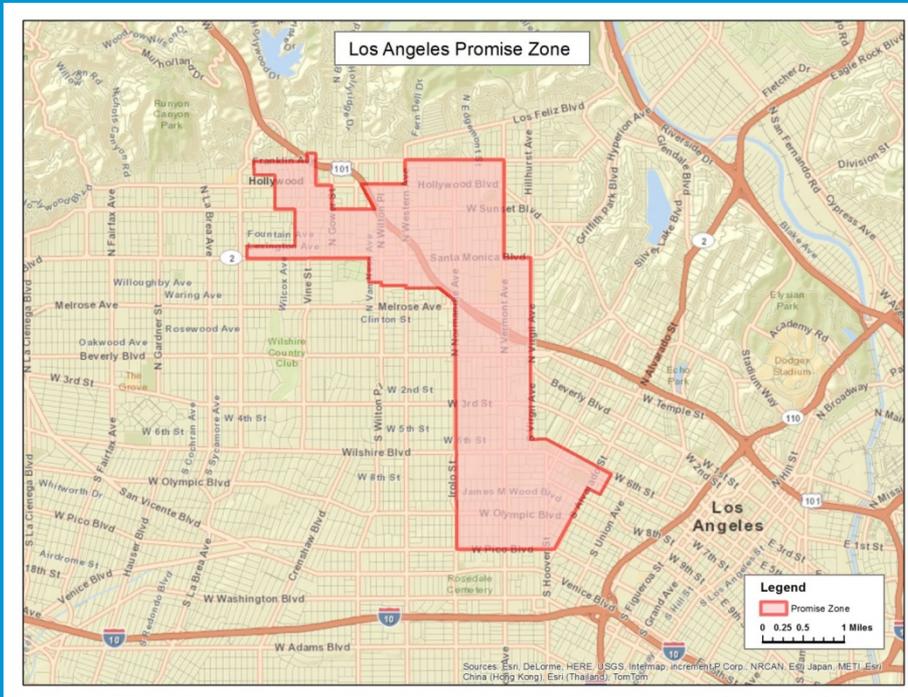
- Population level data sources
- Individual level data sources

3. Promise Neighborhood Data Systems

4. Data Resources

5. Q&A

Place-Based Initiatives Require Population and Performance Accountability



Place-Based Initiatives Require Two Levels of Measurement



■ Promise Neighborhood Performance Management Cycle
■ Case Management Cycle



Government Performance 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, there are 15 distinct GPRA indicators.
- **Project indicators**—7 academic indicators used to measure the implemented strategies of Promise Neighborhood grantees .
- **Program indicators**—8 family community-support indicators that the Department will use only for research and evaluation purposes and for which an applicant is not required to propose solutions.

Goal	Academic Project Indicators
Children enter kindergarten ready to succeed in school.	Children birth to five years old who have a MEDICAL HOME
	Three-year-olds and kindergarteners who DEMONSTRATE AGE-APPROPRIATE FUNCTIONING across multiple domains of early learning.
	Children from birth to kindergarten entry participating in EARLY LEARNING SETTINGS OR PROGRAMS.
Students are proficient in core academic subjects.	Students at or above grade level according to State mathematics and English language arts STATE ASSESSMENTS.
Students successfully transition from middle grades to high school.	ATTENDANCE RATE of students in 6th, 7th, 8th, and 9th grade.
Youth graduate from high school.	GRADUATION RATE
High school graduates obtain a postsecondary degree, certification, or credential.	Promise Neighborhood students who graduate with a regular high school diploma and OBTAIN POSTSECONDARY DEGREES, VOCATIONAL CERTIFICATES, OR OTHER INDUSTRY-RECOGNIZED CERTIFICATIONS or credentials without the need for remediation.

Goal	Family and Community Support Program Indicators
Students are healthy	Children who participate in at least 60 minutes of moderate to vigorous PHYSICAL ACTIVITY DAILY .
	Children who consume five or more servings of FRUITS AND VEGETABLES DAILY .
Students feel safe at school and in their community	Students WHO FEEL SAFE AT SCHOOL and traveling to and from school.
Students live in stable communities	STUDENT MOBILITY RATE
Families and community members support learning in Promise Neighborhood schools	For birth to kindergarten entry, number and percent of children who have a PARENT WHO READS TO THEM at least three times a week.
	For children in K through 8th grade, the number and percent of parents who report ENCOURAGING THEIR CHILDREN TO READ books outside of school.
	For children in the 9th to 12th grade, the number and percent of parents who report TALKING WITH THEIR CHILD ABOUT THE IMPORTANCE OF COLLEGE AND CAREER .
Students have access to 21st century learning tools	Students who have school and home access (and percent of the day they have access) to broadband INTERNET and a connected COMPUTING DEVICE .

Population Level Data Sources

Survey Data			Administrative Data		
Neighborhood Survey	School Climate Survey	Alumni Survey	K and pre-K assessments	Academic records	National Student Clearinghouse
G1: Medical home	G8: Physical activity	G7b: College remediation	G2: Age-appropriate functioning	G4: Academic proficiency	G7a: College enrollment
G3: Early learning settings	G9: Fruits and vegetables	G7d: Industry-recognized certificates		G5: Attendance/absenteeism	G7c: College completion
G12: Parents who read to children	G10: Student safety			G6: Graduation	
G13: Parents who encourage children to read	G15: Internet access			G11: Student mobility	
G14: Parents who talk about college/career					

Neighborhood Survey

- Biannual (1st, 3rd, and 5th grant year)
- All families living in the Promise Neighborhood footprint
- Census or random representative sample
- Recommended *GPR*A questions from Guidance Document
- Survey partner highly recommended
- IRB approval
- Resources:
 - Guidance Document, Chapter 7 (page 157)
 - “Neighborhood-Level Geographies”: Guidance Document, Chapter 8 section (page 180)
 - [Mission Promise Neighborhood Survey Underway](#) (2016)
 - [Training Neighborhood Residents to Conduct a Survey](#) (2015)
 - [Promise Neighborhood of the Lehigh Valley Begins 2015 Neighborhood Surveys in Downtown Allentown and Westward Easton](#) (2015)
 - [Diving Deep with the Urban Institute: Neighborhood Surveys](#) (2013)

School Climate Survey

- Annual
- All students enrolled in the Promise Neighborhood target middle and high schools
- Census or random representative sample
- Recommended *GPR*A questions from Guidance Document
- IRB approval
- Resources:
 - Chapter 7 of Guidance Document (page 157)
 - [Mission Promise Neighborhood Releases School Climate Survey to Community](#)
 - [DCPNI Blog: Chronic Absenteeism Back-to-School Family Reunion](#), DCPNI
 - [I Heart Data: A Data-Based Profile of the Kenilworth-Parkside Community](#), DCPNI

Alumni Survey

- Annual
- All alumni of Promise Neighborhood target high schools
- Census or random representative sample
- IRB approval
- Sample alumni surveys shared by current grantees

Administrative Data:

Pre-K and Kindergarten assessments

- Annual
- Two populations:
 - All 3-year olds in Promise Neighborhood early childhood programs
 - All kindergarteners in Promise Neighborhood target schools
- Measured by developmentally appropriate early learning measures (e.g. Brigance, ASQ, DRDP)

Administrative Data:

Academic Records

- Annual
- All students in Promise Neighborhood target elementary, middle, and high schools
- Data sharing agreement with school district/charter schools

Administrative Data:

National Student Clearinghouse

- Annual
- All alumni of Promise Neighborhood target high schools
- NSC subscription or data sharing agreement with school district/charter schools

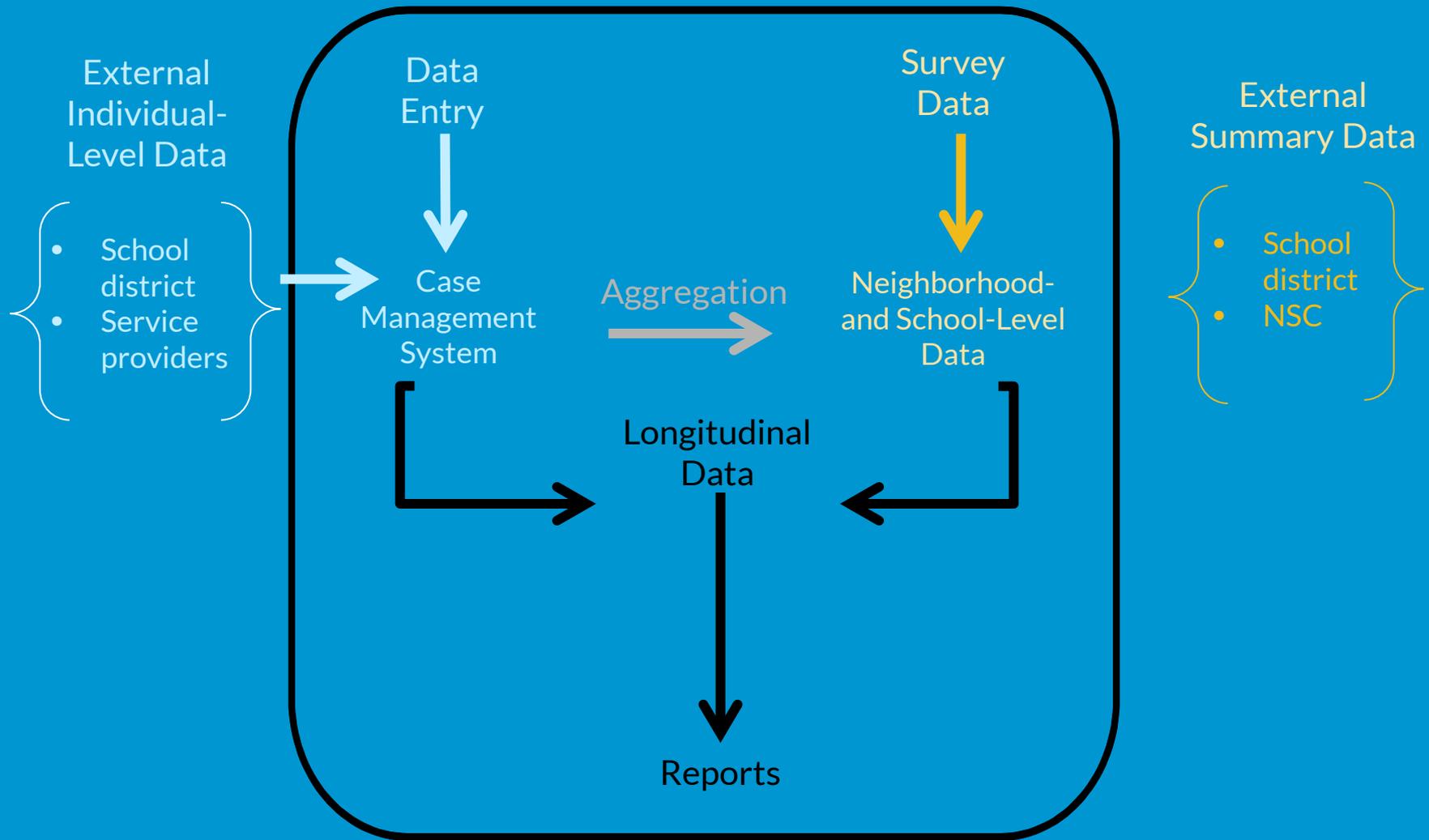
Individual Level Data Sources

Demographic Data	Family Roster Data	Implementation Data	Outcomes Data	
			Academic	Family Community Support
Name-individual ID	Family members-family ID	Service provider	GPRAs 1-7	GPRAs 8-15
Address	Educational attainment	Enrollment date	Other important outcome data or performance measures (pre/post assessments, etc.)	
DOB	Employment status	Type of service		
Gender		Dates of participation		
Race		Exit date/reason		

Individual Level Data Sources

- Select and establish a **case management system**
- **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

Prototypical Promise Neighborhood Data System



Data Resources

- Consent & Privacy

- [“Family and Community Engagement in a Culture of Results,”](#) from *Building a Culture of Results: A Guide to Emerging Practices in Promise Neighborhoods* (Section 4; page 54)
- [Guidance Document](#): Data Security Checklist (page 13)
- [Guidance Document](#): Consent and Authorization Procedures (pages 141-145)
- [Data-Sharing Toolkit for Communities: How to Leverage Community Relationships While Protecting Student Privacy](#), Department of Education, 2016

- Institutional Review Board (IRB)

- HHS Office of Human Research Protections: Policy and Regulations [Website](#)
- Appendix D: Institutional Review Board of the Urban Institute [document](#)

Data Resources

- Data systems
 - [Guidance Document](#): Chapter 3: Determine the Promise Neighborhood Data System Structure (page 42)
 - [Guidance Document](#): Chapter 5: Set Up a Case Management System Collecting Four Types of Data (page 117)
- Using data for continuous quality improvement
 - [*Continually Improving Promise Neighborhoods: The Role of Case Management Data*](#), Urban Institute, 2015
 - [Understanding Data Use for Continuous Quality Improvement in Head Start](#)
 - [Data Use for Continuous Quality Improvement: What the Head Start Field Can Learn from Other Disciplines: A Literature Review and Conceptual Framework](#), Urban Institute, 2014

Data Resources

- Data sharing agreements with school districts
 - [Guidance Document](#): “Writing and Negotiating Data Sharing Agreements” and “Data Sharing Agreements with Service Partners”(pages 144-145)
- Capacity of partner organizations to report on data
 - [“Collaborative Partner Memorandum of Understanding,”](#) from *Building a Culture of Results: A Guide to Emerging Practices in Promise Neighborhoods* (Section 2; page 11)
- Data staff
 - [Guidance Document](#): “Staff Training and Confidentiality Statement” (page 155)
 - [Aligning Staff with Data Systems](#) (PolicyLink webinar)
 - [Aligning for Impact](#): Connecting Promise Neighborhoods and Cradle to Career Civic Infrastructure Webinar—Additional Q&A

Data Resources

- [Measuring Performance: A Guidance Document for Promise Neighborhoods on Collecting Data and Reporting Results](#), Comey et al. 2013
- [Creating Culture: Promising Practices of Successful Movement Networks](#), Leach and Mazur, 2013
- [Starting Small and Thinking Long-Term: Q&A with Performance Measurement and Evaluation Professionals](#), Gillespie 2015
- [*Building a Culture of Results: A Guide to Emerging Practices in Promise Neighborhoods*](#), Center for the Study of Social Policy, January 2016
- [Six Steps to Success: Collecting and Using Performance Data in Place-Based Initiatives](#), Gillespie and Tatian 2015
- [Resources for Place-Based Initiatives](#), Gillespie and Tatian 2015
- [Data Walks: An Innovative Way to Share Data with Communities](#), Urban Institute 2015
- [Expanding Audience and Impact Nonprofits Communicating Data to External Audiences](#), Baum 2015
- [American Community Survey](#)
- [National Survey of Children's Health](#)

Questions?