



New York State  
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Technical Assistance Centers  
Eastern Region, Rockland 21C



**Dr. Jennifer Curry**  
Change Impact

# Using Data to Assess Needs and Assets in Community Schools (Part 3): Quality and Equity in Data Use

Presented by:  
Change Impact  
ETAC Team

NYS REGIONAL  
EASTERN  
TECHNICAL  
ASSISTANCE  
CENTER FOR  
COMMUNITY  
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ETAC



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The New York State ETAC provides **FREE** high quality technical assistance, professional development and information dissemination tools designed to help establish and operate Community Schools that will positively impact the outcomes of children, youth, and families.

# NYS ETAC CONTACT INFO



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# Intended Outcomes



- Explore the ways data presentation can help/hinder planning and implementation
- Identify ways to ensure data is used with an equity lens
- Establish action steps for launching your needs and assets assessment



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# Agenda



- Data presentation
- Using an equity lens
- Launching a needs and assets assessment

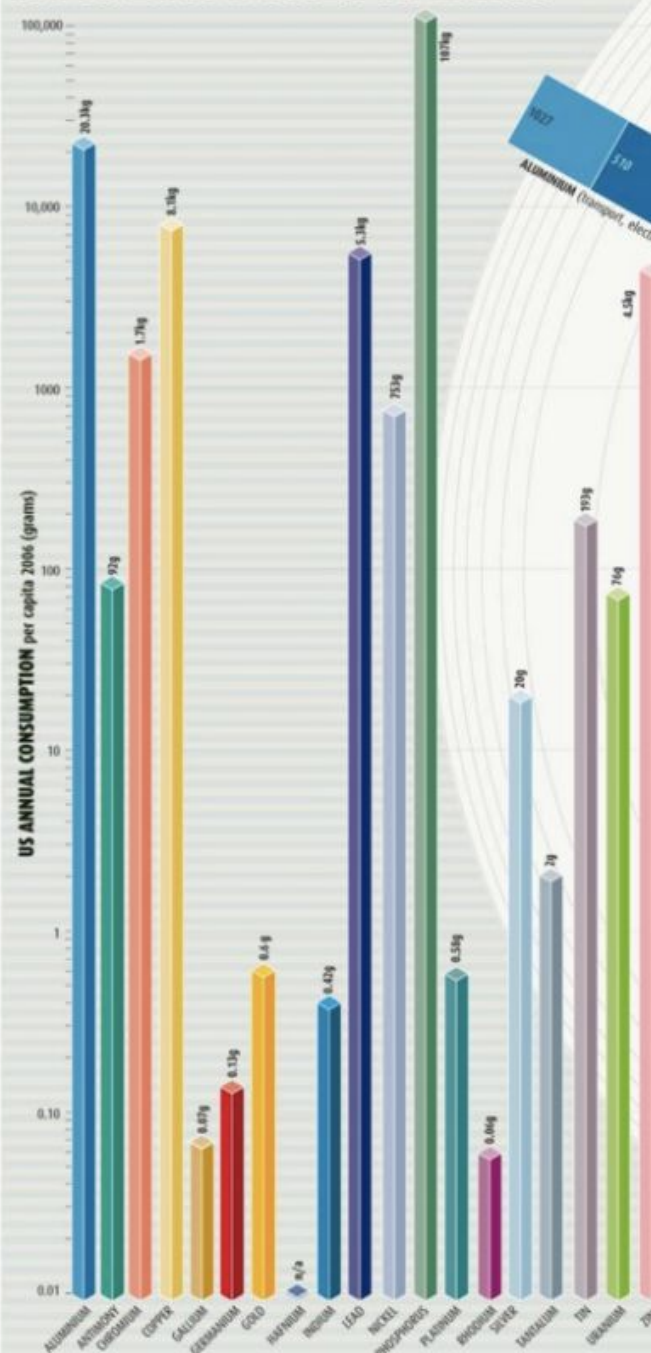


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# Data Presentation

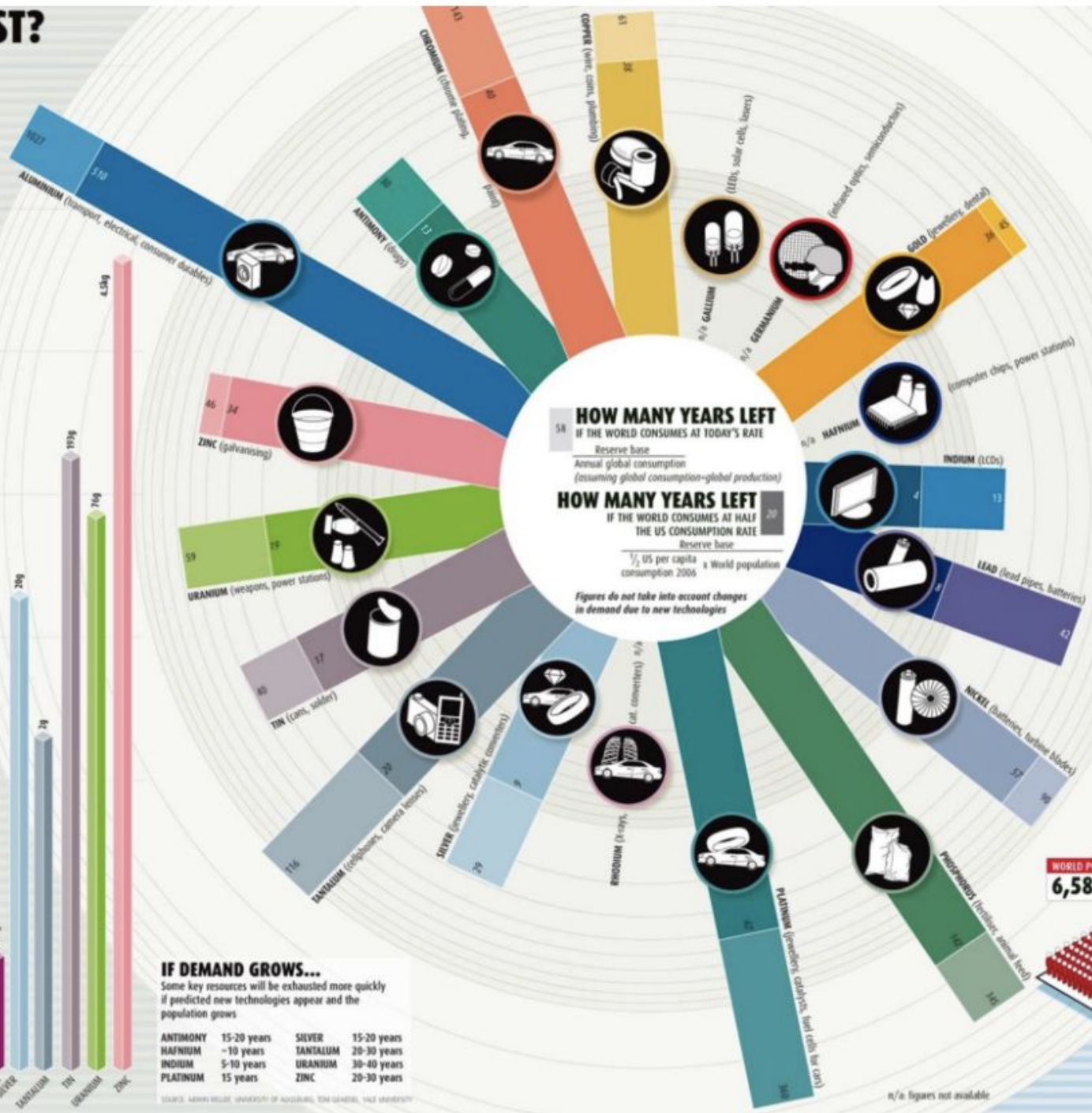
# HOW LONG WILL IT LAST?



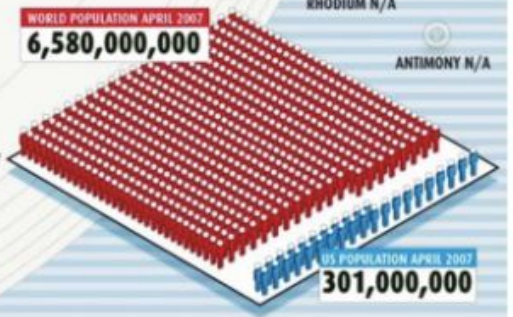
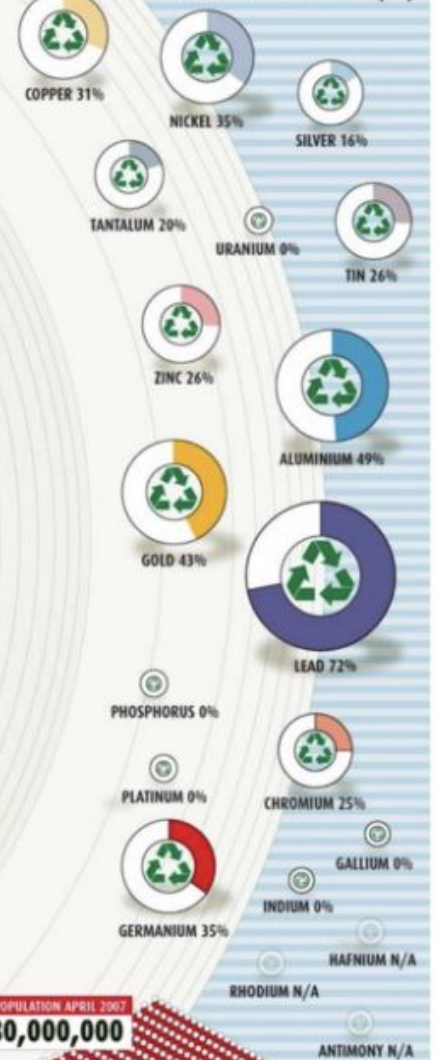
**IF DEMAND GROWS...**  
Some key resources will be exhausted more quickly if predicted new technologies appear and the population grows

ANTIMONY	15-20 years	SILVER	15-20 years
HAFNIUM	~10 years	TANTALUM	20-30 years
INDIUM	5-10 years	URANIUM	30-40 years
PLATINUM	15 years	ZINC	20-30 years

SOURCE: ARMIN HILDE, UNIVERSITY OF AUGSBURG, TOM GARDNER, VEC UNIVERSITY

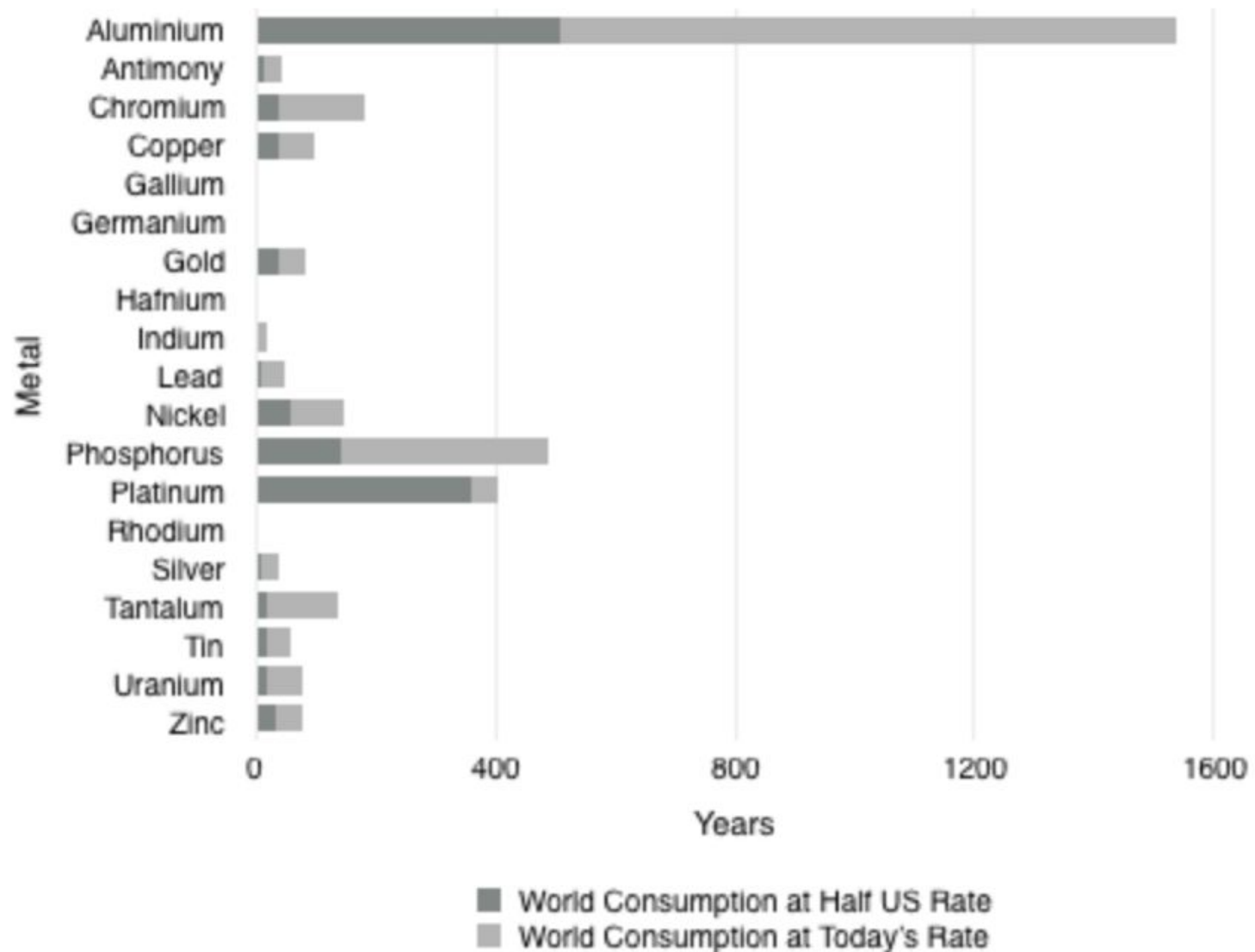


## PROPORTION OF CONSUMPTION MET BY RECYCLED MATERIALS (%)



n/a figures not available

## Years of Metal Consumption Left







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# Data Presentation

Data Visualization

## Graphical Excellence and Integrity.

What makes for graphical excellence?

- 1) Well-designed presentation of interesting data, a combination of substance, statistics, and design.
- 2) Greatest number of ideas in the shortest time with the least ink in the smallest space, "data richness."
- 3) Tell the truth about the data, "graphical integrity."



Edward Tufte  
Professor of Political  
Science at Yale and  
author of *The Visual  
Display of Quantitative  
Information*.



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# Data Presentation

- Think about your audience
- Use visuals carefully
- Provide the right amount of information
- Present both sides of a question



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# Using an Equity Lens



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# Using an Equity Lens

- Who decides what the outcomes and measures are in your community school? What are their identities and biases?
- Are data collection methods culturally-responsive? Who is designing data collection tools?
- Are data collection methods accommodating?
- Who is reviewing and using the data? How do we mitigate their biases?



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We recommend that everyone involved with your needs and assets assessment participate in implicit bias training to be aware of how their brain might unconsciously interpret data.

Resource: Kirwan Institute

[kirwaninstitute.osu.edu/implicit-bias-training](http://kirwaninstitute.osu.edu/implicit-bias-training)

# Using an Equity Lens

**Implicit Bias Module Series**  
KIRWAN INSTITUTE FOR THE STUDY OF RACE AND ETHNICITY

Introduction Video
OVERVIEW
<b>MODULE 1</b>
<b>MODULE 2</b>
<b>MODULE 3</b>
<b>MODULE 4</b>
FINAL THOUGHTS

From the nation's leading experts on **implicit bias**

01:02



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# Launching Your Needs and Assets Assessment

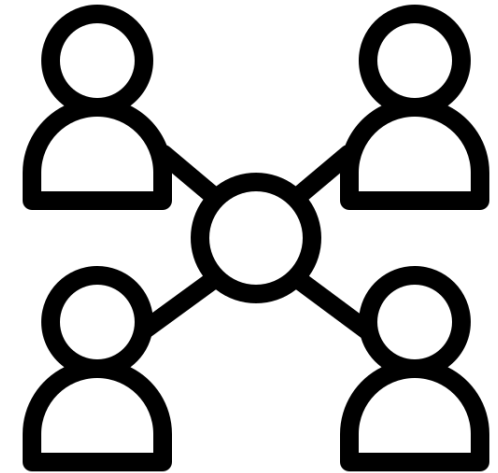


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# Let's Get Started!

## Step 1: Build your team

Make sure you have all voices represented as well as the appropriate decision-makers in the room.





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# Let's Get Started!

## Step 2: Gather evidence

Remember to include a wide range of quantitative and qualitative data from students, families, teachers, administrators, community partners, district leaders, and other members of your community.





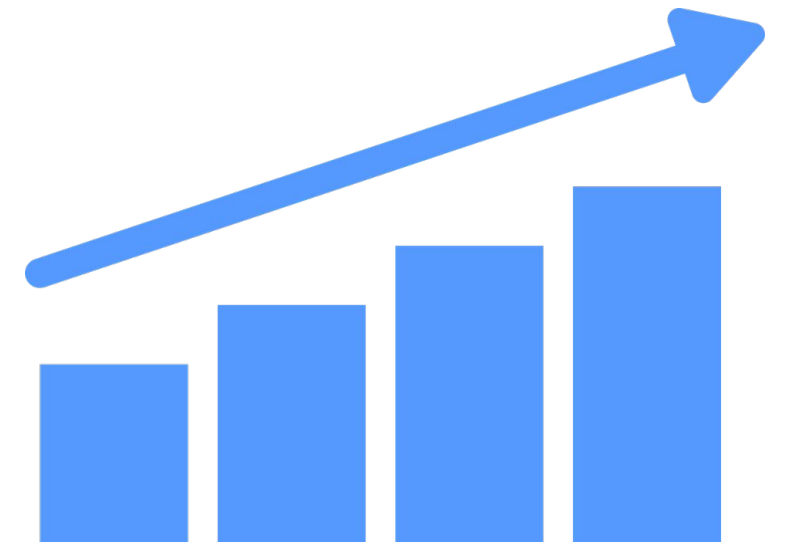


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# Let's Get Started!

## Step 3: Present your data effectively

Use the guidance provided in this workshop to share relevant data - the most information with the least ink possible!





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# Let's Get Started!

## Step 4: Explore needs and assets

Ask yourselves what the data is suggesting. Remember to use root cause analysis and ensure an equity lens is applied to the conversation.





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# Let's Get Started!

## Step 5: Build consensus on next steps

Develop a detailed action plan with specific deliverables, timelines, and people responsible for action.





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# Let's Get Started!

## Step 6: Celebrate your progress

It's important to appreciate the team and recognize when milestones have been met, even small ones.





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# Reflection



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# Reflection

How will you ensure your team uses data equitably?

What will you do to get started?





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# Resources



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# Resources

- [Needs Assessment Toolkit](#)
- [Introduction to Designing Data Visualizations](#) (article)
- [Google Data Studio](#) (how-to guide)
- [Community Schools Evaluation Toolkit](#)
- [New York Schools Data Analysis Technical Assistance Group \(DATAG\)](#)
- [NYS CSTAC Diversity, Equity, and Inclusion Resource Portal](#)







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THANK YOU!

For additional information and resources or to learn about  
future webinars, please visit:

[www.nyscommunityschools.org](http://www.nyscommunityschools.org)