



# GREENLIGHTS GRANT INITIATIVE

A PROJECT OF THE JUST KEEP LIVIN FOUNDATION

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## How to Make Your Case With Data

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MCALLISTER  
& QUINN



## Meet Your Facilitator



Julie Assel, GPC, CGMS  
President/CEO  
Assel Grant Services

- ❖ Written over \$145 million in awarded grants in the last 18 years.
- ❖ Expert on federal grant writing and project design with \$114 million in federal grant awards.
- ❖ Credentialed Grant Professional (GPC) and Approved Trainer from the Grant Professionals Association, presenting over 50 grant related trainings in 2021.

## Learning Objectives:

- ✓ Understand How to Frame a Need Based on a Program Being Proposed
- ✓ Understand Best Practices Regarding Data Collection from Different Databases
- ✓ Understand Different Formatting Options for Presenting Data
- ✓ Gain Confidence About Using Different Data Sources to Support a Program Seeking Federal Funds



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## Leveraging Databases and Publicly Available Data to Work For You

# Who, What, Where, and When?

## ❖ What is the program?



## ❖ Who benefits?

- ❖ Use publicly available data
- ❖ Time restrictions

## ❖ Where is the program?

- ❖ Geographic bounds of the program
- ❖ Catchment area

## ❖ When will the program take place?

- ❖ Timeline for execution
- ❖ Timeline for impact





# National Databases

**Secondary sources can give an overall framework for providing a full picture of the people you serve.**

**National-level secondary sources are easily accessible and may offer a good point of comparison for all who are unfamiliar with the geographic region you serve.**

## Relevant resources:

- ❖ Bureau of the Census
  - ❖ American Community Survey
- ❖ National Center for Education Statistics
  - ❖ Early Childhood Longitudinal Studies (ECLS)
  - ❖ Common Core of Data (CCD)
  - ❖ Integrated Postsecondary Education Data System (IPEDS) Survey
- ❖ Centers for Disease, Control and Prevention
  - ❖ PLACES Data
- ❖ State-level data
  - ❖ Varies per state
- ❖ Other studies and published research



## Safety Data

- ❖ **Youth Risk Behavior Surveillance System (YRBSS)**: Collected by the CDC, students in grades 9–12 were asked about their involvement in physical fights, both in general (referred to as “anywhere” in this indicator) and on school property, during the 12 months preceding the survey.
- ❖ **School-Associated Violent Death Surveillance System (SAVD-SS)**: Collected by the CDC, includes K–12 School Shooting Database (K–12 SSDB), school shootings are defined as incidents in which a gun is brandished or fired on school property or a bullet hits school property for any reason, regardless of the number of victims, time of day, day of the week, or reason.
- ❖ **National Crime Victimization Survey (NCVS)**: Collected by the DOJ, includes nonfatal criminal victimization experienced by students ages 12–18, according to students’ own reports. Nonfatal criminal victimization includes theft and violent victimization, the latter of which includes rape, sexual assault, robbery, aggravated assault, and simple assault.
- ❖ **School Survey on Crime and Safety (SSOCS)**: Collected by the DoE, asks public school principals to report the numbers of various types of criminal incidents that occurred at their school and to indicate how often disciplinary problems happened in their school.

## Data Collection: Primary Sources

- ❖ **Enrollment**
- ❖ **Demographics**
- ❖ **Student achievement: college and career readiness, program completion, state assessments**
- ❖ **Free and Reduced Lunch**
- ❖ **Student discipline data: Expulsion, suspension, in-school suspension**
- ❖ **State survey protective factors – mental health, drugs (Title IV)**
- ❖ **Parent and family engagement survey**
- ❖ **Student surveys**
- ❖ **Faculty climate survey**



# Primary Data Sources

## Things to Consider:

- ❖ Organizational capacity for data collection
- ❖ Organizational capacity for data analysis
- ❖ Determining the critical areas of needs
- ❖ Complexity of resources needs
- ❖ Outlining clear responsibilities and methods for staff involved in data collection

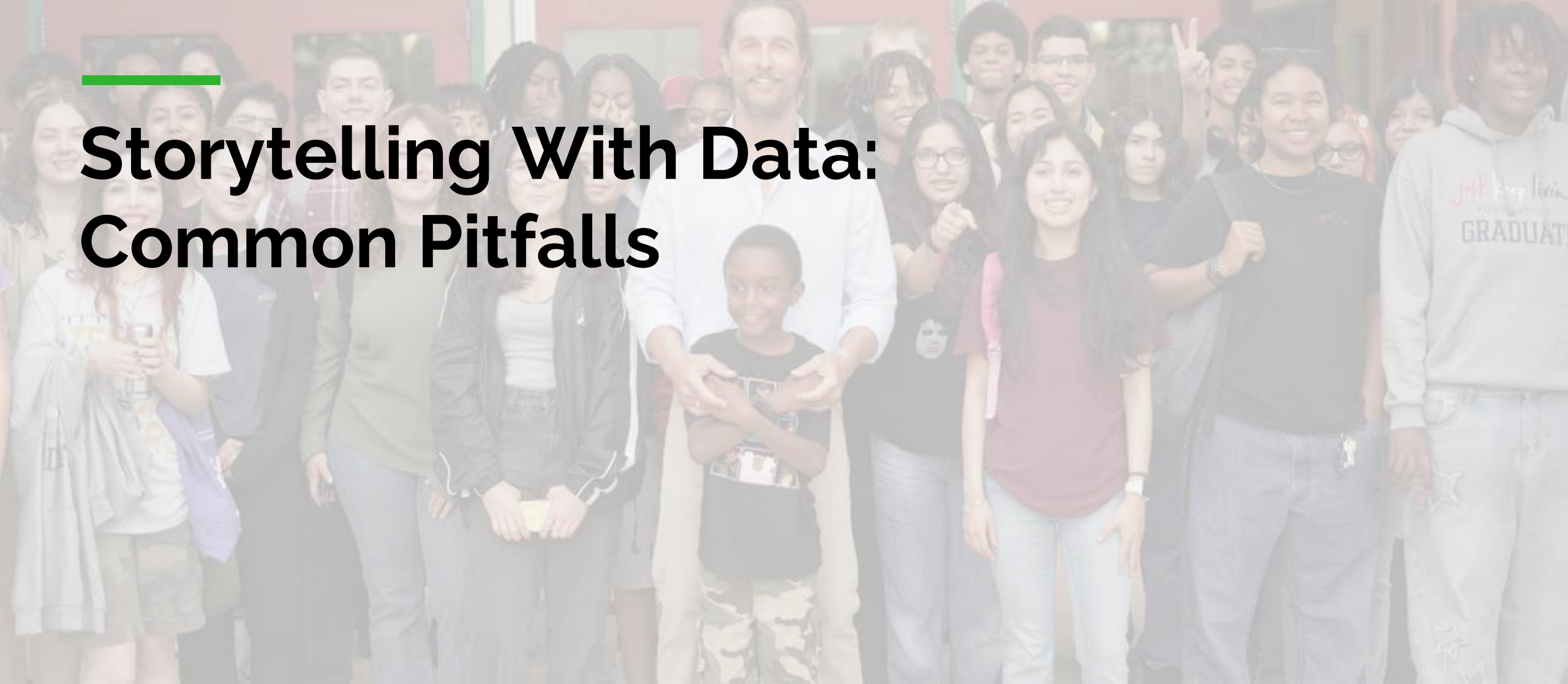


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## Storytelling With Data: Common Pitfalls



# The Right Type of Data

Instead of:



- ❖ Adding data that includes geographic areas not included in your project (e.g., state-level data if you are only providing services in one or two counties).
- ❖ Raw numbers that describe the problem only in your area.
- ❖ Only numbers that represent the geographic area where you are based without points of comparison.
- ❖ Data from newspapers, magazines, and TV shows.
- ❖ Outdated data (for example, not the most recent census).
- ❖ A “data dump” including too much data that does not add much to the point you are trying to make.

Do try:



- ❖ Do focus on the area where you are providing services, down to the zip code, if available. Help the reader understand the bounds of your program.
- ❖ Add raw numbers AND percentages whenever possible. Show the proportion of the population affected by the problem you will be solving.
- ❖ Add comparison data at the state or national level to showcase to the reader the extent of the problem.
- ❖ Use reputable sources including government agencies, national associations, and peer-reviewed journals.
- ❖ Use the most recent data you can find. And, when it comes to peer reviewed journals, narrow the search to the last five years.
- ❖ You can curate the data you present after research. You will want to present it in a way that is succinct and impactful.

# Example: Too Much Data

Table 2. Characteristics of Homicide Victims aged 10-24 Years									
	Sex		Race			Ethnicity	Age	< High school Education <sup>1</sup>	Employed /Student
	Male	Female	Black	White	Other	Hispanic	Mean (range)		
<b>2003</b>	91%	9%	89%	9%	2%	6%	20.2 (15-24)	55%	68%
<b>2004</b>	98%	2%	93%	7%	0%	5%	20.7 (14-24)	50%	75%
<b>2005</b>	92%	8%	84%	16%	0%	8%	20.8 (13-24)	59%	81%
<b>2006</b>	94%	6%	90%	7%	3%	3%	20.1 (15-24)	70%	65%
<b>2007</b>	100%	0%	95%	0%	5%	5%	20.4 (15-24)	65%	60%
<b>2008</b>	80%	20%	80%	20%	0%	0%	19.2 (14-23)	40%	90%
<b>2009</b>	100%	0%	92%	0%	8%	0%	21.1 (17-24)	25%	83%
<b>2010</b>	88%	11%	100%	0%	0%	0%	21.7 (18-24)	35%	53%
<b>2011</b>	100%	0%	94%	0%	6%	6%	20.8 (18-24)	19%	53%
<b>2012</b>	89%	11%	94%	6%	0%	0%	20.9 (17-24)	61%	50%
<b>2013</b>	100%	0%	93%	0%	7%	0%	20.9 (18-24)	29%	71%
<b>2014</b>	71%	29%	93%	7%	0%	0%	20.4 (15-24)	43%	64%
<b>2015</b>	88%	12%	94%	6%	0%	0%	20.2 (12-24)	44%	77%
<b>Overall</b>	92%	8%	91%	7%	2%	4%	20.6 (12-24)	50%	69%

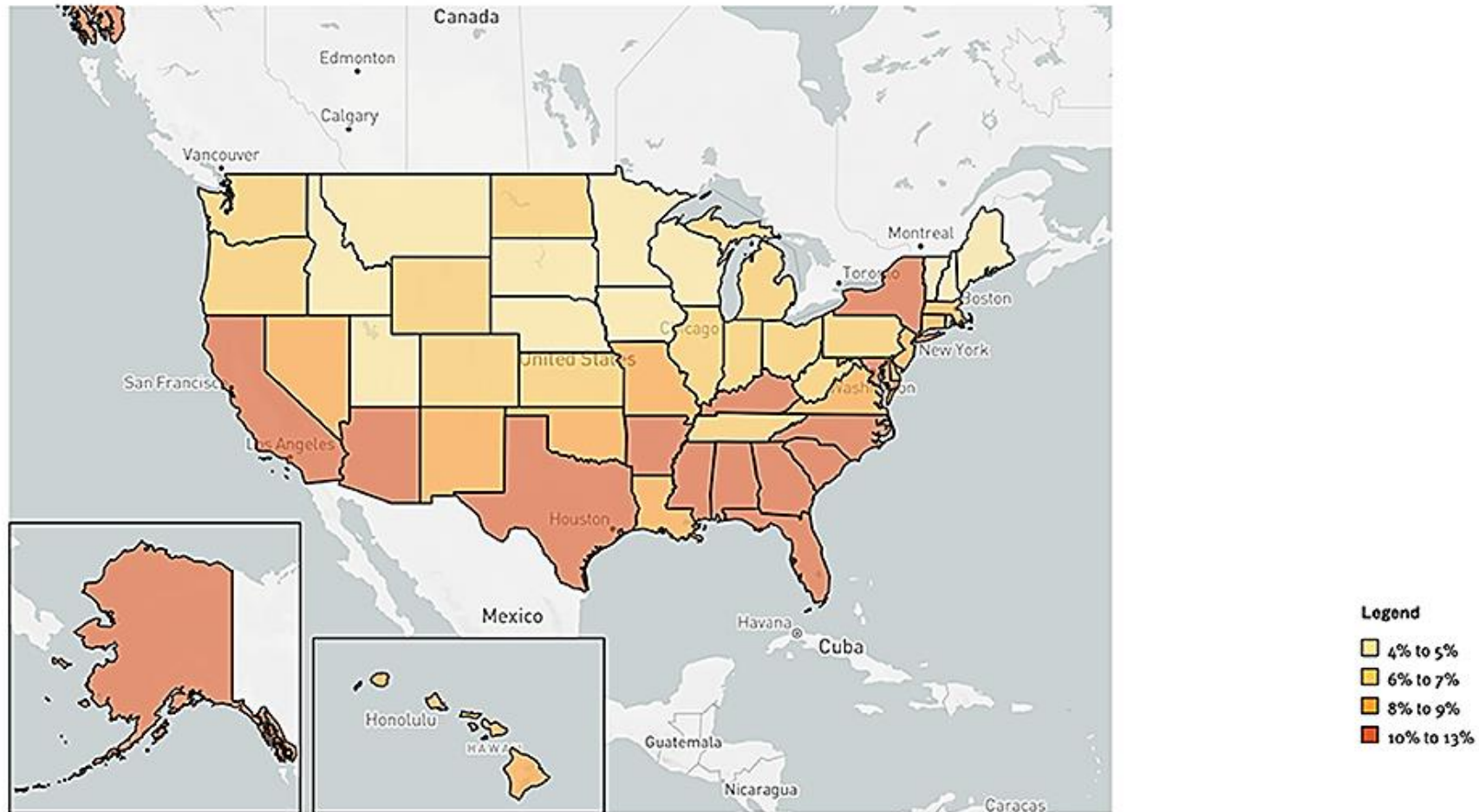
<sup>1</sup> < High School = Less than 12 years of education

Source: <https://www.vcuhealth.org/services/injury-and-violence-prevention/ivpp-programs/bridging-the-gap>



# Example: Too Much Data

Children In Poverty According To The Supplemental Poverty Measure (Percent) - 2020-2022



The Annie E. Casey Foundation from [datacenter.aecf.org](https://datacenter.aecf.org)

Retrieved from: <https://www.aecf.org/blog/new-child-poverty-data-illustrate-the-powerful-impact-of-americas-safety-net-programs>



## Example: General data

- ❖ **General data** – can show the extent of the problem/ issue to be addressed. It is a good background explanation, yet not enough for.
- ❖ Should be connected to a particular problem.
- ❖ Should be connected to a geographic location.
- ❖ Should be narrowed down the exact population that will be served.



**1 out of 5** adults experience a mental health illness



**18%** live with anxiety disorders



**7%**

live with major depression



**1 out of 5** youth ages 13-18 live with a mental health condition



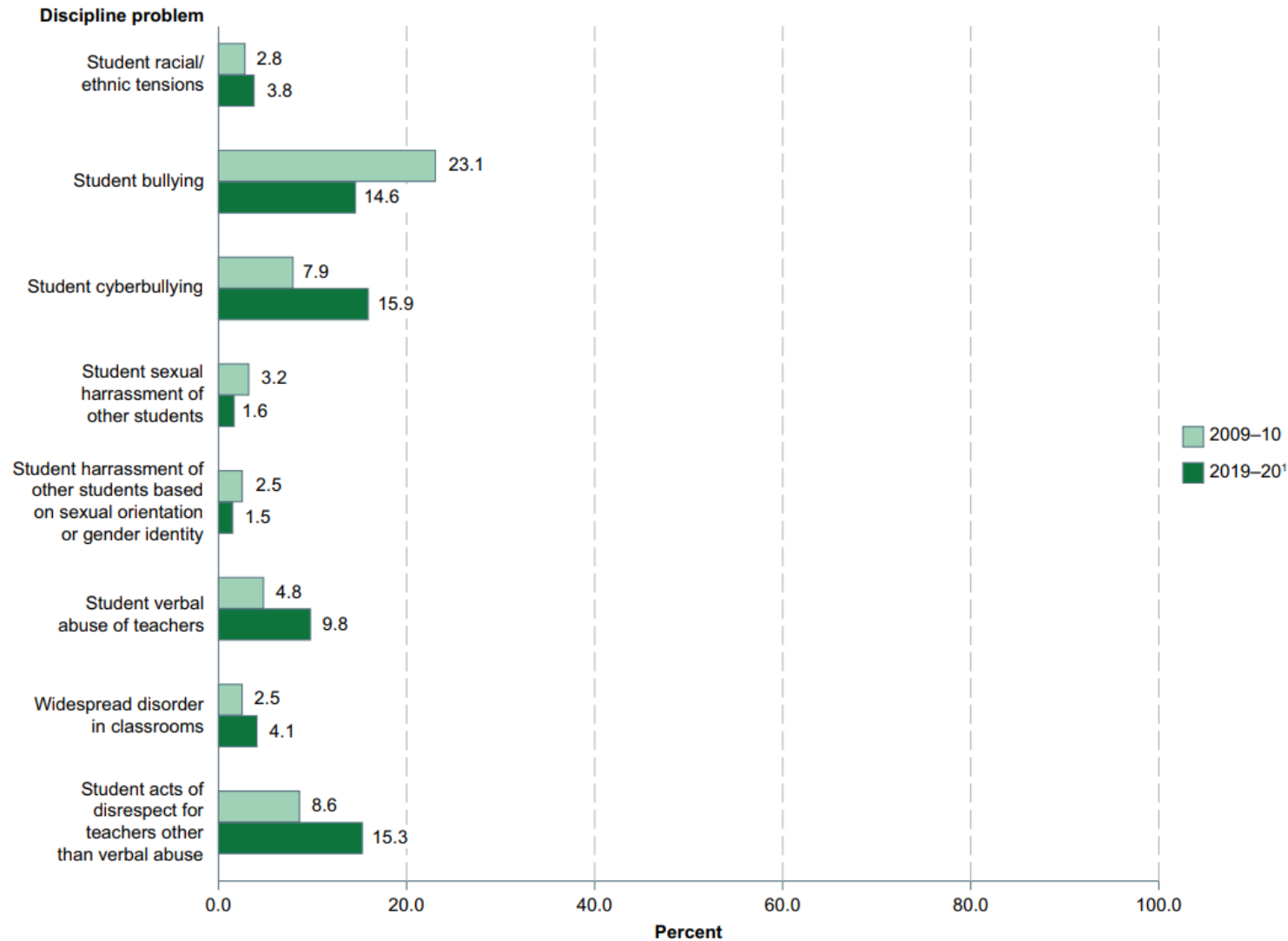
**37%** of students with a mental health condition age 14+ drop out of school

**70%** of youth in state and local juvenile justice systems have a mental illness



# Example: Lacks Point of Comparison

Percentage of public schools reporting selected discipline problems that occurred at least once a week: School years 2009-10 and 2019-20

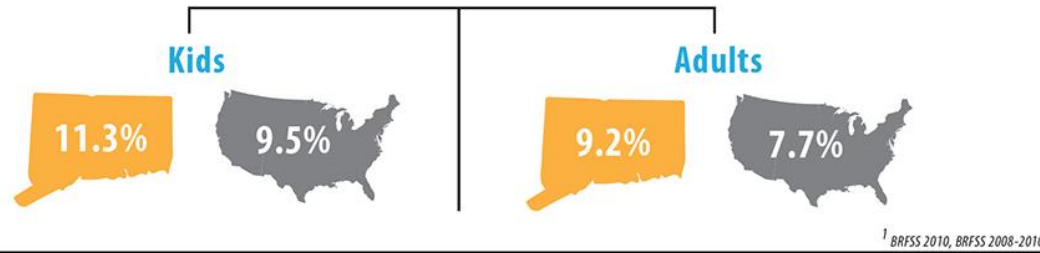


Source: U.S. Department of Education, National Center for Education Statistics, 2009-10 and 2019-20 School Survey on Crime and Safety (SSOCS), 2010 and 2020. See Digest of Education Statistics 2021, table 230.10.

# The Right Type of Data

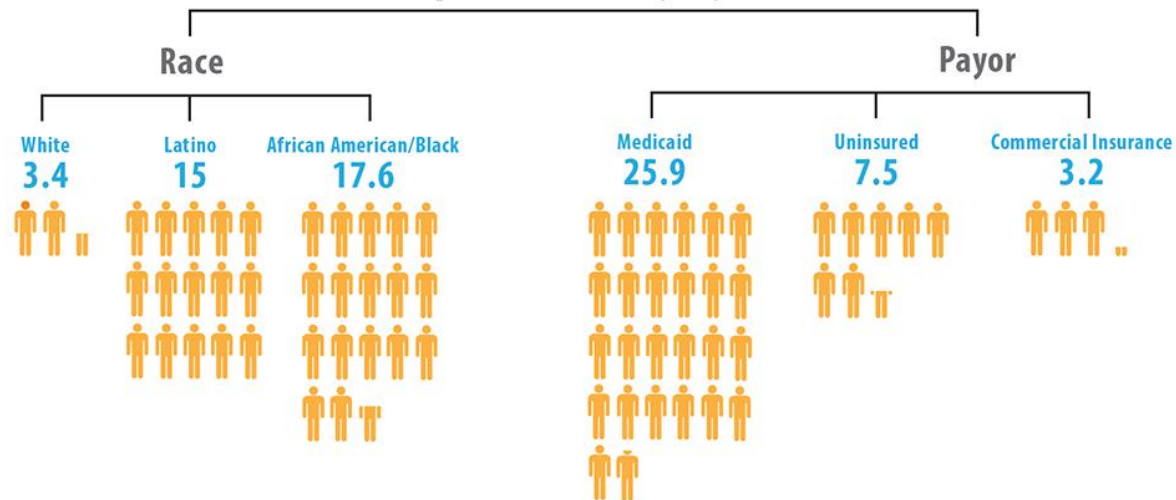
## ASTHMA remains a problem in Connecticut

*More kids and adults in CT have asthma than the US average.<sup>1</sup>*



Asthma disproportionately affects children, women, the elderly, the economically disadvantaged, and urban residents. African Americans/Blacks and Latinos are more likely to end up in the hospital for asthma.

*Asthma ED visits **per thousand** people in Connecticut<sup>2</sup>*

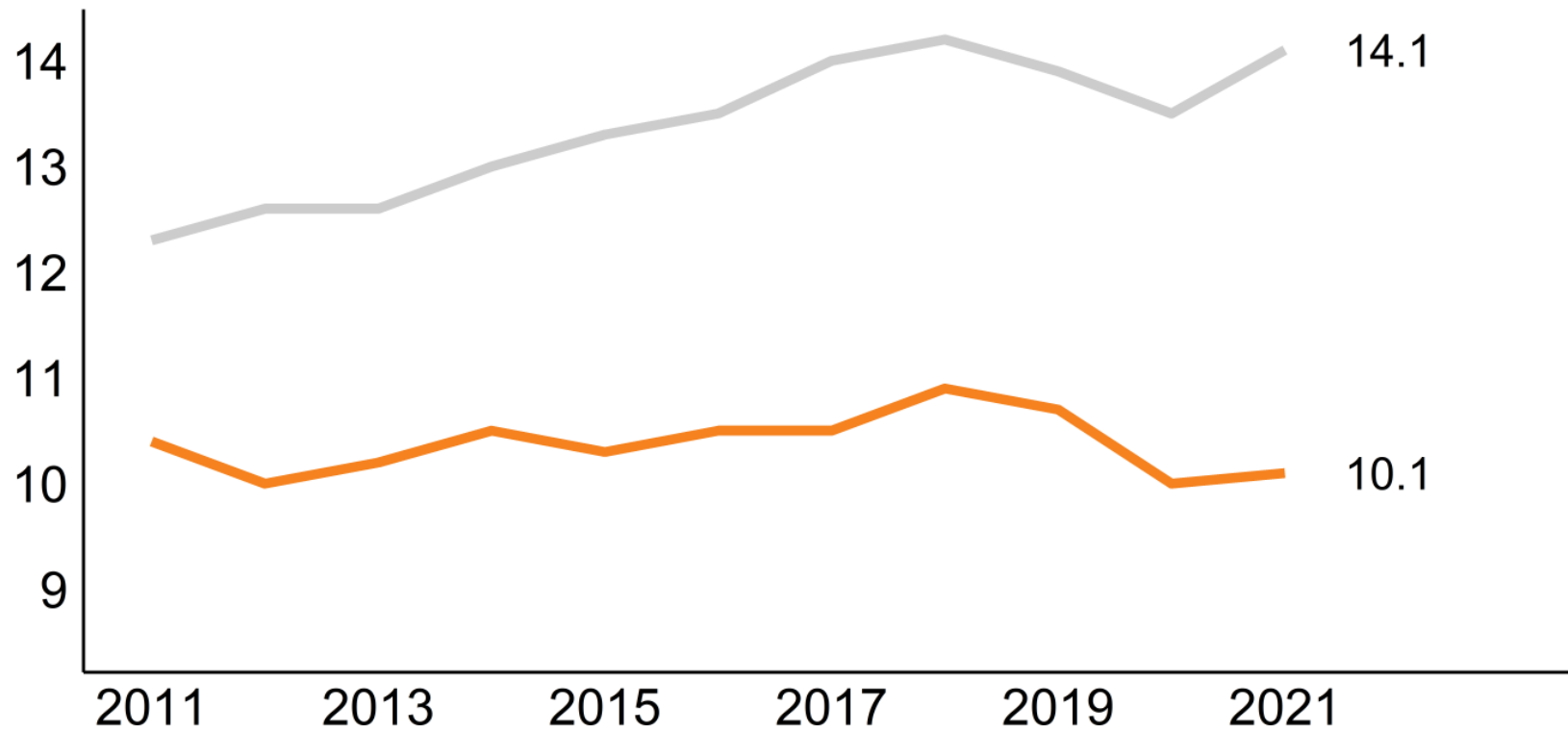


<sup>2</sup> CHA ChimeData 2013

## Offering a Point of Comparison – Geographical Comparison

### Age-adjusted Suicide Rate per 100,000, 2011-2021

— California — United States



SOURCE: KFF analysis of CDC Multiple Cause of Death 2011-2021 on CDC WONDER Online Database.

## Offering a Point of Comparison – Data Tables

Mental Health Disparities in Clark County	Clark County	Nevada	National
% of Adults with Mental Illness	20.8	18.6	18.1
# Mental Health Providers per 10,000 people	12	14	30
Suicide Rate per 100,000 people	24.2	20.6	14.5
Rate of Illicit Drug Use	12.6%	11.2%	9.9%
Source: Mental health America. (2021). The state of mental health in America. Retrieved on 4/6/23 from <a href="https://mhanational.org/issues/state-mental-health-america">https://mhanational.org/issues/state-mental-health-america</a>			

Socio-economic indicators	Clark County	Nevada	National
Below the federal poverty level (FPL)	13.2%	14.1%	10.3%
Without health insurance	12.7%	11.4%	8.73%
Unemployed	7.1%	6.1%	6.3%
25 + without a high school diploma	15.1%	12.8%	10.6%

Source: US Census Bureau, American Community Survey, Selected Economic Characteristics, [2021: ACS 1 -Year Estimates Subject Tables]. Retrieved 3/18/23 from <https://data.census.gov/table?q=unemployed&g=310XX00US29820>





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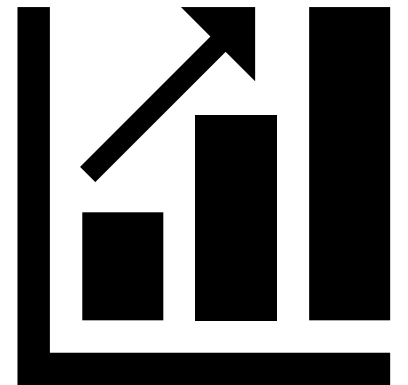
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## Outcomes and Evaluation

# Data Supports Your Outcomes and Evaluation

**Impact – this will be the most important feature of your proposal.**

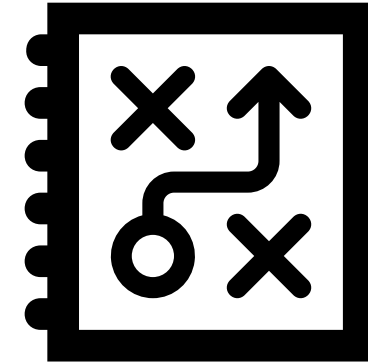
- ❖ Data provides a blueprint for evaluation.
- ❖ Relevant data will showcase the feasibility of the outcomes.
- ❖ The evaluation and/or outcomes section will be the ideal place to connect the dots between data and impact.



# Key Takeaways

## **Making your case with data includes:**

- ❖ Tell the story of the need for your program
- ❖ Tell the unique features of your geographic location
- ❖ Tell the story of your impact



## **Data Presentation Matters!**

- ❖ Do spend time sharing data tables, graphics, and visualizations with others to ensure it can be easily gleaned what your program is or will be
- ❖ Do include comparisons that are relevant to your audience – this can be the funder and reviewers (in the case of federal grants)
- ❖ Do spend time reviewing solicitations or guidelines to make sure you understand what the goals of the funding you are seeking will be. Make sure the data you present aligns with those goals.



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**Questions?**





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