

Using Data for Collaboration and Advocacy

The webinar will begin shortly.

For Audio:

Dial 1-877-713-0446

Conference code: 101 725 8988

Please mute your computer speakers & phone line during this webinar.



**Center for Parent
Information & Resources**

Please use the Chat Box to tell us:

- **The name of your Parent Center**
- **Your state**
- **Your email address**

A Few Reminders on Webinar Etiquette

- ✓ Please remember to “**mute**” your line.



- ✓ Please feel free to use the “**Chat**” box for your questions or comments.



- ✓ You can also “**Raise Your Hand**” using the icon at the top left.

Using Data for Collaboration and Advocacy

Presenters

Vicki Davis Dávila, JD, WIFACETS

Robert Kim, USED Office for Civil Rights



**Center for Parent Information
& Resources**

Agenda for Today's Webinar



- **Overview of ESSA's Requirements for Family Engagement** | *Debra Jennings, CPIR*
- **Using data in decision-making groups** | *Vicki Davis Davila, JD, WIFACETS*
- **Tools and resources of OCR for data collection and analysis** | *Robert Kim, USED Office for Civil Rights*
- **What happens next in using data for decisions** | *Vicki Davis Davila, JD, WIFACETS*
- **Questions and Comments**

Overview of What ESSA Requires in Parent, Family, & Community Engagement

“Throughout all stages of policy development and implementation, continuous feedback is essential to creating buy-in from stakeholders.”

John B. King, Jr.

Secretary of Education

“Letter on Every Student Succeeds Act
Implementation to Colleagues
on June 23, 2016”

Our Goal for This Webinar

To provide you
with the

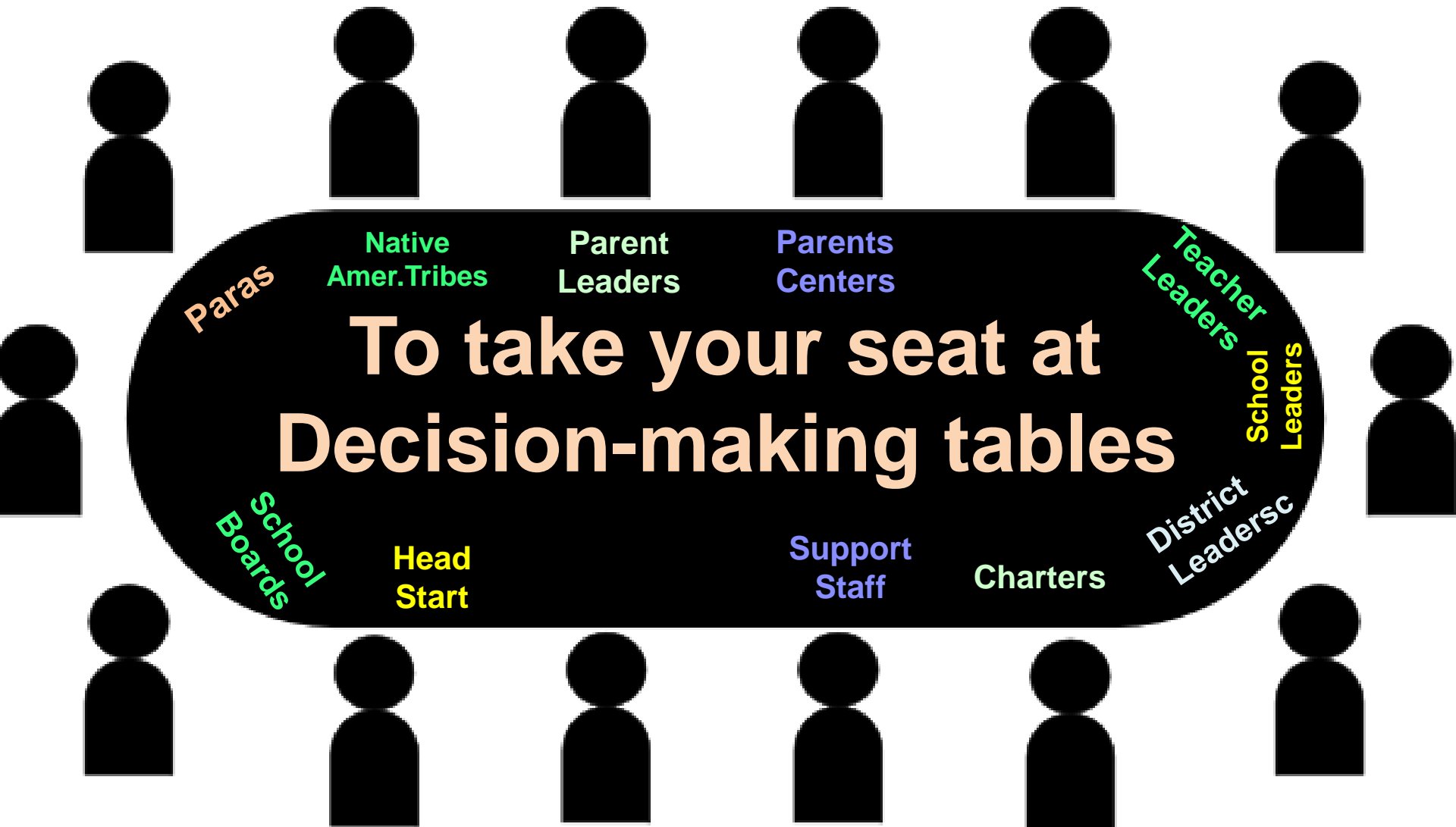
```
graph TD; A[To provide you with the] --> B[Information Skills Knowledge Inspiration]; B --> C[needed for Parent Centers to be a voice]; C --> D[for students with disabilities in each state's implementation of ESSA];
```


Information
Skills
Knowledge
Inspiration

needed for
Parent Centers
to be a voice

for students with disabilities
in each state's
implementation of ESSA

Be prepared!



A woman with short dark hair, wearing a grey business suit and black heels, stands on the left side of the slide. She is holding a large, tilted grey rectangular sign with both hands. The sign contains the text "Some major decisions based on data" in white. She is looking towards the camera with a slight smile.

Some major
decisions
based on data

Your State's Plan for ESSA

- State's content standards
- State assessments
- Goals and interim measures for progress for all groups of students
- At least one school quality or student success indicator
- What happens when schools and districts don't meet goals and/or interim measures

“**A**s is the clear intent throughout the Every Student Succeeds Act, parents and communities have the right to engage and help drive, financial, programmatic and policy decisions.

Although legally required engagement and consultation is enumerated in the law, parents and communities should seek to be involved far beyond those instances.”



Serving on Groups That Make Decisions: A Guide for Families

*Understanding Data as
Information*

Presented by:

Vicki Davis Dávila

WI FACETS

vdavisdavila@wifacets.org



www.servingongroups.org

Section 6: Using Data as Information

What is data?

How can I learn more about data that groups use?

What are the stages of data use?



Serving on Groups That Make Decisions



What is Data?



Data...

- Is factual information
- Helps groups make decisions
- Must be:
 - Reliable
 - Valid
 - Accessible



Serving on Groups That Make Decisions



Confidentiality

- A set of rules or a promise
- Limit access or put restrictions on certain types of information
- When working with data as a group, it is important to state if certain information should not be shared with others outside of the group.



Forms of Data



Quantitative Data

- Typically numbers
- Answers the questions:
 - How much? How often?
 - When? Where?



Qualitative Data

- Typically descriptions
- Answers the questions:
 - What is it like? What do you observe about it?



Stages of Data Use

1. Planning & Preparing to Use Data
2. Collecting Data
3. Organizing Data
4. Analyzing Data
5. Developing Hypotheses & Making Recommendations
6. Creating an Action Plan
7. Displaying & Sharing Results
8. Continuous Monitoring for Progress & Improvement



Stage 1: Planning & Preparing to Use Data

What do we want to know?

Tips

- Ask focusing questions
- Use a variety of methods & sources
- Find data already out there - baseline
- Try to find gaps
- Pinpoint possible roadblocks
- Ask others knowledgeable of the data



Serving on Groups That Make Decisions

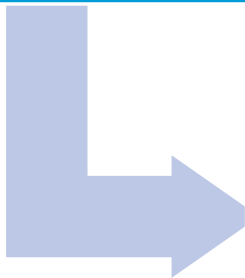


Stage 2: Collecting Data

Answer questions to make an informed decision and act.

Data from Schools

- Student Learning Data
- Student Demographic Data
- School Perception Data
- School Process Data



Families as a Data Source

- Surveys
- Focus Groups
- Participants or Attendees
- School Perception Data



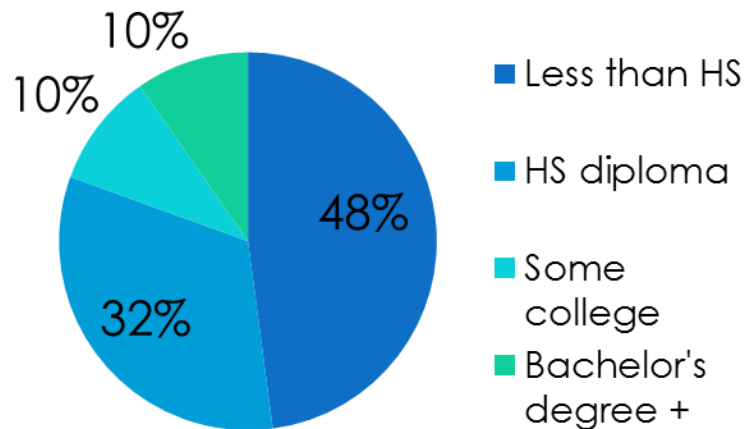
Serving on Groups That Make Decisions



Stage 3: Organizing Data

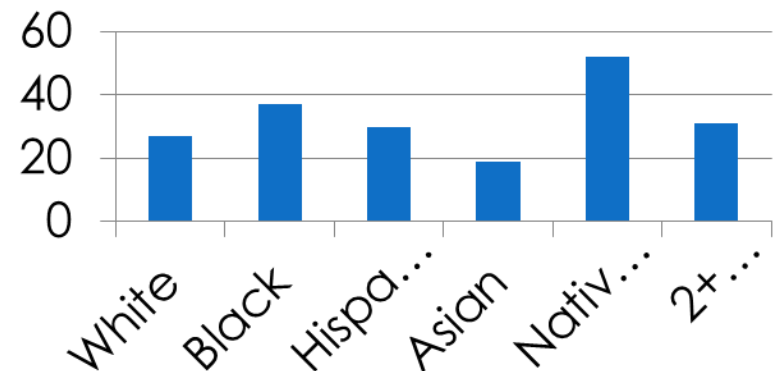
Aggregated Data:
a whole set of data
formed by combining
several parts

**Youth 20-24 Neither Enrolled
in School Nor Working**



Disaggregated Data:
a whole set of data
separated into its
categories or subgroups

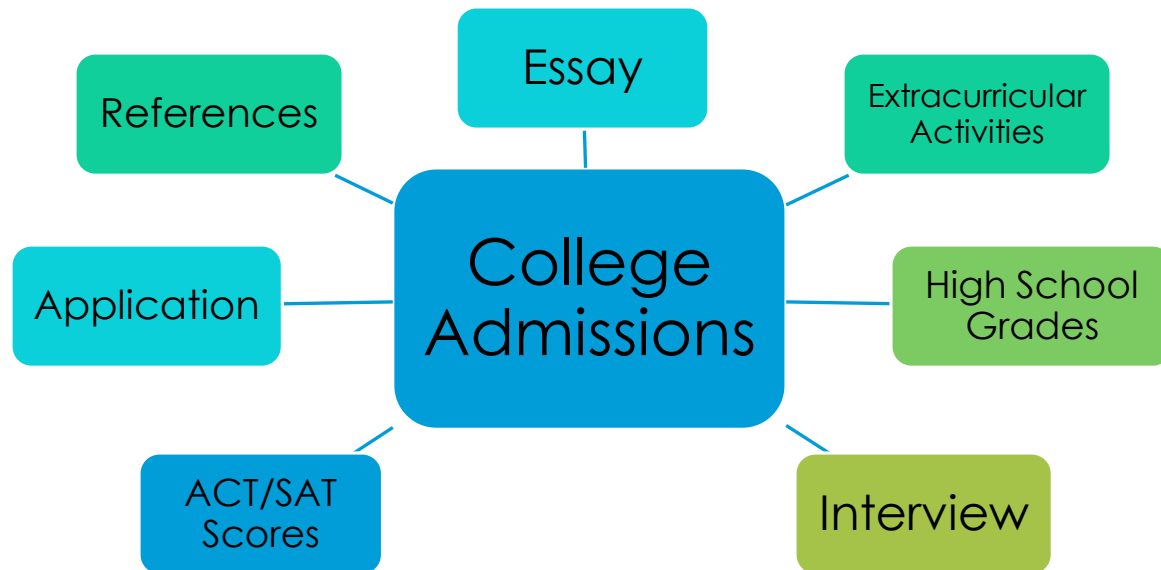
**Youth 20-24 Neither in School
Nor Working with HS Diploma
by Race/Ethnicity**



Stage 3: Organizing Data

Triangulated Data:

Use of multiple independent sources of data to establish the truth & accuracy of a claim.



Serving on Groups That Make Decisions

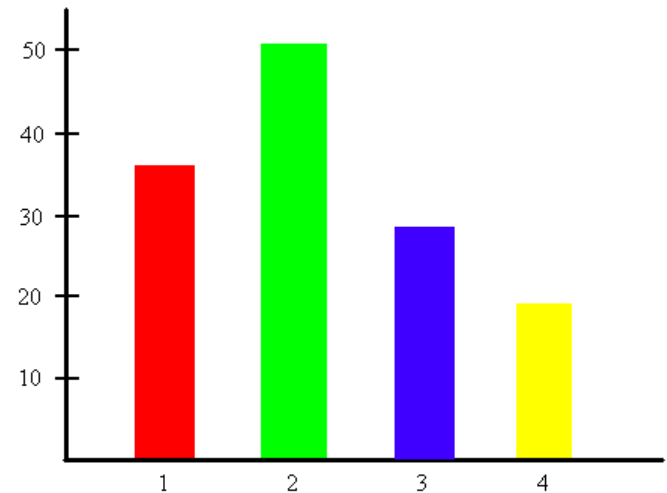


Stage 3: Organizing Data

Tips for Interpreting Graphs

Read all labels.

- What is...
 - in each COLUMN?
 - in each ROW?
 - the RANGE OF VALUES?
- Where was...
 - the MOST change or growth?
 - the LEAST change or growth?



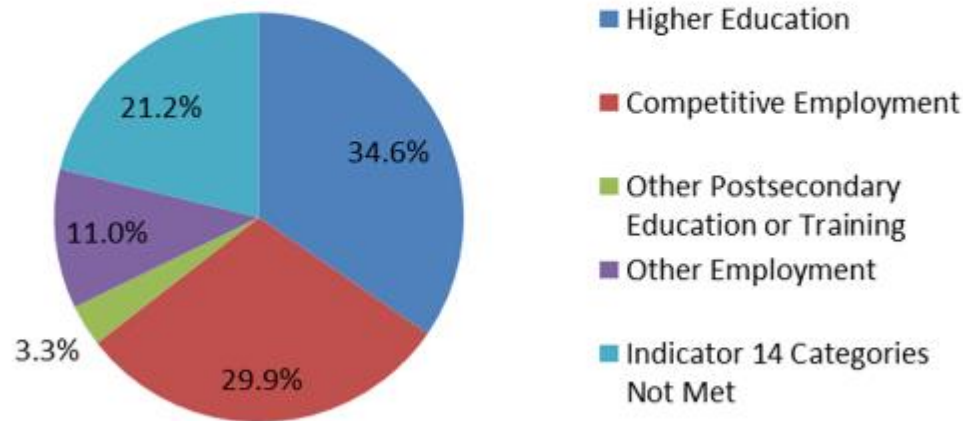
Serving on Groups That Make Decisions



Stage 3: Organizing Data

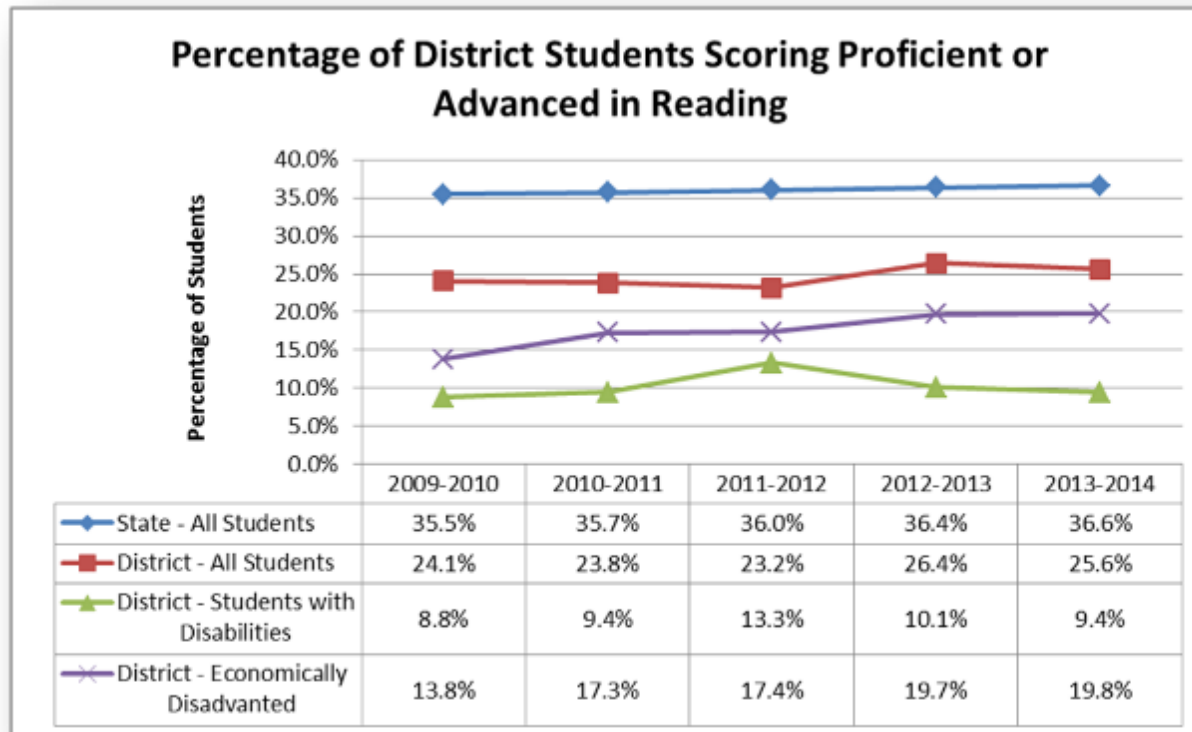
A Snapshot in Time

2012 Post High School Outcomes
(699 Students responded Statewide)



Stages 3: Organizing Data

Trends



Serving on Groups That Make Decisions



Stage 4: Analyzing Data

Look for Relationships in the Data

- Each view provides unique insight
- Look from many viewpoints
- Understand the parts as well as the whole
- Strengths and challenges
- Don't draw conclusions too soon
- Record information as it appears in the source



Stage 4: Analyzing Data



Terms when Working with Numbers

- MEAN – average of a group of numbers
- MEDIAN – middle value
- MODE – most frequent value



Stage 4: Analyzing Data



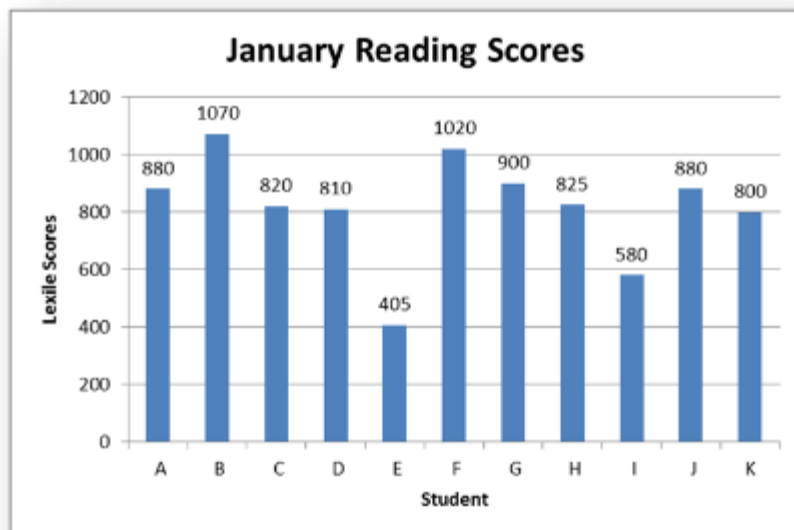
Terms when Working with Numbers

- RANGE – difference between lowest & highest values
- OUTLIER – very high or very low number
- STATISTICALLY SIGNIFICANT – results true & not because of chance



Stage 4: Analyzing Data

Examples of Working with Numbers

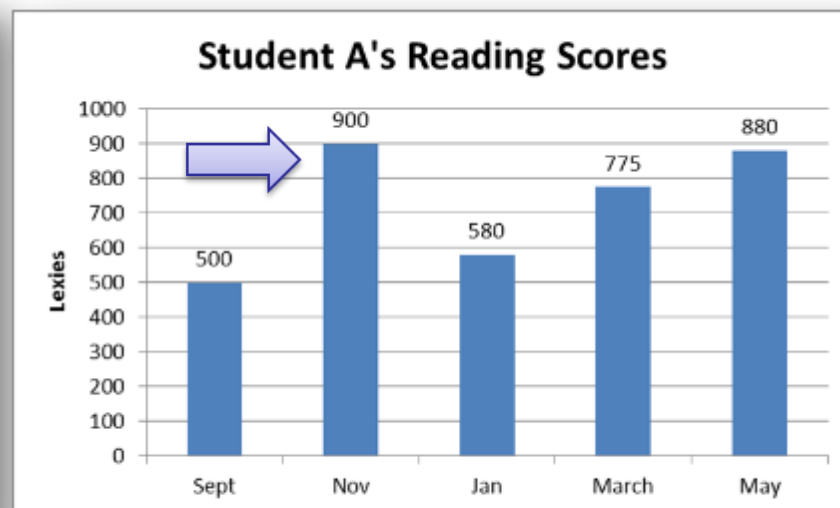


Mean = 817.3

Median = 825

Mode = 880

Range = 665



Outlier



Serving on Groups That Make Decisions





**More to Come
from Vicki
on Using Data**

but *first...*

USING THE CIVIL RIGHTS DATA COLLECTION

Robert Kim

Deputy Assistant Secretary, Office for Civil Rights
U.S. Department of Education

What is the CRDC?

- Mandatory survey measuring equity and opportunity gaps in public schools
- Submitted to ED directly from LEAs
- Biennial, since 1968
- Purposes
 - Civil rights enforcement/monitoring (OCR, DOJ)
 - Research and policy (including within ED)
 - School/district self-monitoring
 - Parents and the public

Legislative Authority

- The CRDC is a mandatory data collection that is authorized under the civil rights statutes and their implementing regulations.
 - Title VI of the Civil Rights Act of 1964 – prohibits discrimination on the basis of race, color and national origin
 - Title IX of the Education Amendments of 1972 –prohibits discrimination on the basis of sex
 - Section 504 of the Rehabilitation Act of 1973 –prohibits discrimination on the basis of disability

What is the CRDC?

- Scope – For 2011-12, 2013-14, and 2015-16, includes nearly all public schools and school districts in the U.S.
- Current CRDC covers 2013-14 SY; next CRDC covers 2015-16 SY
- Response rate in 2013-14 – 99.2% of all school districts
- Disaggregated data by race, sex, disability, EL status

Content of CRDC

- Student Discipline
 - Restraint and Seclusion
 - Bullying and Harassment
 - Access to College-Preparatory Courses and Accelerated Programs
 - Student Retention
- Student Absenteeism
 - Early Learning Access, Cost
 - Teacher and Staffing Access, Salaries
 - School Expenditure Data
 - And more . .
-

On the Horizon: 2015-16 CRDC

- **Bullying and harassment** based on sexual orientation, religion
- Discipline-related **transfers to alternative schools**
- Number of students in **justice facilities**
- Preschool **corporal punishment**
- Number of school **days missed due to out-of-school suspensions**
- Number of students enrolled in **distance education, dual enrollment, credit recovery programs**
- Access to **instructional aides, support services, psychologists, social workers, nurses, administrators**
- Number of **SLEOs/SROs**
- Teacher **turnover/churn**
- Number of preschool children in **non-district facilities**

Student discipline data

- Out-of-school suspensions
- In-school suspensions
- Expulsions, with and without educational services
- Referrals to law enforcement
- School-related arrests

- *Also:* corporal punishment



Data highlight

Students with disabilities served by IDEA (11%) are more than twice as likely to receive one or more out-of-school suspensions as students without disabilities (5%).

Restraint and seclusion data

- Mechanical restraint
- Physical restraint
- Seclusion

Data highlight

Students with disabilities served by IDEA represent 12% of all students, but 67% of students subject to restraint or seclusion.

College preparatory courses/programs

- Access to high school math and science courses
- Course enrollment rates
- Advanced Placement access, AP test taking and pass rates
- Access to gifted and talented education programs
- SAT/ACT test taking
- Student retention
- Access to distance education, credit recovery, dual enrollment or dual credit programs

Data highlight

Students with disabilities served by IDEA represent 11% of all students in schools that offer AP courses, but fewer than 2% of students enrolled in at least one AP course.

Chronic student absenteeism

- 15 or more school days per school year

Data highlight

13% of all students are chronically absent.

Elementary school students with disabilities served by IDEA are 1.5 times as likely to be chronically absent as elementary school students without disabilities.

Teacher and staffing equity

- Teacher experience
 - Teacher certification
 - Teacher salaries
 - Teacher absenteeism
 - Access to school counselors
-
- Also: sworn law enforcement officers (SLEO), civil rights coordinators in schools



Data highlight

1.6 million students attend a school with an SLEO but not a school counselor.

Early learning

- Public preschool availability
- Full-time or part-time availability
- Cost



Data highlights

54% of all school districts report providing preschool programs to children not served by IDEA.

14% of districts require at least some payment for preschool.

Accessing the CRDC

Accessing school and district profiles (*available in late summer 2016* for the 2013-14 CRDC): <http://ocrdata.ed.gov/>

Accessing the 2013-14 CRDC data file, First Look report, and other resources:


<http://www2.ed.gov/about/offices/list/ocr/docs/crdc-2013-14.html>

For additional information about the CRDC, please e-mail OCR at ocrdata@ed.gov

[HTTP://OCRDATA.ED.GOV](http://ocrdata.ed.gov)

[School & District Search](#)
[Detailed Data Tables](#)
[State and National Estimations](#)
[Additional Resources](#)
[FAQs/User Guide](#)
[Office for Civil Rights\(OCR\)](#)

CIVIL RIGHTS Data Collection




Wide-ranging education access and equity data collected from our nation's public schools.

Do you know the CRDC includes data about...

- * Enrollment Demographics
- * Prekindergarten
- * Math & Science Courses
- * Advanced Placement
- * SAT/ACT
- * Discipline
- * School Expenditures
- * Teacher Experience


[Looking for the 2013-14 CRDC?](#)


Quick Access



2009-10 & 2011-12 District or School Reports


- Find school- or district-level summaries
- Access all data for a single school or district






Detailed Data Tables


- View and compare data across multiple schools and districts
- 2000, 2004, 2006, 2009-10 and 2011-12 CRDC data





State and National Estimations

- Download 2000, 2004, 2006, and 2009-10



Find District Data

ED.gov**CIVIL RIGHTS Data Collection**

CRDC > School/District Search

School & District Search

Detailed Data Tables

State and National Estimations

Additional Resources

FAQs/User Guide

Office for Civil Rights(OCR)

Find School(s)Find District(s)

Basic Search

To find the districts(s) that you are looking for, enter one or more search criteria and click 'District Search'

District Name

District of Columbia

District ID

State (Choose 1 or more)

Connecticut

Delaware

District of Columbia

Florida

Georgia

Street Address

City

Zip Code

Distance

0

Survey Year

2011

OCR Regional Office

District Search

Reset Search Criteria

Search Tip: If you are having difficulty finding your district, try entering only the city, zip and/or keyword in the name field.

Advanced Search Criteria

Characteristics, Membership, Staffing and Finance

College and Career Readiness

Discipline

1 Records Returned for District Search Results

Export to Excel

Click on the district name to view the associated profile.

Values shown below are displayed as percentages (except Total Enrollment)

All columns are sortable

District	State	Total	American Indian/ AK Native	Asian	Hawaiian/ Pacific Islander	Black	Hispanic	White	2 or more races	LEP	IDEA	504
DISTRICT OF COLUMBIA PUBLIC SCHOOLS	DC	46211	0.1	1.9	0.2	71.3	14.7	10.2	1.6	7.3	14.1	0.6

Do you know the CRDC includes data about...

* Enrollment

* Demographics

* Prekindergarten

* Math & Science Courses

* Advanced Placement

* SAT/ACT

* Discipline

* School Expenditures

* Teacher Experience

Looking for the 2013-14 CRDC?

Find School Data

ED.gov

CIVIL RIGHTS Data Collection

CRDC > School/District Search

School & District Search

Detailed Data Tables

State and National Estimations

Additional Resources

FAQs/User Guide

Office for Civil Rights(OCR)

Do you know the CRDC includes data about...

- * Enrollment
- * Demographics
- * Prekindergarten
- * Math & Science Courses
- * Advanced Placement
- * SAT/ACT
- * Discipline
- * School Expenditures
- * Teacher Experience

Looking for the 2013-14 CRDC?

Find School(s)

Find District(s)

Basic Search

To find the school(s) that you are looking for, enter one or more search criteria and click 'School Search'

School Name

District Name

School ID

State (Choose 1 or more)

Obama

Louisiana
Maine
Maryland
Massachusetts
Michigan

Street Address

City

Zip Code

Distance

Survey Year

0

2011

OCR Regional Office

School Search

Reset Search Criteria

Search Tip: If you are having difficulty finding your school, try entering only the city, zip and/or keyword in the name field.

Advanced Search Criteria

Characteristics, Membership, Staffing and Finance

College and Career Readiness

Discipline

1 Records Returned for School Search Results

Click on the school or district name to view the associated profile.

Export to Excel

Values shown below are displayed as percentages (except Total Enrollment)

All columns are sortable

District	School Name	State	Total	American Indian/ AK Native	Asian	Hawaiian/ Pacific Islander	Black	Hispanic	White	2 or more races	LEP	IDEA	504
PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS	BARACK OBAMA ELEMENTARY	MD	833	0.5	1.2	2.6	89.4	4.1	0.2	1.9	3.0	7.1	2.6

View School Characteristics and Membership Data

CIVIL RIGHTS Data Collection

[CRDC > School/District Search > LEA Summary of Selected Facts](#)

School & District Search

- Characteristics & Membership
- Staffing & Finance
- Pathways to College and Career Readiness
- College & Career Readiness
- Discipline, Restraints/Seclusion, Harassment/Bullying

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS | UPPER MARLBORO, MD
 NCES ID: 2400510 (Survey Year: 2011)

[Home](#)
[Print Page](#)
[Search Results](#)

LEA Summary of Selected Facts

LEA Characteristics and Membership

Number of Schools in this District:	205
Grades Offered:	Preschool K,1,2,3,4,5,6,7,8,9,10,11,12
Student Enrollment	130,165
American Indian/Alaska Native	0.6%
Asian	3.0%
Black	67.4%
Hispanic	22.5%
Native Hawaiian/Pacific Islander	4.4%
Two or More Races	1.7%
White	0.5%
Female	48.8%
Male	51.2%
Students with Disabilities (IDEA)	11.2%
Section 504 Only	2.1%
Limited English Proficiency (LEP)	12.4%
Free and Reduced-price Lunch (FRPL)	55.3%

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011-12

Number of Schools with:	
Title I	48
Primary Focus on Students with Disabilities	7
Magnet Program	0
Charter School Classification	7
Alternative School Classification	3
Offering AP	24
Gifted/Talented Programs	196
Single-sex Classes	0

Additional Profile Facts Available
[Characteristics and Membership >](#)
[English learner \(EL\) report \(New\)](#)
[Students with Disabilities \(IDEA\)](#)
[Students with Disabilities \(504\)](#)
[EDFacts IDEA](#)
[Single-sex Interscholastic Athletics](#)
[Single sex classes](#)

Staffing and Finance

Teacher Experience	District
\$ Average Teacher Salary	\$61,722.00
% FTE of Teachers Absent > 10 days of the School Year	16.0 %
% FTE of Classroom Teachers in 2nd Year of Teaching	3.8 %
% FTE of Classroom Teachers in 1st Year of Teaching	5.0 %
% FTE of Classroom Teachers Meeting all State Licensing and Certification Requirements	83.5 %
Total FTE of Classroom Teachers	8,967.0
Total FTE of Counselors	128.0
Students to Teachers Ratio	14 : 1

	Amount	Per Pupil
Non Personnel Expenditures at School Level	\$77,266,340.00	\$595.00
Personnel Salaries - Instructional Staff Only	\$422,025,998.00	\$3,256.00

Additional Staffing and Finance Facts
[Staffing and Finance >](#)
[Teachers and Counselors](#)
[District Expenditures](#)

Pathways to College and Career Readiness

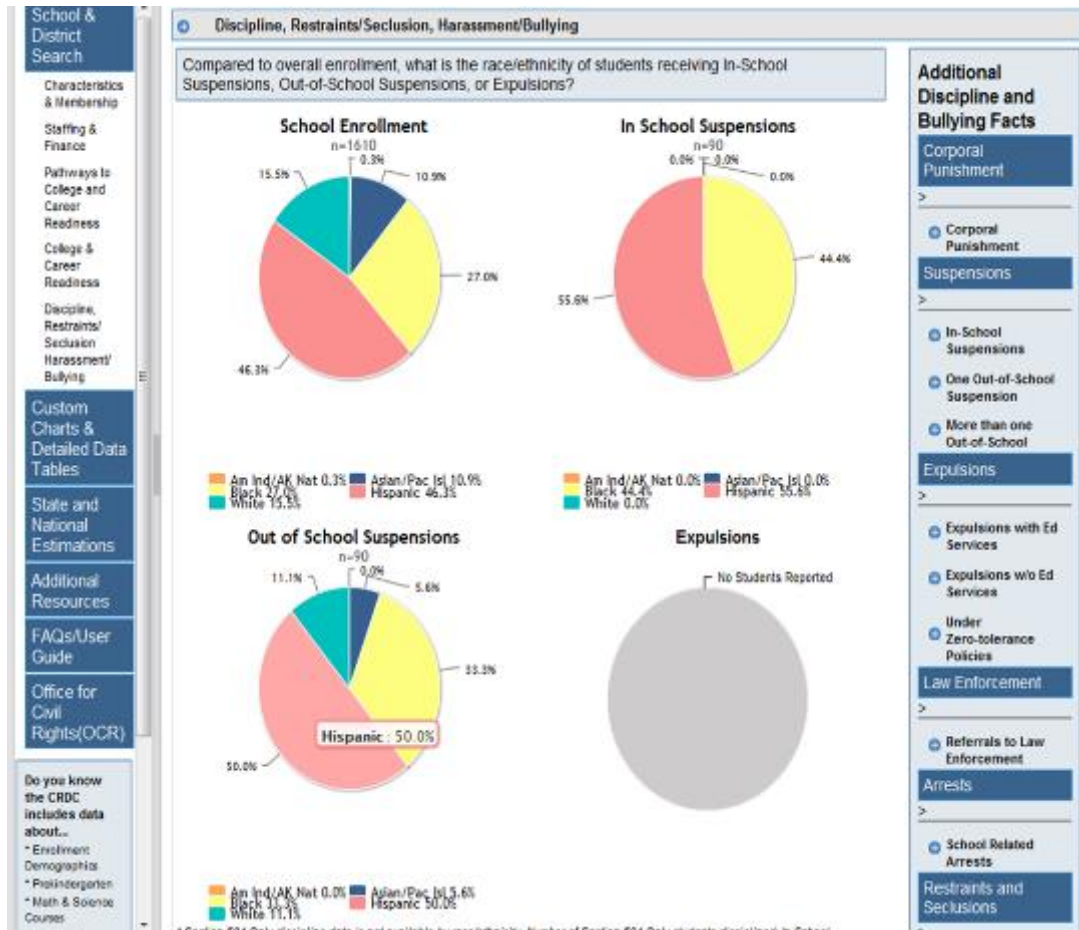
The District's prekindergarten services are provided to the following:

Do you know the CRDC includes data about...

- Enrollment Demographics
- Prekindergarten
- Math & Science Courses
- Advanced Placement
- SAT/ACT
- Discipline
- School Expenditures
- Teacher Experience

Looking for the 2013-14 CRDC?
[Print Content](#)

Explore Data Visually



View Data Tables



istrict Search > Summary of Selected Facts > College & Career Readiness > Classes in Mathematics Offered > Algebra II

% of Students enrolled in Algebra II¹ [View Data as Counts](#) [Table](#) [Charts](#)

Compared to overall enrollment, what is the race/ethnicity, sex, and LEP/disability status of students enrolled in Algebra II?

[→](#) Race/Ethnicity

	Enrollment (District)	Students in Enrollment Category (District)	Students in Enrollment Category (School)	Students in Enrollment Category (School)
Am Ind/AK Nat	0.1 %	0.0 %	0.3 %	0.0 %
Asian/Pac Isl	11.2 %	12.4 %	10.9 %	12.5 %
Black	13.1 %	15.4 %	27.0 %	29.7 %
Hispanic	27.4 %	23.5 %	46.3 %	39.1 %
White	48.2 %	48.7 %	15.5 %	18.8 %

Additional College and Career Readiness Facts

Advanced Math Offering and Enrollment

>

Classes Offered

- Toggle between tables of percentages, tables of numbers, and charts.

Customize Your Table

The screenshot shows the 'Enrollment Data' interface. At the top, there's a blue header bar with 'Enrollment Data' on the left and 'Print' and 'Close' buttons on the right. Below the header, there's a section for 'Export format: Comma-delimited ASCII (*.csv)' with an 'Export' button, and 'Chart type: Bar' with a 'View' button. The main table has a 'Category' column and a 'Race/Ethnicity' section with columns for American Indian or Alaska Native, Asian or Pacific Islander, Hispanic, Black, White, Total, SWD (IDEA-Eligible), SWD (Section 504 only), and LEP. Each column in the 'Race/Ethnicity' section has a red 'x' icon in the top right corner. The table lists four elementary schools with their total enrollment and disaggregated counts by race/ethnicity.

Category	Race/Ethnicity								
	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Black	White	Total	SWD (IDEA-Eligible)	SWD (Section 504 only)	LEP
ABINGDON ELEMENTARY (VA) (Profile) NCES ID: 510027000081 ARLINGTON CO PBLC SCHS (VA) (Profile) (2009)	0	60	200	75	115	450	65	0	240
ARLINGTON SCIENCE FOCUS ELEMENTARY (VA) (Profile) NCES ID: 510027001067 ARLINGTON CO PBLC SCHS (VA) (Profile) (2009)	0	100	35	50	325	510	35	0	140
ARLINGTON TRADITIONAL ELEMENTARY (VA) (Profile) NCES ID: 510027000104 ARLINGTON CO PBLC SCHS (VA) (Profile) (2009)	0	90	55	40	250	440	70	0	95
ASHLAWN ELEMENTARY (VA) (Profile) NCES ID: 510027000082 ARLINGTON CO PBLC SCHS (VA) (Profile) (2009)	0	55	55	25	245	380	55	5	85

- View Counts and/or percentages
- Expand the rows to disaggregate by sex
- Delete columns by clicking the red boxes
- Export data to an Excel or csv file

Search Tips

- Use the Basic Search to search for a school by name
- Every field does not need to be filled; using fewer fields will create more search results
- Try partial word searches if you are uncertain about the exact spelling of a school name
- Search based on keyword and avoid using common terms that could have different abbreviations

QUESTIONS?

For additional information about the CRDC,
please e-mail OCR at ocrdata@ed.gov



And now back to Vicki

**and what happens next
in using data to make decisions...**

Stage 5: Developing Hypotheses & Making Recommendations

Hypotheses & Recommendations

- Understand why we *think* it is happening
- Look at other data
- Ask additional questions
- Agree upon the conclusions
- Figure out possible solutions



Stage 6: Creating an Action Plan



1. Bring key people together
2. Figure out:
 - What
 - Who
 - When
 - Where
 - Resources
 - Communication
3. Review completed action plan
4. Follow through
5. Communicate
6. Keep track of progress
7. Celebrate!



Stage 7: Displaying & Sharing Results

Displaying Results

- Make Sure the Report is:



- Appealing
 - Accessible
 - Accurate
 - Audience-specific
- Be Fair and Objective



Stage 7: Displaying & Sharing Results

Make the Data Come Alive

Social Math

- Relating data numbers to what is familiar and concrete to your audience.



Data Stories

- Compelling narrative
- Audience-Specific
- Be objective
- Don't censor
- Explain the data



Serving on Groups That Make Decisions



Stage 8: Continuous Monitoring for Progress & Improvement



Check Your Work

- Regularly revisit the plan
 - Identify challenges
- Make changes as needed

Evaluate the Action Plan

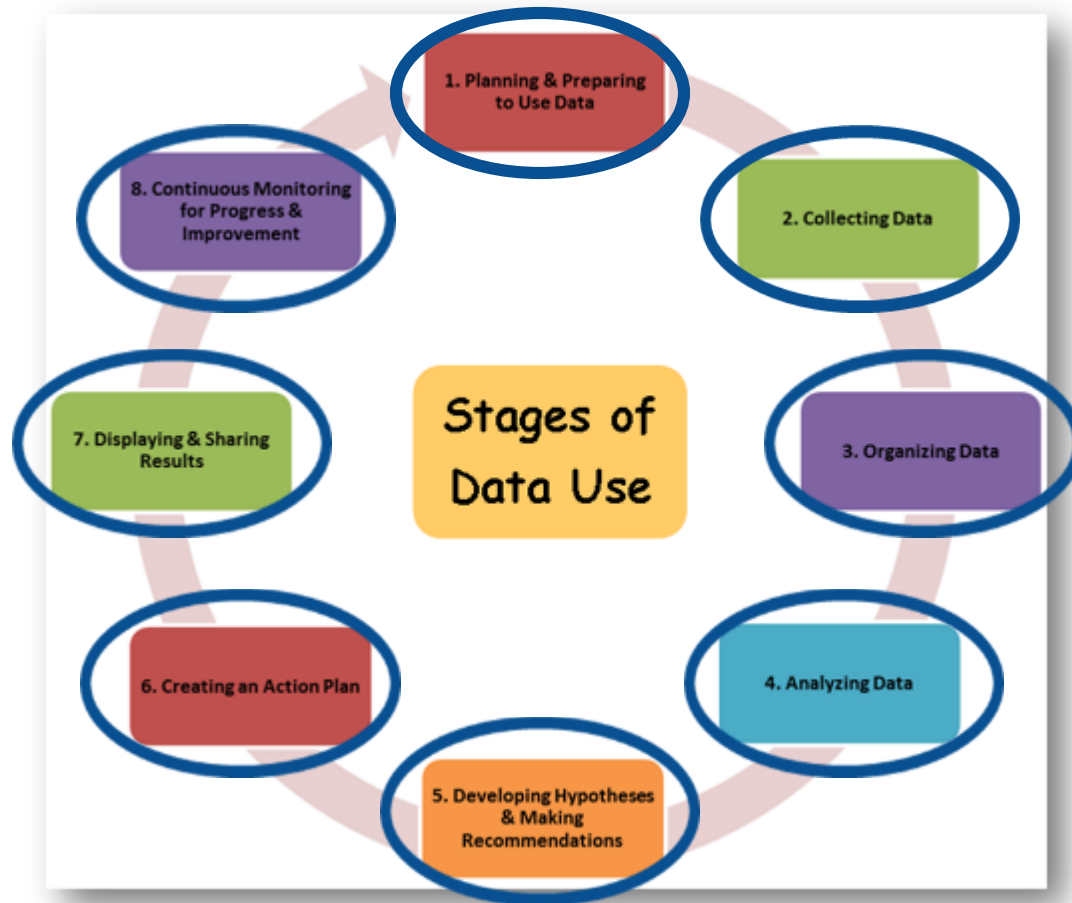
- Collect the same TYPE of data from the same data SOURCE



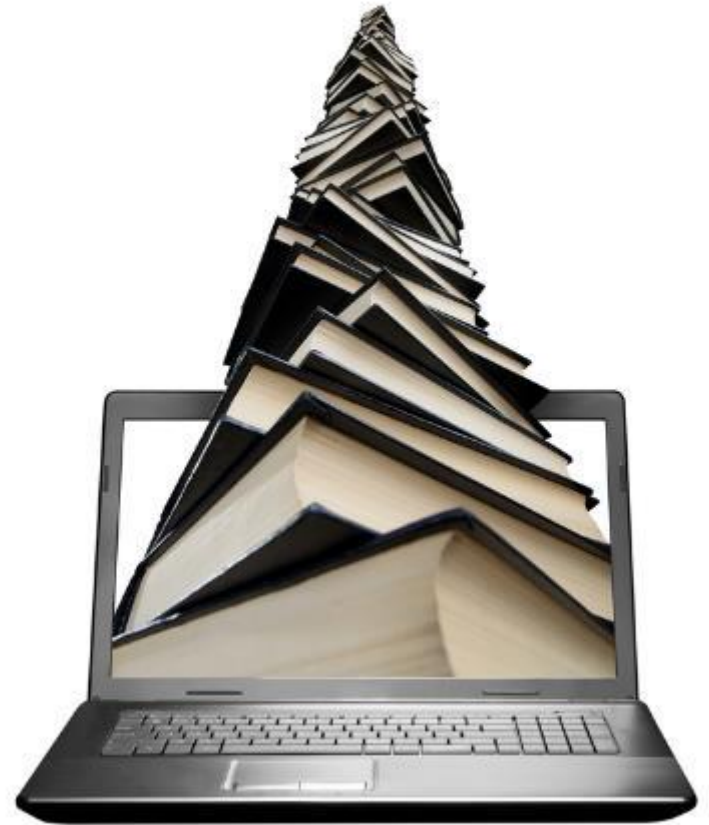
Serving on Groups That Make Decisions



Review



Resources



Examples of state-level data sources | Wisconsin

- WISEdash – Wisconsin Information System for Education (WISE) Data Dashboard: <http://wisedash.dpi.wi.gov/>
- Introduction to WISEdash Video: <https://www.youtube.com/watch?v=Z3XHPglbe7g>
- WISEdash Public Portal: <http://wisedash.dpi.wi.gov/>
- Post High School Survey Data: www.posthighsurvey.org



Chronic Absenteeism:

<http://www2.ed.gov/datastory/chronicabsenteeism.html?src=pr>

Civil Rights Data Collection:

<http://www2.ed.gov/about/offices/list/ocr/reports-resources.html>

Data about Children in Your State:

<http://datacenter.kidscount.org/>

Data Driven: Making Student and School Data Accessible and Meaningful To Families (webinar):

https://admin.acrobat.com/_a17179333/p90826011/?launcher=false&fcsContent=true&pbMode=normal

EdMaps: <http://www.relmidwest.org/edmaps/>

Fact Sheet on Your Community:

<http://factfinder2.census.gov/>

IDEA Data Center

Kids Count: <http://datacenter.kidscount.org/>

NCES Kid's Zone:

<https://nces.ed.gov/nceskids/tools/>

OSEP Grads360

State Education Data Profiles:

<http://nces.ed.gov/programs/stateprofiles/>

U.S. Census Bureau Quick Facts Data

<http://quickfacts.census.gov/qfd/>

CPIR Priority Page | Using Data to Advance School Reform

<http://www.parentcenterhub.org/priority-data-schoolreform/>



**And don't forget
about CPIR's resource
pages on ESSA!**



**ESSA | Every Student Succeeds
Act** | CPIR resource page

[http://www.parentcenterhub.org/
repository/essa-reauth/](http://www.parentcenterhub.org/repository/essa-reauth/)

ESSA Webinar | CPIR Webinar

[http://www.parentcenterhub.org/
repository/webinar-essa/](http://www.parentcenterhub.org/repository/webinar-essa/)

**...or the power of an
ESSA search**



Use the search term ESSA

[http://www.parentcenterhub.org/
?s=ESSA](http://www.parentcenterhub.org/?s=ESSA)



Questions?
Comments?

<http://www.parentcenterhub.org/repository/webinar15-data/>

You can find the slides, helpful handouts, and the recording of this webinar on the webpage we've created for this event.

Webinar | Using Data for Collaboration and Advocacy

A webinar for the Parent Center Network

- **Listen to the webinar and view the slides** | *Coming soon!*
- **Download Webinar slideshow presentation**
- **Additional resources**

Agenda for Today's Webinar



- **Overview of ESSA's Requirements for Family Engagement** | *Debra Jennings, CPIR*
- **Using data in decision-making groups** | *Vicki Davis Davila, JD, WIFACETS*
- **Tools and resources of OCR for data collection and analysis** | *Robert Kim, USED Office for Civil Rights*
- **What happens next in using data for decisions** | *Vicki Davis Davila, JD, WIFACETS*
- **Questions and Comments**



***Thank you very much for
attending this webinar.***

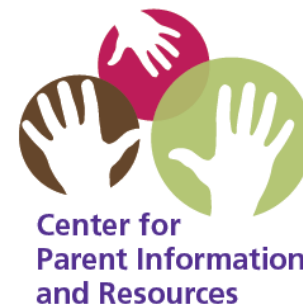
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**Please take a moment
to complete a very brief survey
about the usefulness of this webinar to you.**

We've posted the link in the "Chat" box.

<http://survey.constantcontact.com/survey/a07ed17zljturf7bvh2/start>

Again, thank you!