

Know
Thyself

MINING DATA

for Grants

and

School Improvement

Librarian to Librarian Networking Summit

East Carolina University

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Knowledge

may equal

Power

...but information

does not equal

knowledge

(Albert Einstein agrees)

Do you ever feel like
you are drowning in a
sea of data???

AYP

EVASS



EOG

TPRI

VOCATS

Like water, this rising tide of data can be viewed as an abundant, vital and necessary resource. With enough preparation, we should be able to tap into that reservoir -- and ride the wave -- by utilizing new ways to channel raw data into meaningful information.

Neil Fleming

When a pattern relation exists amidst the data and information, the pattern has the potential to represent knowledge. It only becomes knowledge, however, when one is able to realize and understand the patterns and their implications.

Gene Bellinger

MINING AS METAPHOR

mine (v.): To extract (ore or minerals) from the earth; To delve into or make use of; exploit

Extracting, analyzing, and utilizing data are integral aspects of the same process.

Like gems in the rough, the true value of data is realized when the stone is polished and set.

Goals of this workshop

- Identify sources of data
- Drill deeper and wider into data sources
- Discover patterns among data
- Propose relationships
- Explore implications
- Devise applications

WHERE TO DIG

<http://www.census.gov>

<http://www.ncchild.org>

<http://www.schoolmatters.com/>

<http://statelibrary.dcr.state.nc.us/iss/ncdataresources.html>

<http://core.ecu.edu/umc/enc/index.htm>

<http://www.demog.state.nc.us/>

<http://www.ncprogress.org/>

<http://www.ncruralcenter.org/>

Spend a few
minutes exploring
these websites

GRAB YOUR SHOVEL

Go to www.census.gov

- Census 2000
- Census 2000 Data Releases-Demographic Profiles
- Data-Demographic Profile Data Search

Census Worksheet

Zoom in, Zoom Out

Causality,
Coincidence,
Context

Check out www.ncchild.org

- County data
- CLICKS
- Profiles
- North Carolina +

Locate data that is significantly above or below the state rate or is otherwise surprising and be prepared to share your finding with the group.

Do these data help explain anything that has occurred in your school or community? Can you triangulate demographic data from the Census with social data in CLICKS to reveal connections?

How can you use this information in grant seeking or school improvement planning?

<http://statelibrary.dcr.state.nc.us/iss/ncdataresources.html>

- Take a quick tour of the website
- Crime Statistics
- Rate vs Incidents

How do these numbers make you feel?

www.demog.state.nc.us

- Quick Links: Population estimates
- LINC
- Choose County; click Continue
- Topic Groups

- Number of farms
- All years (1982-2002)

What has happened to the number of farms?

- Land in farm acres

What has happened to the number of acres?

What stories might these numbers tell?

**WARNING: DATA
MAY BE
DANGEROUS TO
YOUR
CREDIBILITY**

Don't jump to conclusions

Probe data from every possible angle

Check for accuracy and currency

Cite sources and dates

Be cautious with causality

Play "if, then" to explore cause and effect

QuESTion

REality

Approach your canvas
objectively, with the
goal of creating an
accurate depiction of
your subject

Avoid selective use or manipulation of data to defend a conclusion that was reached before all data were examined

Unless a need is real or a
contention valid, the time,
money and effort
expended on the cause
will be worthless

to thine
own self be
true