# Building a data culture: Documentation

American Rescue Plan Funding

Evaluation + Impact Capacity Building

# Goals for our workshop

- Why Documentation

- Types of documentation

- Anatomy of documentation

- How to get started

# A few caveats:

- We use several terms frequently: Data, Analytics, Evidence, Research, Impact, Evaluation

- Building a data culture takes time: we won't solve all the data challenges today

- This work cannot be done alone

- The Data and Policy Analytics Unit is your partner in this work

# Data and Policy Analytics (DAPA)

- We maintain the state's Open Data Portal

- We manage the state's longitudinal data system and data-sharing: P20WIN

- We house and manage the state's mapping and geospatial assets

- We provide analytical capacity to agencies

- We guide data best practices and governance

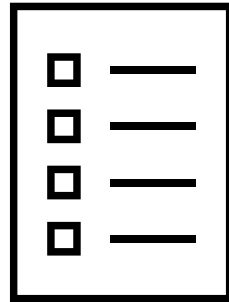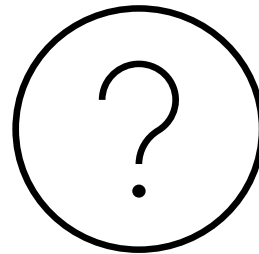# Documentation takes many forms....

# Leave yourself some breadcrumbs…
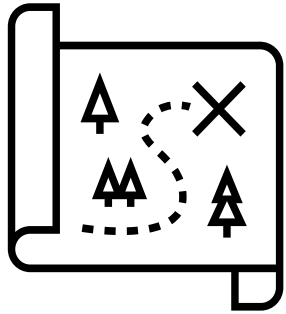
Maps
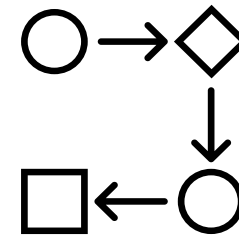
Checklists

FAQs

Process
workflows
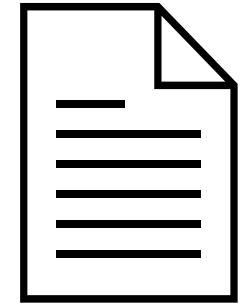
Memos

# You already use documentation:

# You already use documentation:



Step by step instructions

What you need

# You already use documentation:



ARPA & Carryforward Report Data

Government

This dataset contains agency provided status updates for American Rescue Plan Act (ARPA) funded projects in addition to funds carried over on a monthly basis. This dataset includes line items with the following funding sources: Coronavirus Capital Project Fund (CCPF) and Coronavirus State and Local Fiscal Recovery Funds (CSFRF). OPM presents this data to the General Assembly in accordance with **Section 3 of Public Act No. 22-146**.

Updated
March 2, 2023

Data Provided by
Office of Policy and Management

(Effective from passage):
Not later than the [fifteenth
the fiscal year ending June
and Management shall submit a report to the joint standing committee
of the General Assembly having cognizance of matters relating to
appropriations and the budgets of state agencies concerning the status
of (1) any amount carried forward and transferred from the fiscal year
ending June 30, 2021, or June 30, 2022, pursuant to special act 21-15,
public act 21-2 of the June special session or [this act] public act 22-118;
and (2) any amount allocated pursuant to section 41 of special act 21-15,
as amended by public act 21-2 of the June special session and sections 9
and 10 of [this act] public act 22-118.

Less

**Metadata**

**LAUNCHING INTO HEALTHY LEARNING**
**Operational Strategies - Fall 2022**

The Connecticut Department of Public Health (DPH), State Department of Education (CSDE), and Office of Early Childhood (OEC) are excited to announce the **Launching into Healthy Learning** initiative for the start of the 2022-2023 school year! This initiative is designed to get Connecticut's kids back to school, child care, and camp at the scheduled start of the school year, to keep them there in-person as much as possible throughout the year, and to keep them healthy and learning all year long. In addition to updated DPH guidance for K-12 school administrators, child care, and youth camp program operators (*Respiratory Disease Prevention Strategies for Schools, Child Care, and Camps: Fall 2022*), DPH, C                                 facilities in the coming weeks to prov

**COVID-19 VACCINATION C                                    at are open**
to school, child care, and                                    OEC will
coordinate with Alliance D                                    state-
sponsored mobile vaccina                                      to anyone 6
months of age or older. Administrators, child care operators, and youth camps in non-Alliance Districts can also request free mobile vaccination clinics for their communities by contacting SDE.COVID19@ct.gov at CSDE (for school district administrators) or HealthEquityTeam@ct.gov.

**SELF-TEST KITS** will be available free of charge to all Connecticut schools, child care programs, and youth camps to distribute to their students, staff, and service providers (e.g., bus drivers, specialized instruction providers, etc.). The State of Connecticut has ordered approximately 2.5 million self-test kits (5 million individual tests) for distribution to school districts and early childhood education programs. The State plans to order additional self-test kits for distribution to licensed child care programs and operating youth camps throughout Connecticut as well. For more information on test kit distribution, school administrators should work within their Districts to coordinate COVID-19 supply requests or contact SDE.COVID19@ct.gov for more information. School districts, licensed child care centers, and operating youth camps will receive additional information in the coming days directly from CSDE and OEC.

**TEST-MASK-GO** is an optional strategy designed to increase the number of days of in-person learning and care available to children, both to improve the social/emotional/physical wellbeing of students, staff, and their families

**Guidance**

# You already use documentation:



**Definitions**

**Guidance**

# Documentation: Step by step instructions for making facts

# Where do facts come from?

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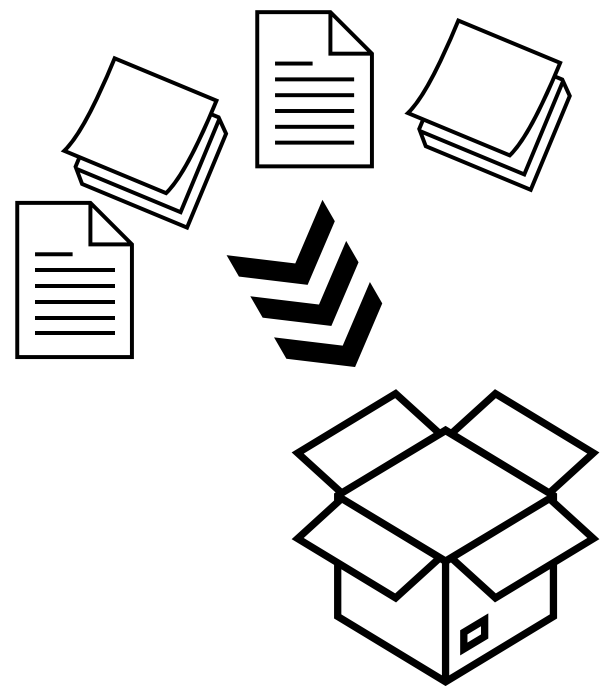


**Data in....**

# Where do facts come from?
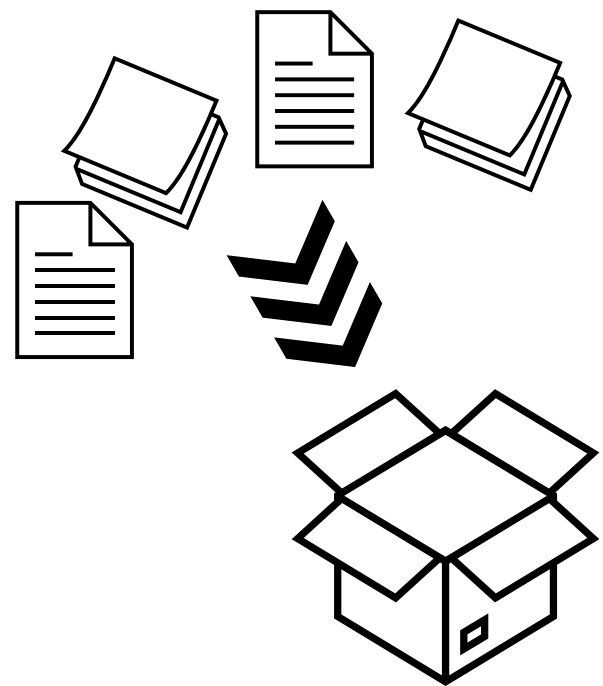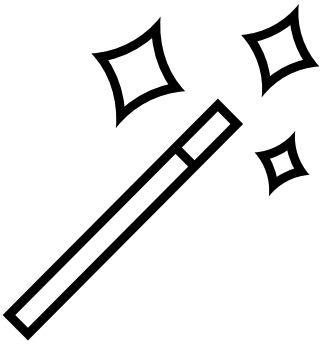


Data in....

Presto change-o

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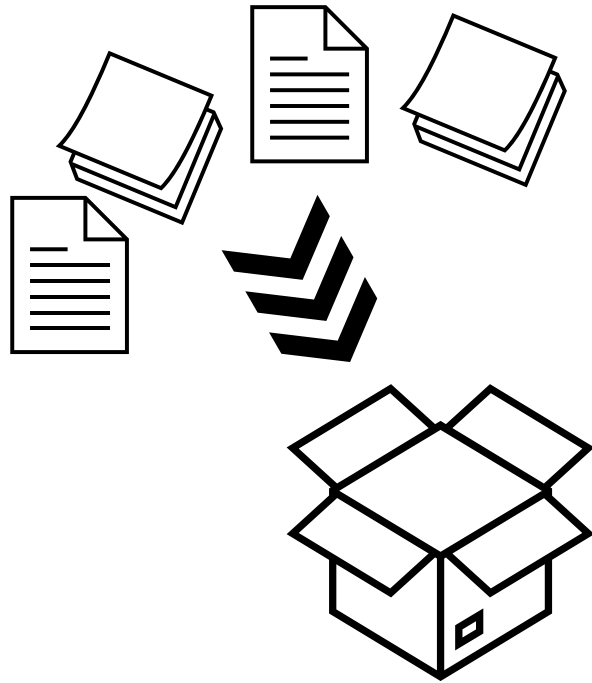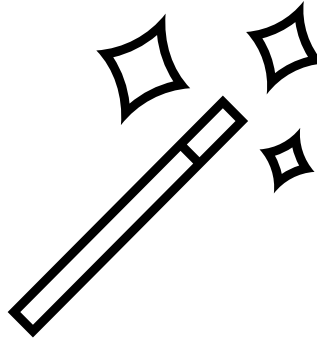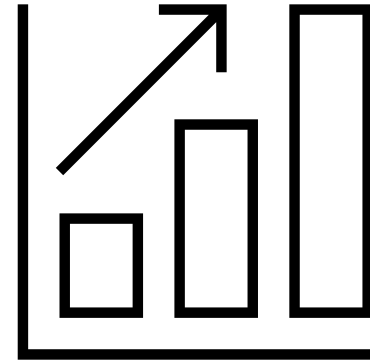


Data in....                    Presto change-o                    Voila: Facts

# What happens to the data.....
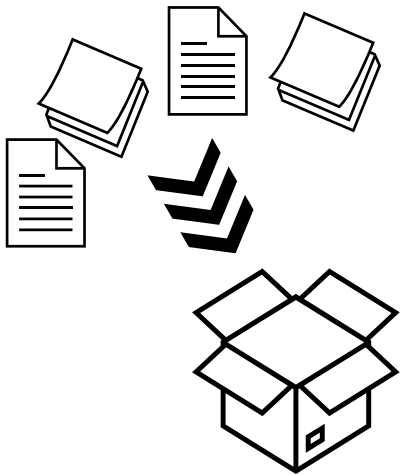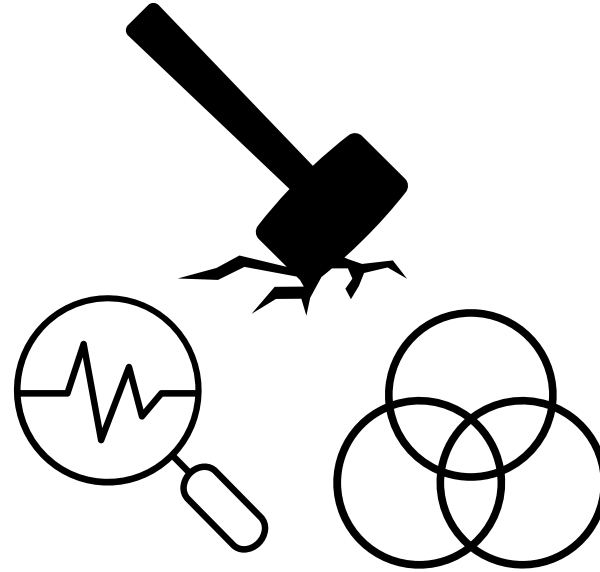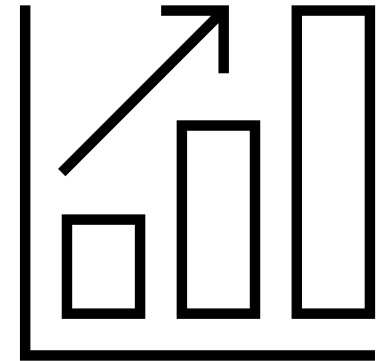


Data in....                    Analysis                    Voila: Facts

# What happens after analysis?
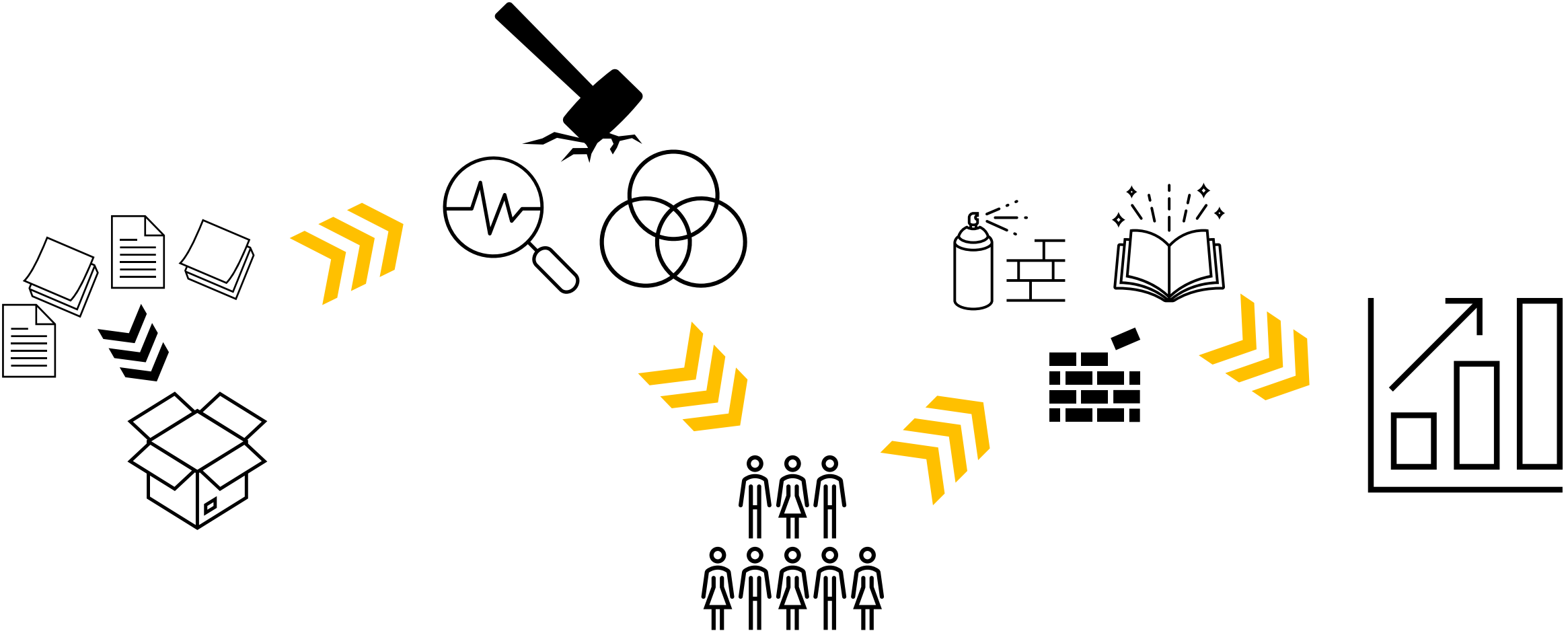
# What about <u>after</u> storytelling?
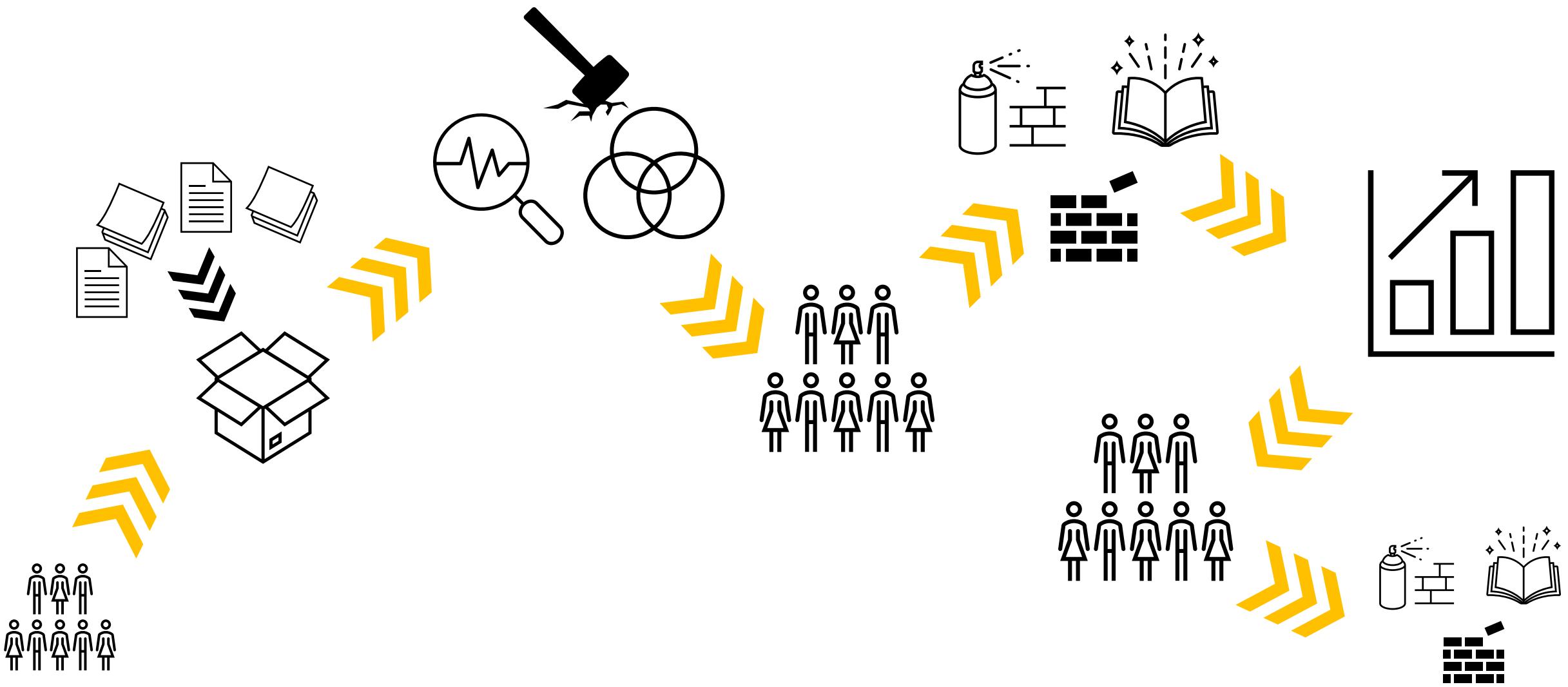
# What about <u>after</u> storytelling?

# There's a chance for documentation....

...at every step.
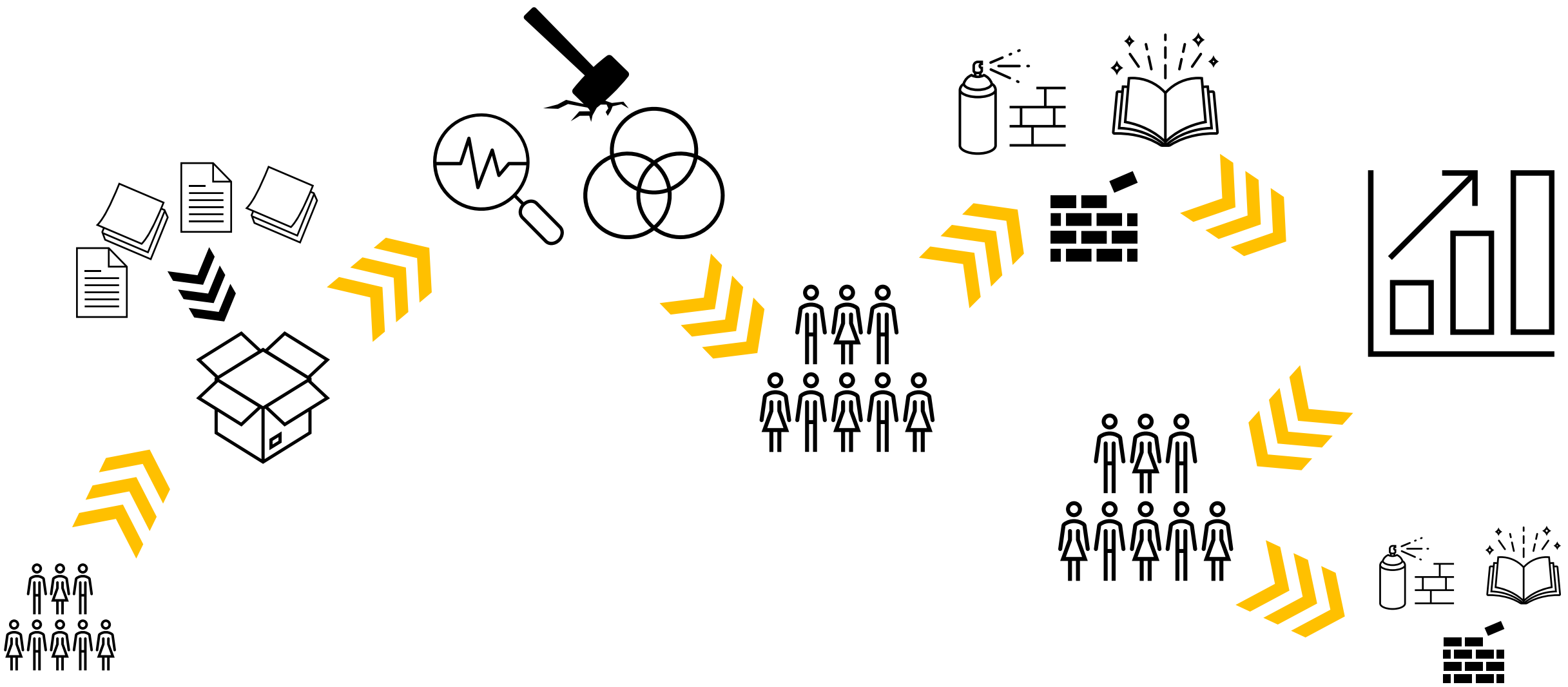
There's a chance for documentation....

This is a lot!!

At every step.....

# There are MANY processes to document
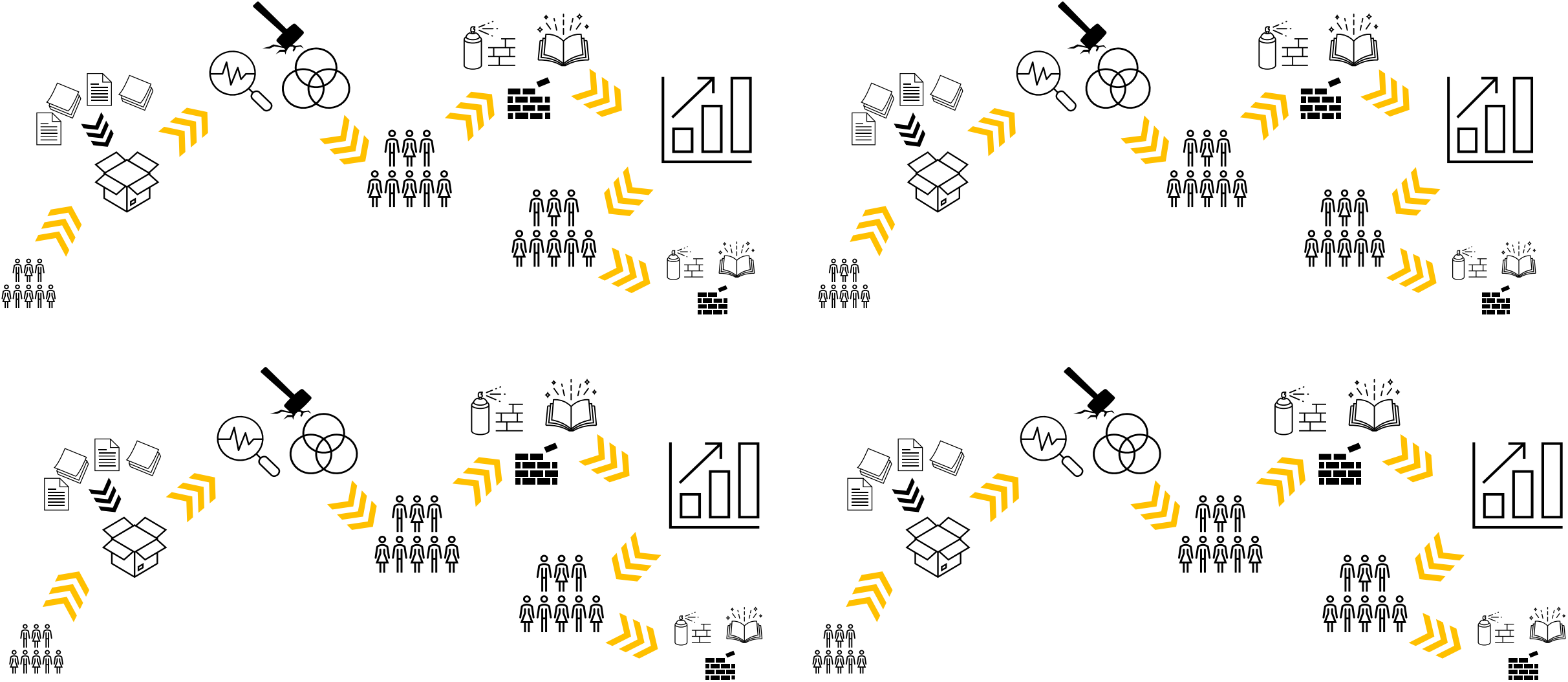
# Action Step #1: Pick one process to start documentation.

Pick a spot.
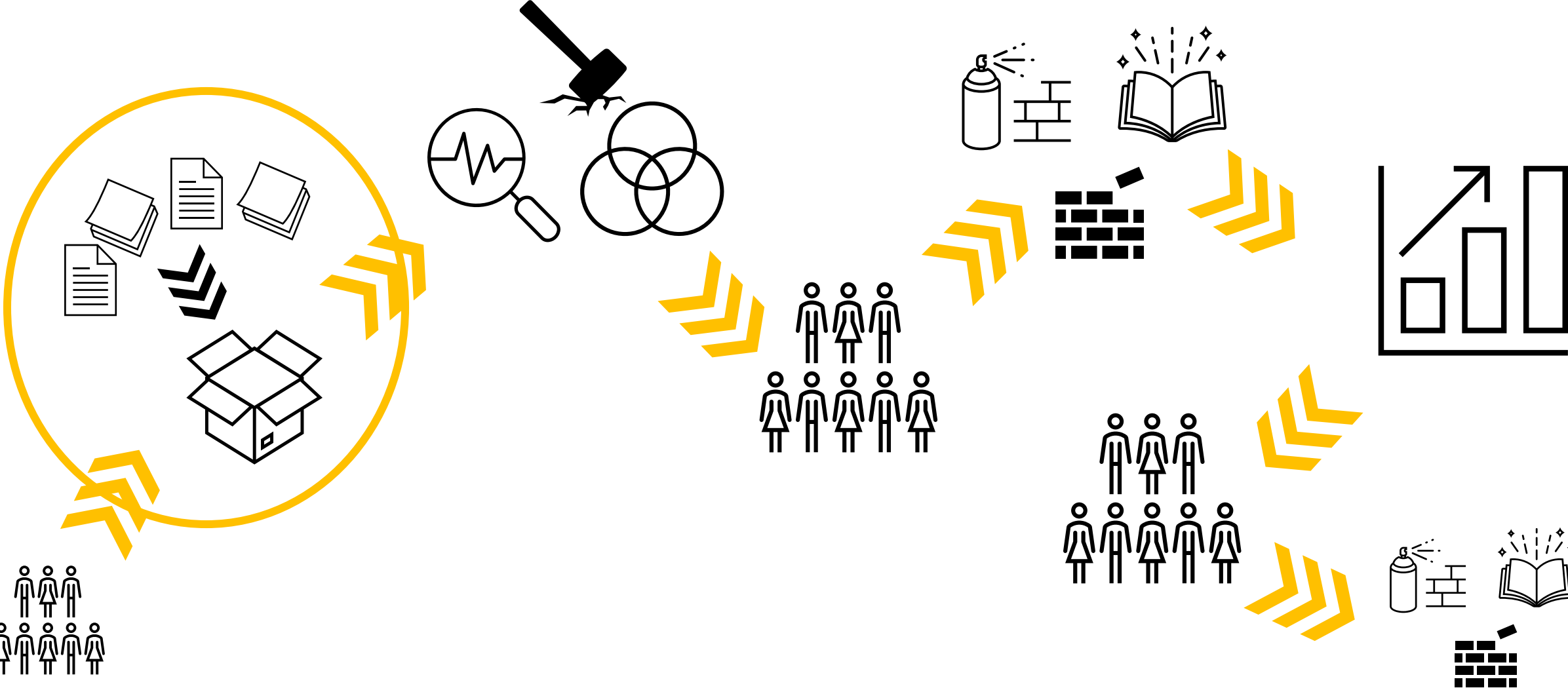
# Pick a spot.
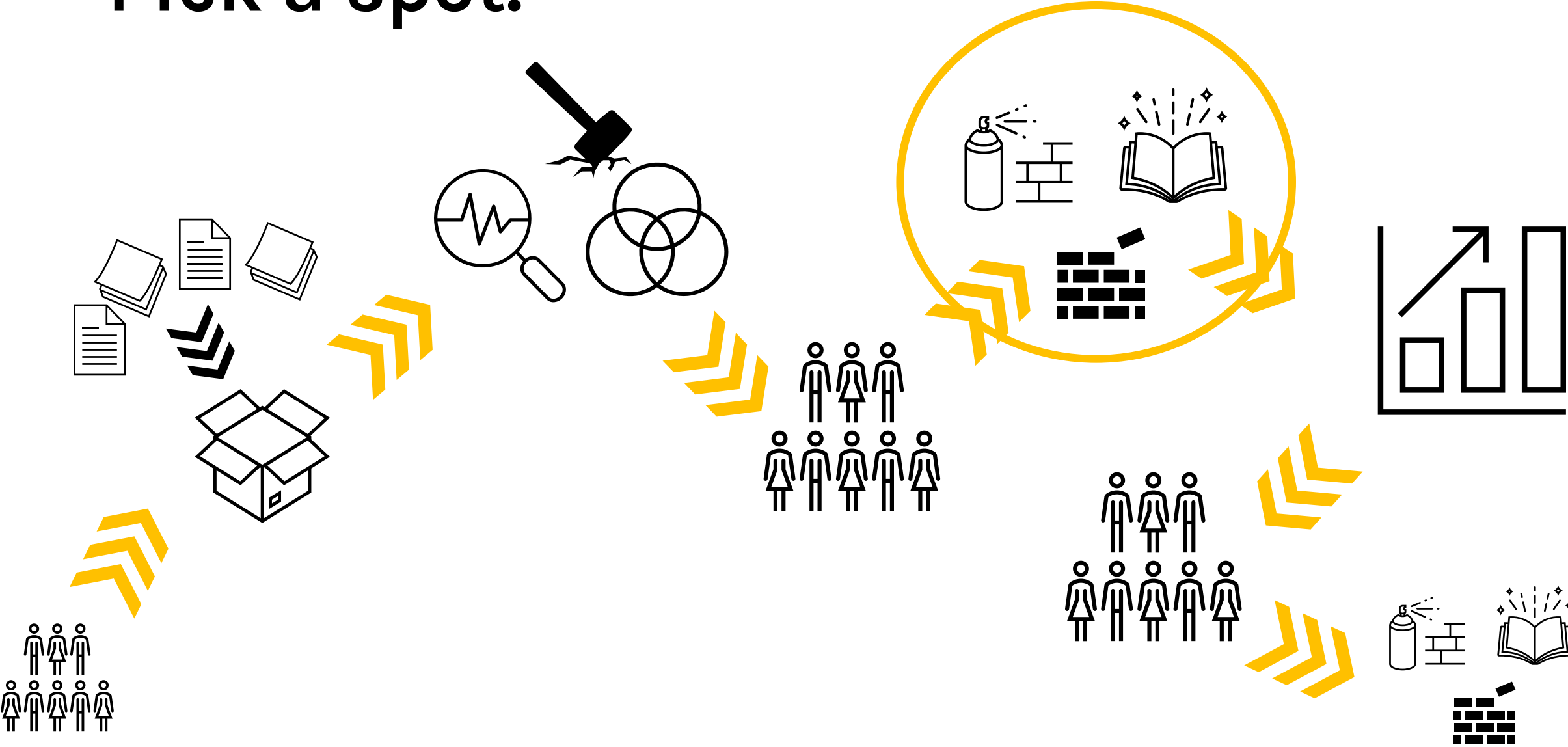
# Pick one place to start documentation.

# Anatomy of a process document

**Senior Center Allocations Process Document**
**November 2022 DRAFT**

**Background**
The Department of Aging and Disability Services (ADS) is responsible for distributing $10M appropriated in PA 22-118 to Senior Centers in Connecticut towns. ADS contacted OPM's Health and Human Services Policy and Planning Division (HHSPPD) for input on making their distribution equitable. HHSPPD engaged the Data and Policy Analytics (DAPA) Team for support.

Using criteria for establishing the target population in Title III of the Older Americans Act, the DAPA team aggregated American Community Survey (ACS) data from the Census Bureau. While the allocation is part of the latest round of American Rescue Plan State and Local Fiscal Recovery Funding (ARPA SLFRF), there is interest in continuing it long-term. As such, any data used to develop an equitable distribution schema should be publicly available and freshened periodically. ADS has reserved $1M of this appropriation for administration and has $9M remaining to distribute. We opted to use ACS data because it is available at the Town level (using "County Subdivision" geography) and because these data are updated annually.

**Data aggregation**
ADS planned to distribute the funds in two portions: a base grant (the same value for all towns) and a formulaic grant developed using town demographics. By design, the formulaic portion of each town's grant is much larger than the base portion. Initially, ADS created a distribution schema based on population alone, and this initial set of calculations did not include factors that could account for disproportionate impact of the pandemic, as an equitable distribution schema should. While equity, in this case, is not strictly defined, HHSPPD and ADS suggested that it could include factors like income, race/ethnicity, social isolation, living in a rural area.

The DAPA Team presented several funding scenarios to the ADS and HHSPPD team based on the following Census indicators:
- Total population aged 60+
- Non-white Population 65 or over
- Population with a Disability 65 or over
- Total Population Below the Poverty Line
- Estimated Population 65 or over Living within a Rural Area

Ultimately, the second approach incorporating Census data effectively weights the population estimates for seniors who may have been disproportionately impact by the pandemic. Each town receives the same base grant and we ensured that per capita, the small towns are beneficiaries based on their per capita grants.

**Appendix**

Below we list several considerations for this analysis as well as the step-by-step methodology for replicating this analysis.

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- Persons aged 60 years or older unable to perform basic activities without assistance.
- Persons aged 60 years or older living in rural communities; and
- Persons aged 60 or older who are both members of racial or ethnic minorities and have incomes below the poverty threshold.

Using the tidycensus package in R, we aggregated the following ACS Tables:

- Total Population: Table B01001, Variable 001
- Population 60 and over by Sex - Table B01001, Variables 018 - 025 & 042-049
- White Alone, Non-Hispanic by Age and Sex for Population 65 and over - Table B01001H, Variables 014-016 & 029-031
- Population 65 and over with a disability by race/ethnicity - Tables B18101B, C, D, E, F, G, H, & I, Variable 009 from each table
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The grants are based on two values: a base grant of $5,000 and a formula-based grant value determined using the steps below. Once $5,000 is allocated to each town, there is $8.15M left to distribute using the formulaic approach described below.

To calculate the formula-based grants, we followed the following steps:
- Using the data aggregated above, we added together the values listed below for each town.
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Usin[...]
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is pa[...]
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pop...
disp...
this...
race...

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**Data details**

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CONNECTICUT · OFFICE OF POLICY AND MANAGEMENT

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**Data management**

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**Link to R script here**

# Building documentation>> Data culture

# Where do you start?

# Start where you are.

# Write things down

Who is responsible

Deadlines, timelines

File locations

Steps in a process

Definitions

Notes for later

# Do not worry about the format: Just write things down

# Some considerations when writing things down

Pick a place where multiple people can access the document

Label the document "DRAFT"

Use cloud-sharing or Teams sites to encourage collaboration

# Action Step #2: Write things down.

# Reviewing documentation

Planning discussion:

- What is written down?
- Are there multiple places where information may exist?
- Where should we save documentation

Ongoing review

- Establish a regular agenda item in team meetings
- Every time documentation is used, consider a quick discussion about ways to improve it

# Action Step #3: Continuously improve your documentation

# Documentation Examples

[Data Visualization Guide](#)

[Open Data Handbook](#)

# In summary (for now): Action Steps

1.  Pick a process to document

2.  Write things down

3.  Continuously improve the documentation

# In the future…

- Building analytical skills
- Advancing analytical skills
- Survey and form design
- Data Storytelling
- Creating data visualizations in Excel
- Creating data visualizations in Datawrapper

# What comes next....

Building Data Capacity: Documentation meets:
- ~~March 7th~~
- ~~March 21st~~

Strengthening Data Literacy: Data Collection meets:
- ~~March 14th~~
- March 28th

**Every Tuesday, Eval + Impact FAQs: 10-11am**

# Stay in touch...

**Evaluation and Impact Unit @ OPM**

Rachel Leventhal-Weiner, Director

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