

Know  
Thyself

**MINING DATA**

**for Grants**

**and**

**School Improvement**

# **Librarian to Librarian Networking Summit**

**East Carolina University**

**February 23, 2008**

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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](http://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](http://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](http://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