
Presented by:
Family Voices National Center for Family Professional Partnerships & SPAN
National Family Leadership Conference
MCHB Region III Training 2017

www.servingongroups.org
What brings you here today?

- Health
- School
- Community
- Leadership
Agenda

- Workshop Objectives
- Guidebook Overview
  - Family Engagement & Leadership
- Guidebook Sections
  - 1. Opportunities to Get Involved
  - 2. Types of Groups
  - 3. Processes Groups Use
  - 4. Tools Groups Use
  - 5. Tips and Strategies for Groups
  - 6. Understanding Data as Information
  - 7. The Role of Families on Groups
  - 8. Skills for Serving on Groups
- Additional Information & Resources
Objectives: Path/Road

- Familiarize yourself with the Guidebook resource and the contents within it
- Build an understanding about decision-making groups
- Learn about the principles that guide group practices and the processes groups use
- Gain strategies to help you confidently and actively participate in a decision-making group
Beliefs in Leadership

- Leaders are not born ~ they rise out of a person’s passion for how they want the world to be.
- Leadership isn’t a gift ~ it’s accessible to anyone who wants it.
- Leadership isn’t a calling ~ it’s a matter of listening to a question and trying to come up with an answer.
- A leader is anyone who has a very BIG and COMPELLING story of how it could all turn out.

Barbara Walsh, HP
Family Leadership Project
Leaders become great, not because of their power, but because of their ability to empower others.

~John Maxwell

The role of a great leader is not to give greatness to human beings, but to help them extract the greatness they already have inside them.

~J. Buchan
Family Engagement & Leadership

- To support and increase participation of families on decision-making groups
- Research on family involvement in the decision-making process have found:
  - Children have better outcomes when families are involved
  - There needs to be support for families

Research of Dr. Joyce Epstein & others
Benefits to Shared Decision Making

Results for Families
- Awareness and input on policies
- Feeling of ownership
- Shared experiences and connections with professionals and other families

Results for Professionals
- Awareness of family perspectives
- Increased confidence and ability to partner with families
- Acceptance of family representatives in leadership roles

Adapted from studies from J. Epstein & others
Overview of Serving on Groups

- Developed due to an identified need
- Collaborative effort by stakeholders
- Audience
  - Family Members
  - Students
  - Educators
  - Groups
  - Community Members
  - Administrators
Sample Page

Heading with a Focus Question & Objective

Informative Reading

Real-Life Examples

Facts to Consider

Additional Resources

Opportunities to Get Involved

How can I get involved?
All families have made decisions about their child’s care, health, and education, whether they realize it or not. Decision-making is an important way for families to be included and heard in the community.

Making a Difference
Once you feel comfortable with the processes that have helped make a difference for your own child, you may choose to reach out and make a difference for other children and families.

Did you know?
Researchers have found that better decisions are made about programs and services for children when families are involved.

Families Ask Questions
What levels of decision-making can parents be involved in?

“Depends on the group. The most effective groups have families involved at all levels. Even if families haven’t been deeply involved before, don’t shy away from seeking involvement.”
-Courtesy, non-profit administrator

“Overall, our district involves parents at almost all levels. In our recent interview process for a new elementary principal, there was a parent feedback group. We have a Parent Liaison that acts as an advisor to various committees. Parents are also involved in the development of the District 2028 Strategic Plan.”
-Robyn, school district administrator

RELATED RESOURCES
For more information about research on family involvement, visit:
http://www.essy.com/y principals/parent

For more information about fostering parent & professional collaboration, visit:
http://www.principals.org/principals/parent-professionals/collaboration
Family Engagement & Leadership Resources

Family Voices National Center for Family Professional Partnerships
http://www.fv-ncfpp.org/
National Center for Parent Leadership, Advocacy and Community Empowerment
http://www.parentsatthetable.org/
National Center for Parent Information and Resources
http://www.parentcenterhub.org
National Center for Family and Community Connections with Schools
http://www.sedl.org/connections/
Family Leadership Project
http://familieslead.org/
The Harvard Family Research Project
http://www.hfrp.org/
Project Appleseed: National Campaign for Public School Improvement
http://www.projectappleseed.org/chklist.html
SEDL Creating Collaborative Action Teams: Working Together for Student Success
http://www.sedl.org/pubs/fam18/

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Section 1: Opportunities to Get Involved

Questions

• How can I get involved?
• How can I share in decision making?
• Who can serve on these groups?
• Where do I begin?

Steps

• Self-Reflection
• Awareness of Possibilities
• Options to Explore
How can I get involved?

- **MAP Activity**

Who I Am

History

Dreams

Fears & Concerns

Needs
Step 1:

**WHO AM I?:** How do you describe yourself? Think about:

- What words best describe you?
- What skills, gifts, and talents will support your journey as a member?
- What other skills and talents will you need?
- What do you like/dislike about your current role(s) in working on a team?
- What values and beliefs guide your life and work as a person?
- What relationships with other family leaders and family organizations provide you with needed support?
Step 2: History

**HISTORY:** Briefly describe the background and circumstances that led you here today.

Think about:

- What is significant about your personal history?
- What is significant about your family, child(ren)’s, or community’s history?
- What were your first experiences in which you saw yourself as a leader or part of a decision-making team?
- What adult experiences and/or formal/informal training has helped you see yourself as a member of a group or team?
Step 3: Dreams

DREAMS: What dreams do you have in relation to your personal and professional development as a group or team member?

Think about:
- What contributions and/or changes do you dream about that will involve your participation on a decision-making team?
- What one thing do you most want to see happen?
- What do you hope to accomplish in one year? 5 years? 10 years?
- What other dreams are important to you as you begin this journey?
Step 4: Fears & Concerns

**FEARS & CONCERNS:** Identify your worries or concerns about becoming part of a decision-making group or team.

Think about:

- What concerns arise when you envision yourself as a leader or member of a team and about your role on the team?
- What barrier might stand in the way of your realizing your leadership and participation dreams?
Step 5: Needs

**NEEDS:** What needs to happen to make your dreams about leadership and group membership become a reality?

Think about:

- What skills would you like to develop further?
- What else will you need to expand your role as a leader and team member?
- What supports do you need from others? Are you connected to family networks that can provide ongoing support?
Discussion

What common experiences have group members had in relation to each of the MAPS steps?
How will you use the information from your MAP to expand your leadership skills, knowledge and roles?
Shared Decision Making

“Decision-making means a process of partnering, of shared views and actions toward shared goals...not just a power struggle between conflicting ideas.”

-Dr. Joyce Epstein
Who can serve on groups?

Interested Individuals

- Especially if the group’s decisions will affect them personally
- BUT choose your opportunity wisely - focus on your passion!
- AND consider the TIME & ENERGY needed to serve
Where to begin?

- Learn about available resources and services
- Find an issue you care deeply about
- Connect to a group with the authority to create or influence change
- Prepare yourself to serve
Section 1 Resources

Family Voices National Center for Family Professional Partnerships
http://www.fv-nctpp.org/

National Center for Parent Leadership, Advocacy and Community Empowerment
http://www.parentsatthetable.org/

Fostering Parent & Professional Collaboration – Center for Parent Information & Resources
http://www.parentcenterhub.org/repository/improve-parent-professional-communication/

Accessing Parent Groups – Center for Parent Information & Resources
http://www.parentcenterhub.org/repository/parentgroups/

National PTA Standards for Family-School Partnerships Implementation Guide
http://www.pta.org/national_standards.asp

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Section 2: Types of Groups

Questions

• What are the different functions of groups and member roles?
• What is a...
  • Governing group?
  • Advisory group?
  • Leadership group?
  • Planning group?
  • Evaluation group?
  • Practice group?
What Makes Decision-Making Groups *Unique*?

- Decision-making authority
- Issues
- Meeting structure
  - Formal? Informal?
- Data used
- Input and feedback
- Processes
- Membership
- History
- Time since formation
  - Diversity of perspectives
Member Roles

https://youtu.be/LmWiBnGkWww
Types of Groups

What is an evaluation group?
Although all groups should spend time evaluating their work together, some groups exist primarily to evaluate the work of others. These groups usually measure the work of large organizations, publicly funded agencies, or large projects.

Activities of an Evaluation Group:
- Create an action plan to explain the steps the group will use to collect, analyze, and report their evaluation results.
- Collect data to measure something and may come from many sources including numbers, surveys, samples and interviews.
- Display data like graphics, pictures and stories to help the data make sense.
- Analyze data, sometimes called 'interpretative analysis', by asking questions about data and looking for patterns.
- Report results by writing a report to explain what was learned, its conclusions and its recommendations for change.
- Focus monitoring: sometimes called 'continuous improvement,' to pay attention to the quality of services for families and children.

Examples: formal stakeholder groups, service improvement teams, focused monitoring

Leadership Roles: Usually led by a paid staff person or professional.
Other Roles: interviewer, assessor, evaluator, family member, consumer or community representative.
Length of Service: Voluntary or paid staff, could be permanent or only until their work is complete.

Putting It Into Action
The school district implemented a new high school class schedule one year ago. The school board appointed a group of people to evaluate the implementation of the new schedule. The group was made up of administrators, school staff, parents, and students. Some of the activities the High School Schedule Review Group did were to survey teachers, parents, and students, conduct focus groups, and review data on overall student achievement. They analyzed the results, compiled a report and presented their findings to the school board for their information and to consider if there’s a reason to change or modify the schedule.

Remember...
Data can be useful when groups want to measure activities or show results.
Functions of Groups

- Governing
- Advisory
- Leadership
- Planning
- Evaluation
- Practice
Governing

Activities
- Establish by-laws
- Govern an organization
- Develop policies
- Establish goals
- Communicate with the public & funding sources
- Employ & evaluate executives
- Negotiate with employee groups
- Allow for community participation

Examples
- State or Local School Board
- City Council/Town Council
- Taskforce on Child Abuse and Neglect
- Tribal Council
Advisory

Activities

- Represent a broader group of people
  - Seek out the views of those affected
- Advise on needs
- Bring awareness to issues
- Help develop action plans
- Make recommendations
- Serve as a resource

Examples

- Committee/workgroup
- Advisory Panel
- HMO Advisory
- Title V Advisory Group
- Medicaid Advisory Group
Leadership

Activities

- Initiate awareness of an emerging or systemic issue
- Collectively work on targeted issues
- Conduct listening sessions and public forums
- Actively plan and implement strategies
- Attract a collective voice
- Monitoring entities (watchdog)

Examples

- Associations/Organizations/Coalitions
- School improvement teams
- Community of Care Consortium for CYSHCN
- Initiatives/grants
Planning

Activities

- Research and study a specific issue
- Assess needs and develop priorities
- Make recommendations
- Design information and conduct training
- Develop or select a curriculum
- A channel for communication and feedback
- Plan and carry out an activity

Examples

- Committee
- Workgroup
- Action team
- IFSP/IEP team
- Shared Plan of Care team
Evaluation

Activities
- Create an action plan
- Collect, display, and analyze data
- Report results
- Continuous monitoring for progress and improvement

Examples
- Formal stakeholder groups
- Service improvement teams
- Focused monitoring
Practice

Activities
- Provide a structure to communicate, learn, & act
- Continually reach out to others
- Create opportunities for networking & sharing
- Enhance participation and connections
- Discuss emerging or systemic issues
- Promote interagency connections
- Share information and solutions
- Promote the spread of best practices

Examples
- A learning circle
- A community of practice
Section 2 Resources

Shared Work website
www.sharedwork.org

Guidelines for Establishing Family Advisory Boards

Serving on Boards and Committees

IDEA Partnership – Practice Groups
Section 3: Processes Groups Use

Questions

• What are the principles that guide group practices?
• What are important processes groups use?
Guiding Principles of Shared Decision-Making

- Equal Partners
- Collaboration
- Shared Responsibility
- Representation
- Shared Vision
- Information Sharing
- Producing Results
Guiding Principles

Example

Equal Partners
All ideas, concerns, and questions are heard and are valued.

Collaboration
Everyone works together to come up with a plan.

Shared Responsibility
Everyone does their part to support the child’s learning at school, home, and in the community.

Representation
Anyone working with the child or representing the child’s best interest is present.

Information Sharing
The same information is given to all so all are able to make a well-informed decision.

Shared Vision
All want the child to be healthy, happy, and successful.

Producing Results
Child makes progress.

504/IHP Plan
Helpful Reminders:

Start with the end in mind
  - Focus on Outcomes

Work towards positive results
  - ✅ = Celebrate and publicize the success
  - ⬇️ = Go back and make adjustments
Processes Groups Use

1. Information Gathering
2. Goal Setting
3. Planning
4. Collaboration
5. Evaluation
6. Reaching Agreement
1. Information Gathering

- Brainstorming
  - Ideas
- Data
  - Numbers
  - Facts
- Focus Group
  - Perspectives
  - Stories

Prioritize Issues
2. Goal Setting

What does the group want to see happen?

Helpful Tools to Set Direction

- Vision Statement
- Mission Statement
- S.M.A.R.T. Goals
  - Specific
  - Measurable
  - Attainable
  - Realistic
  - Timely
3. Planning

Who will do what, by when and in what order?

Helpful Tools to Reach Goals

- Action Plan
  - Logic Models
  - Schedules
  - Strategy Charts

a goal without a plan is just a wish
- Antoine de Saint-Exupéry
Logic Model Example
Family Vacation

**INPUTS:**
- Family members
- Budget
- Car
- Camping equipment

**OUTPUTS:**
- Drive to park
- Set up camp
- Hike, swim, cook, play

**OUTCOMES:**
- Family members learn about each other
- Relationships & family bonds deepen
- Want to spend time together next year
Logic Model Example
4. Collaboration

Members working together toward a common goal.

Helpful Tools:

- Agreed Upon Expectations
- On-going Communication and Networking
- Neutral Facilitator
- Meaningful Activities
- Focused Training and Technical Assistance
4. Collaboration

If you want to go fast, go alone.

If you want to go far, go together.

-African proverb
4. Collaboration

Benefits

- More Involvement
- Better Relationships
- Greater Commitment
- Better Communication
5. Evaluation

- New information is compared to previously collected information
- Helpful Types of Evaluation

**FORMATIVE SUMMATIVE**

- **Monitor Progress**
- **Measure Final Results**
6. Process for Reaching Agreement

Voting
- Robert’s Rules of Order
  - A structured process
  - Making and Passing Motions

Consensus
- Discussion continues until all mutually agree
- Every member shares
- Key is compromise
Tips to Help YOU Personally be Effective

- Organize your information
- Keep in mind the group’s goals
- List priorities
- Keep track of where others stand on decisions
- Ask the leader to explain member roles
- Check in with your family-led organization on an ongoing basis
- Take notes
- Write down the results of your activities
Section 3 Resources

The Official Robert’s Rules of Order website
http://www.robertsrules.com/

Understanding Group Processes
http://leadership.uoregon.edu/resources/exercises_tips/skills/understanding_group_process

Logic Models
http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html

Vision Statements
http://mystrategicplan.com/resources/topic/vision-statements/

Mission Statements
http://www.missionstatements.com/

Leading by Convening
Section 4: Tools Groups Use

What are helpful tools groups use?

- Meeting Facilitator/Leader
- Ground Rules
- Agenda
- Meeting Minutes
- Written Guidance
- Open & Closed Sessions
Meeting Facilitator/Leader

- Keeps discussions on track and on time
- Makes sure everyone is able to share

Ground Rules

- Creates an atmosphere where thoughts and perspectives can be openly shared
Agenda

A roadmap for the meeting
• Only include items to be discussed at the meeting
• Created by leader or executive committee

The Opening
• Welcome and introduce participants
• Set the tone and pace
• Review and approve agenda
• Review minutes from previous meeting

Discussions & Decisions
• Keep the group on task
• Assess the group’s interest level
• Discuss old & new business
• Make decisions
• Provide feedback
• Enforce ground rules

The Conclusion
• Identify next steps & future agenda items
• Announcements
• Evaluate the meeting
Meeting Minutes

- Summary of the meeting
- Records decisions and actions
- Typed and distributed
- Previous meeting minutes may be approved at the next meeting

- Reminder: Still take your own notes!
Meeting Time Management

If meetings continue to run over time, you may ask the group:

- Is the agenda too full?
- Do ground rules need to be established?
- Does there need to be a ‘time keeper’?
- Does more time need to be scheduled for meetings?
Written Guidance

Helps individuals interact with the group

- May include:
  - Bylaws
  - Policies
  - Procedures & Protocols
  - Compacts
Open vs. Closed

Open Meetings
- Open to ANYONE
- Public is invited to LISTEN to group’s discussion
- Public may share their views on the topics
  - Refer to written guidance regarding public participation

Closed Sessions
- Used when not appropriate for non-members
- Topics that should be in closed sessions:
  - Personnel Issues
  - Confidential Information
Common Reasons for Unproductive Meetings

- Participants aren’t prepared
- No agenda in advance
- Group doesn’t follow agenda
- Not everyone considers themselves “participants”
- Data is lacking or decisions made not based on data
- No action items are highlighted
- No timelines or deadlines
- No follow-ups
Section 4 Resources

Taking Good Meeting Notes
http://www.effectivemeetings.com/meetingbasics/minutes.asp

Mind Tools On-line training articles on problem solving, decision making, and practical creativity
http://www.mindtools.com/pages/article/newTMCC_00.htm

Policies and Procedures

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Section 5: Tips & Strategies for Groups

What makes effective meetings?
What improves group dynamics?
What is two-way communication?
Tips for Effective Meetings

- Be prepared as a group
- Start and end on time
- Have the information needed to make decisions
- Make sure you are not missing someone who is critical to the discussion
- Follow a meeting agenda
Improve Group Dynamics

Internal group strategies can include:

- Have members get to know one another
  - Share experiences & opportunities
  - Use “ice breakers”
  - Allow time for cultural connections
- An orientation for new members
- A refresher for all current members
- Provide training & mentorship
- Give group’s background information & history
What is culture?

A way of life by a group of people

Equity Alliance at ASU
Culturally Responsive Family Engagement

- Latino Learning Modules “What is Culture?”

https://www.youtube.com/watch?v=15jdTQlr7j4
### Cultural Reciprocity & Cultural Humility

**Cultural competence** can include:
- mandates
- laws
- rules
- policies
- standards
- practices
- attitudes

**Cultural Humility/Cultural Reciprocity** is a process and a lifelong commitment to self-evaluation and critique to improve relationships and outcomes.
Understand Cultural Norms

- Keep learning about the unique cultural values and beliefs of all members
- Recognize and honor racial and ethnic variations
- Provide trained interpreters
- Limit the use of jargon
- Encourage members to mentor one another
- Utilize cultural liaisons/cultural brokers
- Understand your own cultural norms, practices, & beliefs & how they affect interactions
Alone we can do so little; together we can do so much.

-Helen Keller
Two-Way Communication

External strategies can include:
- Town meetings
- Public listening sessions of local, state, or national agencies
- MCHB Block Grant hearings
- ‘Breakfast with the Policymaker’
- Policy forums
  - Health, education, disability, etc.
Section 5 Resources

Techniques for Improving Meeting Effectiveness
http://www.effective meetings.com/
Running Effective Meetings and Facilitating Groups (2002)
http://sabes.org/resources/facilitationguide.pdf
Facilitating Groups to Drive Change (B. Buechel)
http://www.imd.ch/research/challenges/TC069-08.cfm

National Center for Cultural Competence
http://nccc.georgetown.edu/
Cultural reciprocity
http://eric.ed.gov/?id=ED400251

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Section 6: Using Data as Information

What is data?
How do we use data everyday?
How can I learn more about data that groups use?
What are the stages of data use?
How are data going to be used?
What is Data?

Data...
- Is factual information
- Helps groups make decisions
- Must be:
  - Reliable
  - Valid
  - Accessible
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
Stages of Data Use

1. Planning & Preparing to Use Data
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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
Stages of Data Use

1. Planning & Preparing to Use Data
2. **Collecting Data**
3. Organizing Data
4. Analyzing Data
5. Developing Hypotheses & Making Recommendations
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Stage 2: Collecting Data

Answer questions to make an informed decision and act.

Data from Providers
- Child/youth status Data
- Demographic Data
- Stakeholder Perception
- Process Data

Families & family organizations as Data Sources
- Surveys
- Focus Groups
- Participants or Attendees
- Perception Data
Stages of Data Use

1. Planning & Preparing to Use Data
2. Collecting Data
3. **Organizing Data**
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Stage 3: Organizing Data

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

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

Youth 20-24 Neither Enrolled in School Nor Working

- Less than HS: 48%
- HS diploma: 32%
- Some college: 10%
- Bachelor’s degree +: 10%

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

- White: 60
- Black: 40
- Hispanic: 20
- Asian: 10
- Nativ: 80
- 2+: 20
Stage 3: Organizing Data

**Triangulated Data:**
Use of multiple independent sources of data to establish the truth & accuracy of a claim.

- Essay
- Extracurricular Activities
- High School Grades
- Interview
- ACT/SAT Scores
- Application
- References
- College Admissions
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?
Stage 3: Organizing Data

A Snapshot in Time

What led to your decision to choose our Medical Center for today's visit? (Choose as many as apply).

- Doctor participates in my insurance plan, 34, 28%
- Another doctor, 47, 38%
- Friend, family, associate, 22, 18%
- Mail-out imitation, 2, 2%
- Yellow Page Ad, 1, 1%
- Close to home or office, 9, 7%
- Referral service, 2, 2%
- Other, 5, 4%
Stages 3: Organizing Data

Health Care Expenditures by Source of Funds Through the Decades

Produced by: Veronique de Rugy, Mercatus Center at George Mason University
Stages 3: Organizing Data

Figure 3. Percentage of children aged 6–17 years with special health care needs and autism spectrum disorder who currently use selected health care services, by age: United States, 2011

<table>
<thead>
<tr>
<th>Service</th>
<th>Age 6–11 years</th>
<th>Age 12–17 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral intervention or modification</td>
<td>40.2</td>
<td>38.9</td>
</tr>
<tr>
<td>Occupational therapy</td>
<td>51.3</td>
<td>51.3</td>
</tr>
<tr>
<td>Social skills training</td>
<td>60.1</td>
<td>57.3</td>
</tr>
<tr>
<td>Speech or language therapy</td>
<td>68.4</td>
<td>44.9</td>
</tr>
<tr>
<td>At least one of eight health care services (see &quot;Definitions&quot;)</td>
<td>91.1</td>
<td>84.2</td>
</tr>
<tr>
<td>Three or more health care services (see &quot;Definitions&quot;)</td>
<td>61.0</td>
<td>47.0</td>
</tr>
</tbody>
</table>

*Indicates a statistically significant difference (p < .05) between age groups.

NOTE: Access data table for Figure 3 at: http://www.cdc.gov/nchs/data/hestats/tables07/0115.pdf.

SOURCE: CDC/NCHS, Survey of Pathways to Diagnosis and Services, 2011.
Stage 3: Organizing Data

Tips to Validate the Findings

To make sure the data are sound:
- Use trusted sources
- Follow-up with questions
- Use different ways of gathering data
- Ensure everyone agrees and accepts the findings
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 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
- Electronic health records
Stage 4: Analyzing Data

Terms when Working with Numbers

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

**January Reading Scores**

- Mean = 817.3
- Median = 825
- Mode = 880
- Range = 665

**Student A’s Reading Scores**

- Outlier
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 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
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 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!
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 7: Displaying & Sharing Results

Sharing Results

- Make Sure the Report is:
  - Appealing
  - Accessible
  - Accurate
  - Audience-specific

- Be Fair and Objective
Stage 7: Displaying & Sharing Results

Sharing Results

- Know the Purpose of your Report
  - Does it need to provide information?
  - Is it to raise awareness?
  - Will it be used to make decisions?

- Know your Audience
  - What do they already know about the topic?
  - Do they need the big picture or lots of details?
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
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 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
Stage 8: Continuous Monitoring for Progress & Improvement

Process Begins Again

Ask yourself:

- To what extent has the initial question been answered?
- What new concerns or questions have come up?
- Which factors are clearly understood and which ones need more data?
- Has the situation improved?
Review

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
Tool for Using Data

Understanding Data as Information

Understanding Data

Stage 5: Developing Hypotheses & Making Recommendations (page 46)

Stage 6: Creating an Action Plan (pages 49-50)

Stage 7: Displaying & Sharing Results (pages 50-51)

Stage 8: Analyzing Data (pages 45-47)

Stage 9: Organizing Data (pages 40-44)

Stage 10: Collecting Data (pages 30)

Stage 11: Planning & Preparing to Use Data (page 36)

Stage 12: What is the question you start out with?

Stage 13: What conclusions are you basing your data on?

Stage 14: Other questions do you have now?

Stage 15: What will be included in recommendations for your action plan?

Stage 16: How do you plan on achieving the goals?

Stage 17: How often does the data exist?

Stage 18: How are you sharing the data with (e.g., school staff, students, community members)?

Stage 19: How does the response to data?

Stage 20: How do you check how you’re doing? (e.g., Annual Report to Stakeholders)

Stage 21: How can your progress be communicated to stakeholders: (examples: monthly, quarterly, annually)
Section 6 Data Resources

Fact Sheet on Your Community
http://factfinder2.census.gov/
Data about Children in Your State
http://datacenter.kidscout.org/
U.S. Census Bureau Quick Facts
http://quickfacts.census.gov/qfd/
Disability Statistics
https://www.disabilitystatistics.org/
Disability Data Resources
https://www.dol.gov/odep/pubs/fact/data.htm
CDC Data
http://www.cdc.gov/ncbddd/disabilityandhealth/data.html
Data Resource Center for Child & Adolescent Health, a project of the Child & Adolescent Health Measurement Initiative (CAHMI)
http://www.childhealthdata.org

MCHB Title V Information Center
https://mchb.tvisdata.hrsa.gov
MCHB 6 Core Outcomes
NCES Kid's Zone
https://nces.ed.gov/nceskids/tools/
State Education Data Profiles
http://nces.ed.gov/programs/stateprofiles/
Post High School Survey Data
www.posthighsurvey.org
Making Student and School Data Accessible and Meaningful To Families (webinar)
https://admin.acrobat.com/_a17179333/p90826011/?launcher=false&fcsContent=true&pbMode=normal

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Section 7: The Role of Families on Groups

Where do I start?
What do I need to know about my role?
What do I need to know about the group?
What ways might I represent the perspective of other families?
How might family organization(s) help?
What ways might I share my family story?
The Group

Learn about:
- Mission, Purpose, & History
- Style of leadership
- Priorities and goals
- Structure
- Decision-making process

Reminder...
- Review past meeting minutes
- Attend a meeting before joining
The Group

Important to understand....

- How the group’s work fits into the work of the larger organization
- The process and timeline for getting things done
- Remember: Be patient and don’t give up!
Resource

*Page 63: What Information Do I Need to Know About the Group?

**Uses:**
- Learning Tool
- Reflection
- Assessment
- Mentorship
Your Role on the Group

- Connect with past representative
- Connect with family-led organization(s)
- Ask for a mentor
- Come prepared
- Ask for group’s written guidance
- Inquire about attendance support
- Plan introduction carefully
Resource

*Page 65:
Sharing Your Family Story

Answer the questions:

- Who are you?
- What brings you to the group?
- What will YOU bring to the group?
Best Ways to Represent Others

Welcome Input
- Create a brief survey
- Go where the families are
- Connect with family organizations

Be Accessible
- Attend meetings in the community
- Provide contact information
- Seek out and support involvement

Communicate
- Write and post summary reports
- Be the link between families and the group
Section 7 Resources

Family Voices National Center for Family Professional Partnerships
http://www.fv-nctpp.org/
National Center for Parent Leadership, Advocacy and Community Empowerment
http://www.parentsatthetable.org/
Fostering Parent & Professional Collaboration – Center for Parent Information & Resources
http://www.parentcenterhub.org/repository/improve-parent-professional-communication/
Accessing Parent Groups – Center for Parent Information & Resources
http://www.parentcenterhub.org/repository/parentgroups
EPIC – Every Person Influences Children
http://www.youtube.com/watch?v=BI4rqX_F69c
Guidelines for Exploring Interagency Opportunities ACTion Sheet
From Experience to Influence: The Power of a Parent’s Story ACTion Sheet
Recruiting Families- Institute for Family-Centered Care
http://www.familycenteredcare.org/advance/topics/med-recruit.html
National Parents Council Primary - The Board of Management in Your Primary School: A Guide for Parents
Local Interagency Team Parent Representative brochure – Vermont

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Section 8: Skills for Serving on Groups

What skills will help me...

• prepare for a meeting?
• participate in a meeting?
• follow-up after the meeting?
• deal with conflict?
• facilitate a meeting?
Prepare for a Meeting

Tips:
- Keep a calendar
- Read the agenda & additional items
- Review past meeting minutes
- Organize your thoughts
- Keep learning
Participate in a Meeting

- Attend all meetings
  - If unable to attend:
    - Let leader know ahead of time
    - Make sure to get notes or meeting minutes
- Take and keep notes
- Learn the lingo
- Try new roles
- Be a mentor
- Listen for understanding
Follow-Up after a Meeting

Tips:
- Refer to your notes
- Stay organized
- Use technology
- Review written guidance
- Reflect on what was learned
- Connect with mentor
- Touch base with family organization
- Review data
- Keep learning
Dealing with Conflict

Tips:
- Keep an open mind
- Use “I” statements
- Don’t take things personally
- Ask questions
- Stay focused on the topic
- Focus on solutions
- Take a break
- Remember the group’s purpose

Honest disagreement is often a good sign of progress.
(Mahatma Gandhi)
Resolving Conflict

Tips:
- Pay attention to interests
- Listen first; talk second
- Good relationships are a priority
- Keep people and problems separate
- Set out the facts
- Explore options together
Facilitate a Meeting

Common strategies for good facilitation:

- Makes everyone feel comfortable, welcomed, and valued
- Encourages participation
- Prevents and manages conflict
- Listens and observes
- Clarifies group discussions
- Supports quality decisions
- Ensures outcome-based meetings
- Recognizes and appreciates contribution
Creating Agreement Collection
http://www.ideapartnership.org/component/content/article/article.html?id=1490

Developing Facilitation Skills Toolkit
http://ctb.ku.edu/en/tablecontents/sub_section_main_1154.aspx

Ideas for preparing and leading meetings
http://www.effectivemeetings.com/

Meeting Guru – Solving Meeting Dilemmas
http://www.effectivemeetings.com/guru/solution_index.asp

Conflict Resolution: Resolving conflict rationally & effectively

Planning and Structuring Effective Meetings - Skills You Need
http://www.skillsyouneed.com/ips/meetings.html

Forming, Storming, Norming, Performing: Team Stages Model - YouTube Video
https://www.youtube.com/watch?v=nFE8IaoInQU

Understanding the Stages of Team Formation
http://www.mindtools.com/pages/article/newLDR_86.htm
Where to Go From Here?

To learn about **personal** skills for serving on a decision-making group, check out:

- **Section 1**: Opportunities to Get Involved
- **Section 2**: Types of Groups
- **Section 6**: Understanding Data as Information
- **Section 7**: Role of Families
- **Section 8**: Skills for Serving on Groups

To learn about **group** skills for serving on a decision-making group, check out:

- **Section 2**: Types of Groups
- **Section 3**: Processes Groups Use
- **Section 4**: Tools Groups Use
- **Section 5**: Tips & Strategies for Groups
- **Section 6**: Understanding Data as Information
For more information, explore:
www.servingongroups.org
For more information on NCFPP:

- [www.familyvoices.org/ncfpp/](http://www.familyvoices.org/ncfpp/)
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Please remember to complete the evaluation!

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