



Serving on Groups That Make Decisions: A Guide for Families

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



TRUE LEADERS
DON'T CREATE
FOLLOWERS,
THEY CREATE
MORE LEADERS

Leaders become great, not because of
their power, but because of their
ability to empower others.

~John Maxwell

www.gauraw.com

LEADERSHIP
IS ABOUT MAKING OTHERS
BETTER AS A
RESULT OF YOUR PRESENCE
AND MAKING **SURE**
THAT IMPACT LASTS IN YOUR
ABSENCE.

GREAT LEADERS DON'T
SET OUT TO BE A
LEADER...THEY SET OUT
TO MAKE A DIFFERENCE.
ITS NEVER ABOUT THE
ROLE-ALWAYS ABOUT
THE GOAL.

LisaHoisha.com

"If you want to build a
ship, don't drum up the
men to gather wood,
divide the work, and give
orders. Instead, teach
them to yearn for the vast
and endless sea."

— Antoine de Saint-Exupéry

COULDES QUOTES

ATTRACT
WHAT YOU
EXPECT.
REFLECT
WHAT YOU
DESIRE.
BECOME
WHAT YOU
RESPECT.
AND
MIRROR
WHAT YOU
ADMIRE.

BRIGHTONTHEDAY.COM

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

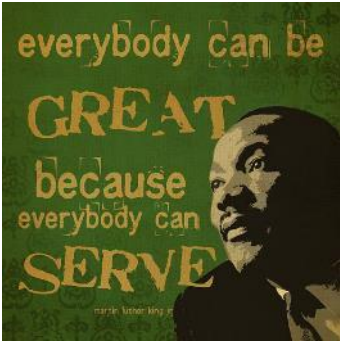
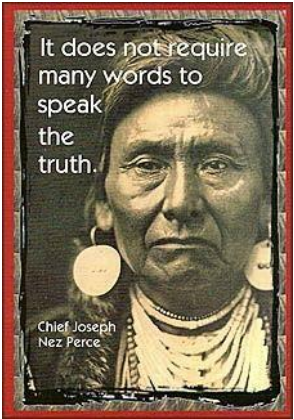
When we take turns doing the hard
tasks, when we encourage others, we
become stronger through shared
leadership.

VERYBESTQUOTES.COM

LEADERS WITH INFLUENCE

GIVE WHEN THEY DON'T HAVE TO.
CARE FOR OTHERS.
GROW CONTINUOUSLY.
LIVE AUTHENTICALLY.
EMPOWER OTHERS.
MANAGE HARDSHIP.
SERVE WITH HUMILITY.

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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

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.

It is important to match issues you care about to the decision-making group with the authority to address the issue. This guidebook will help you focus your efforts and take action.

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

RELATED RESOURCES
For more information about *research on family involvement*, visit:
<http://www.csis.fhu.edu/2009/>

For more information about *fostering parent & professional collaboration*, visit:
<http://www.parentcenterhub.org/repository/improve-parent-professional-communication/>

Families Ask Questions

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

"It 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."
-Courtney, 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 on various committees. Parents are represented on our committee looking at our "High School of the Future." Parents are also involved in the development of the District 2025 Strategic Plan."
-Robyn, school district administrator

Heading with a Focus Question & Objective

Informative Reading

Real-Life Examples

Facts to Consider

Additional Resources



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?

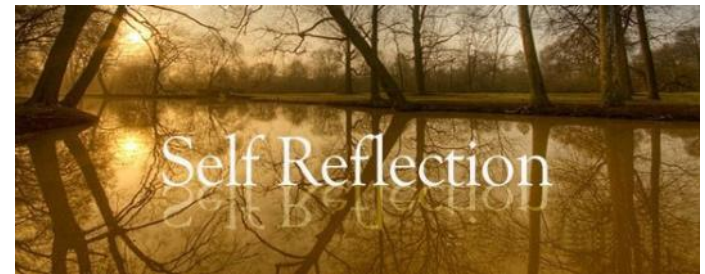
Steps

- Self-Reflection
- Awareness of Possibilities
- Options to Explore

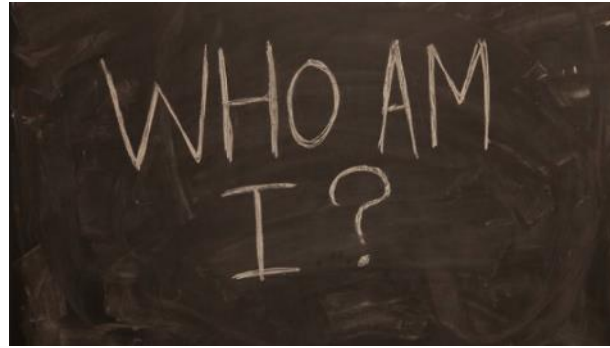


How can I get involved?

- **MAP Activity**



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?

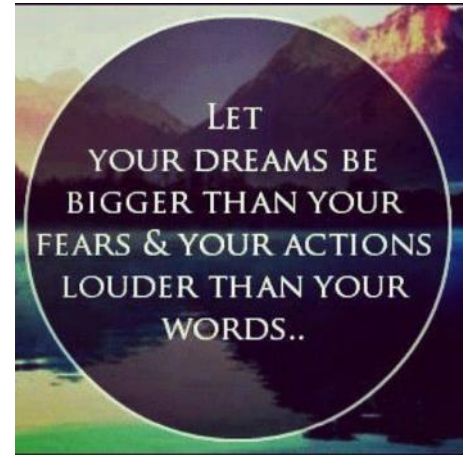


Step 4: Fears & Concerns

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-ncfpp.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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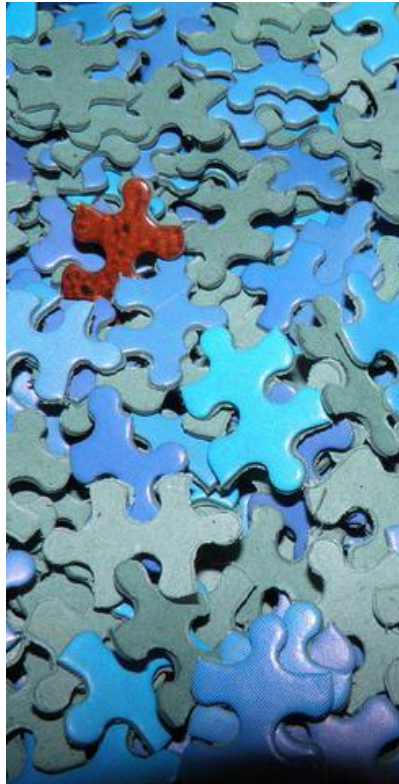
Section 2: Types of Groups

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



Responsibilities
are also different

<https://youtu.be/LmWiBnGkWww>

Sample Page

Definition

Activities

Examples

12

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 *'statistical 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

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

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.

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Leadership Roles

Other Roles

Length of Service

Putting It Into Action



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



Section 2 Resources

Shared Work website

www.sharedwork.org

Guidelines for Establishing Family Advisory Boards

ftp://ftp.hrsa.gov/mchb/training/documents/grantee_products/00_guidelinesforestablishing02.pdf

Serving on Boards and Committees

<http://www.nichcy.org/informationresources/documents/nichcy%20pubs/pa11.pdf>

IDEA Partnership – Practice Groups

http://www.ideapartnership.org/index.php?option=com_content&view=article&id=557:change-theory-organization-development-stakeholder-involvement-in-systems-change&catid=37:reports&Itemid=60





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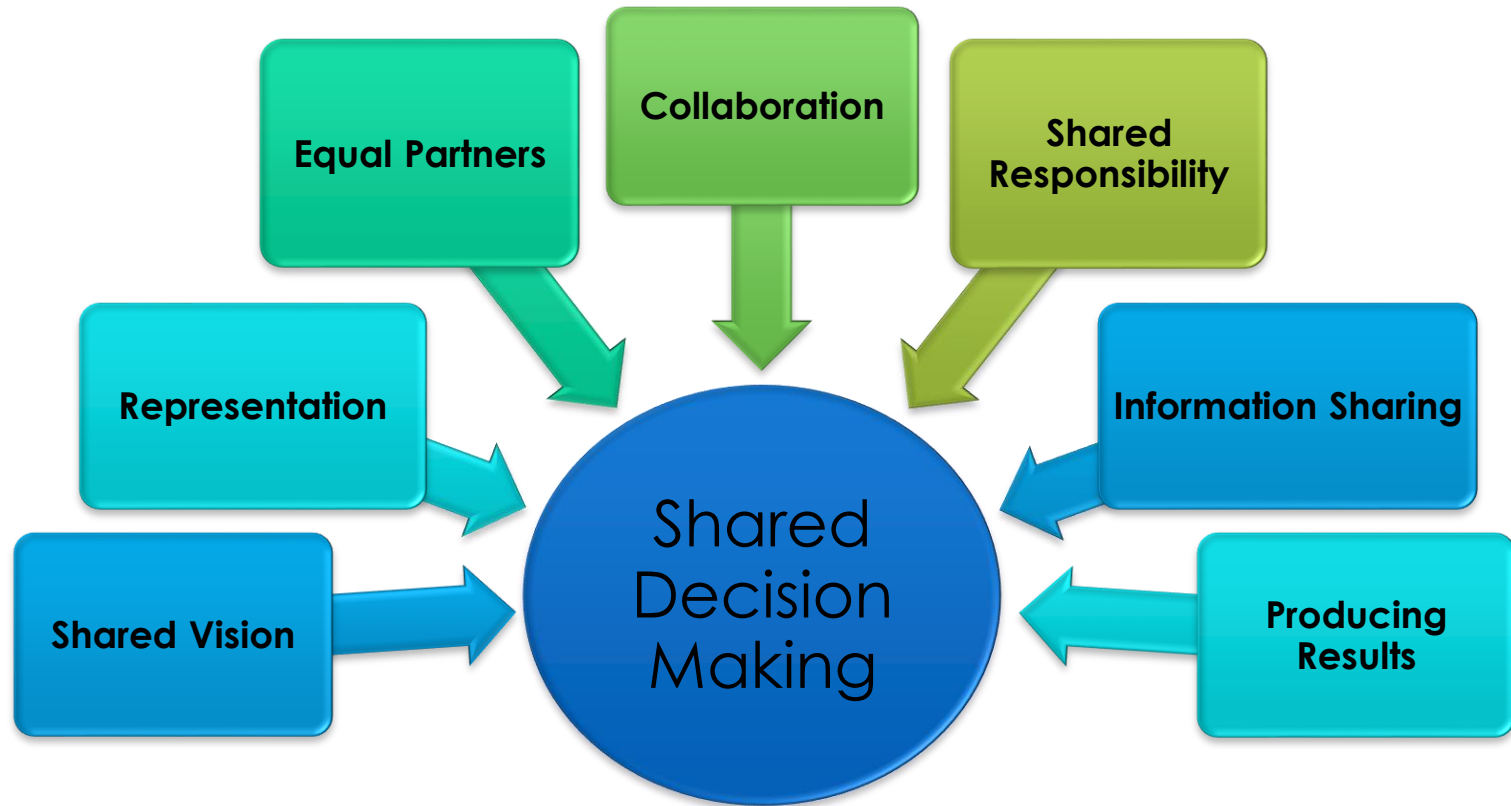
Section 3: Processes Groups Use

Questions

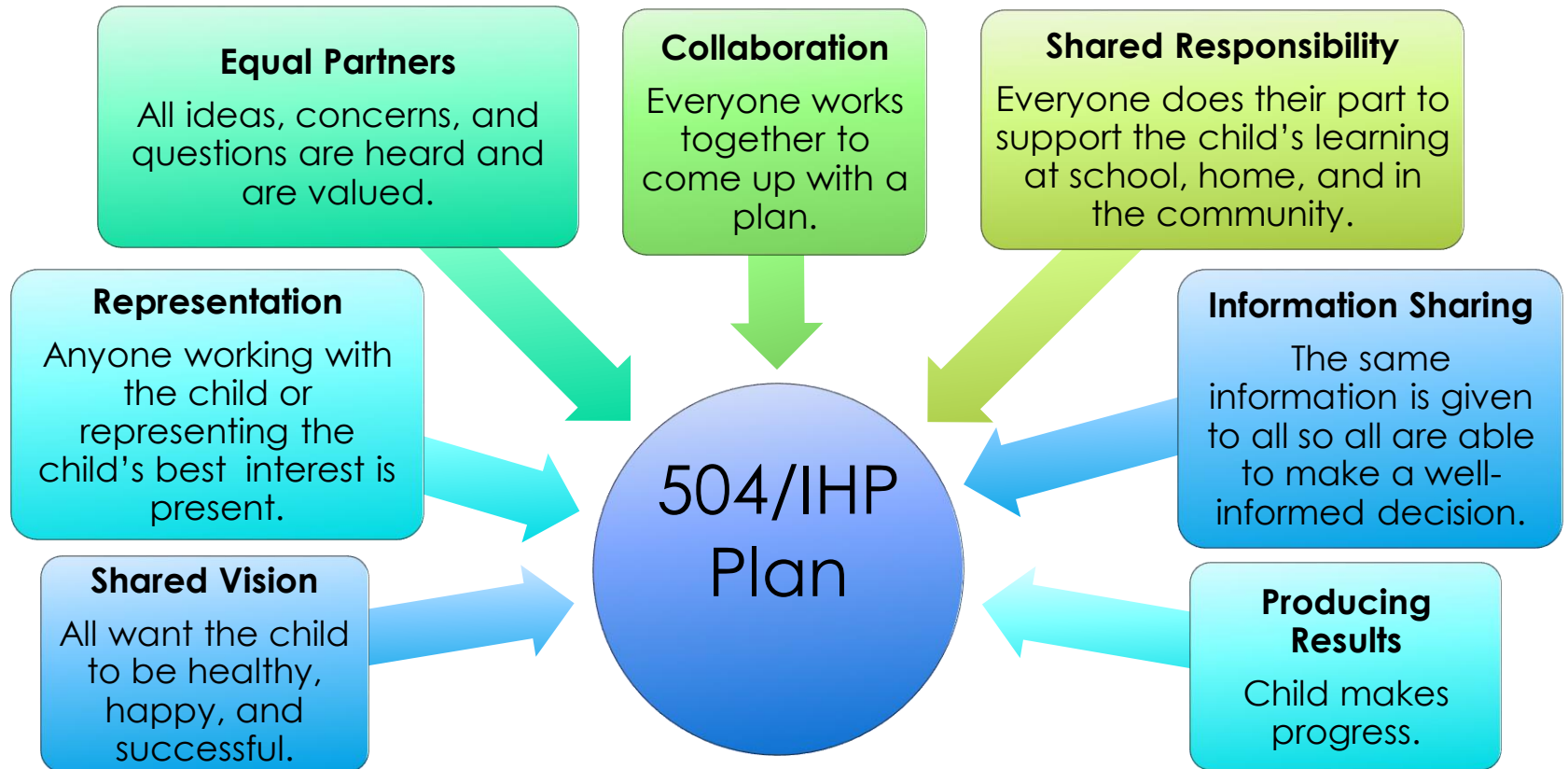
- What are the principles that guide group practices?
- What are important processes groups use?



Guiding Principles of Shared Decision-Making



Guiding Principles Example



Helpful Reminders:

Start with the end in mind

- Focus on Outcomes

Work towards positive results

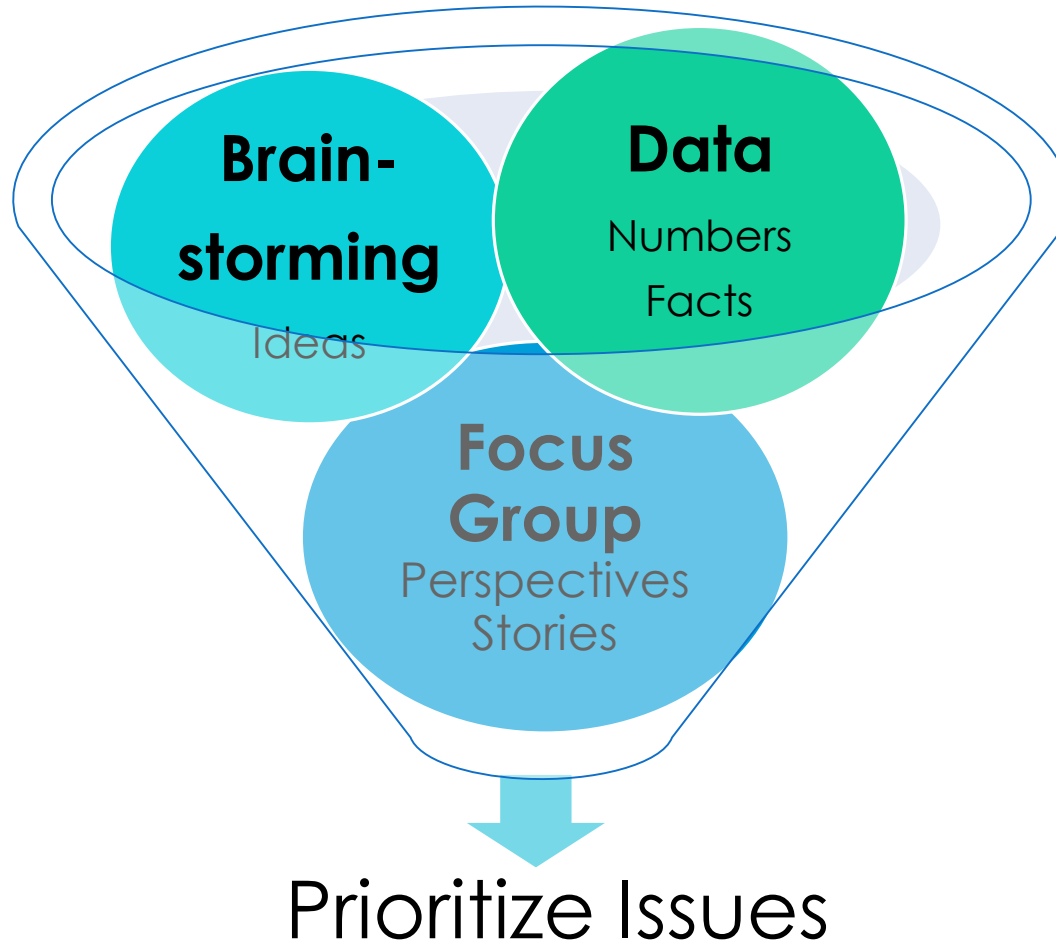
-  = Celebrate and publicize the success
-  = Go back and make adjustments



Processes Groups Use



1. Information Gathering



2. Goal Setting

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

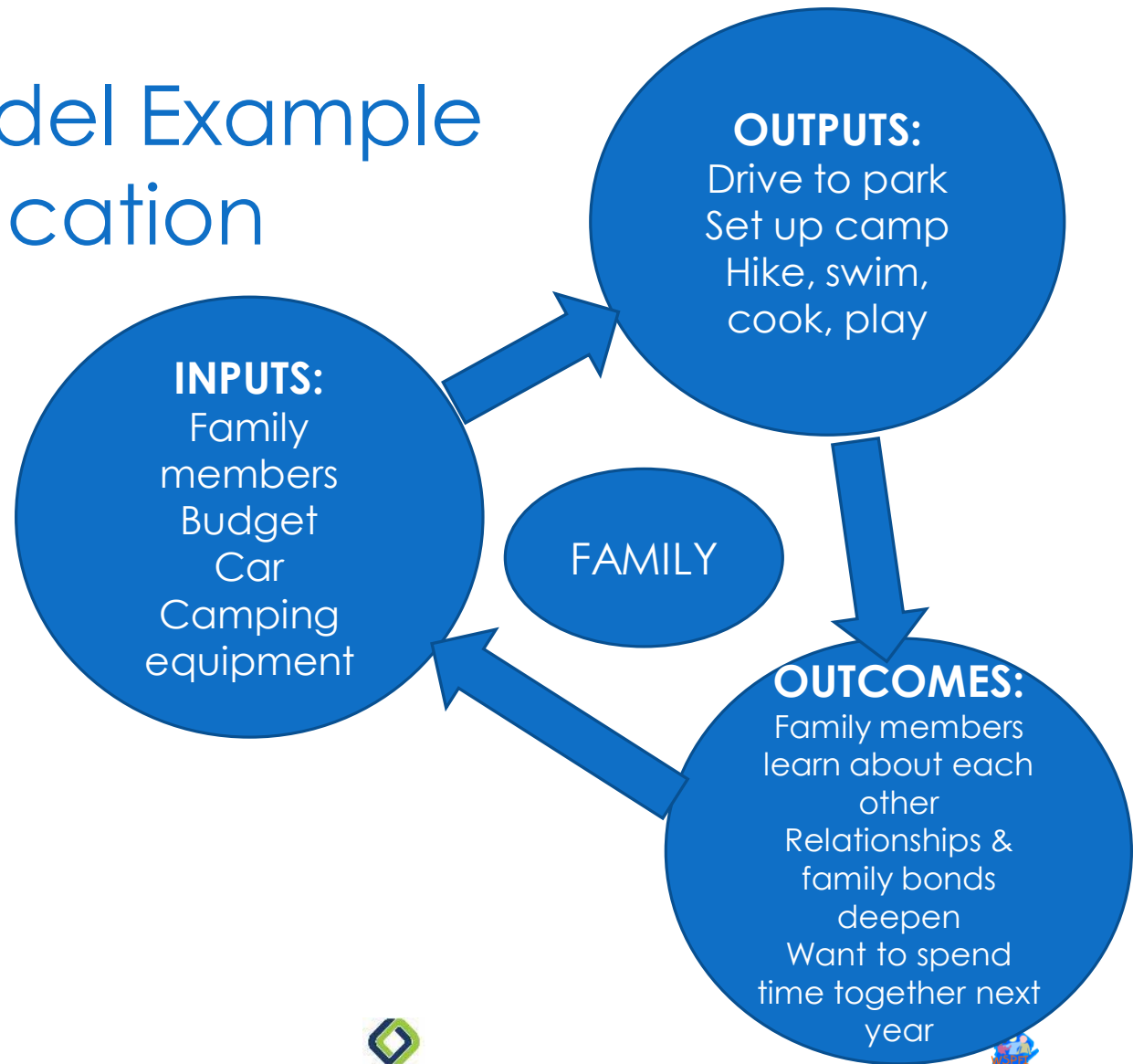
Who will do what, by when and in what order?

Helpful Tools to Reach Goals

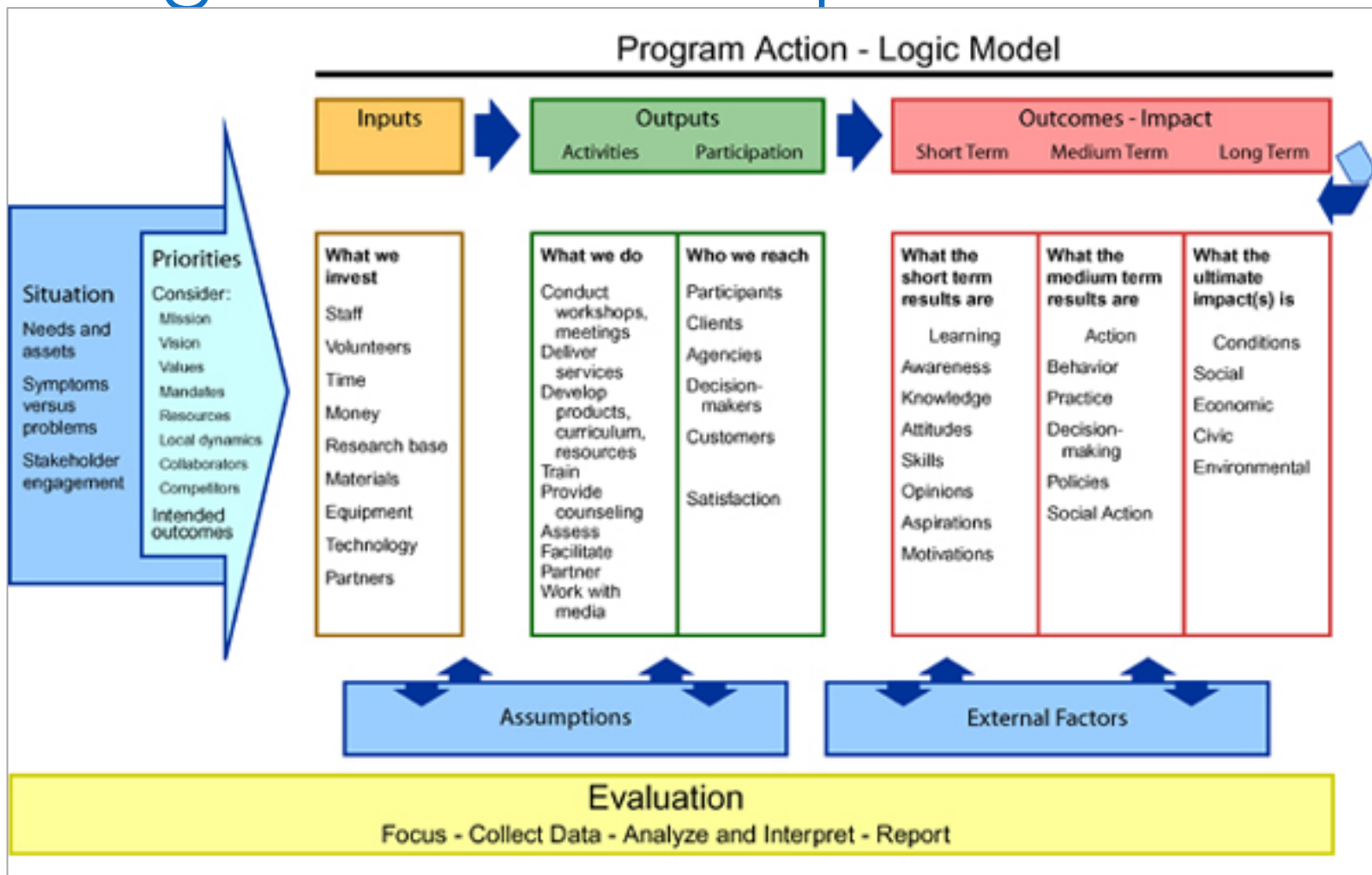
- Action Plan
 - Logic Models
 - Schedules
 - Strategy Charts



Logic Model Example Family Vacation



Logic Model Example



4. Collaboration

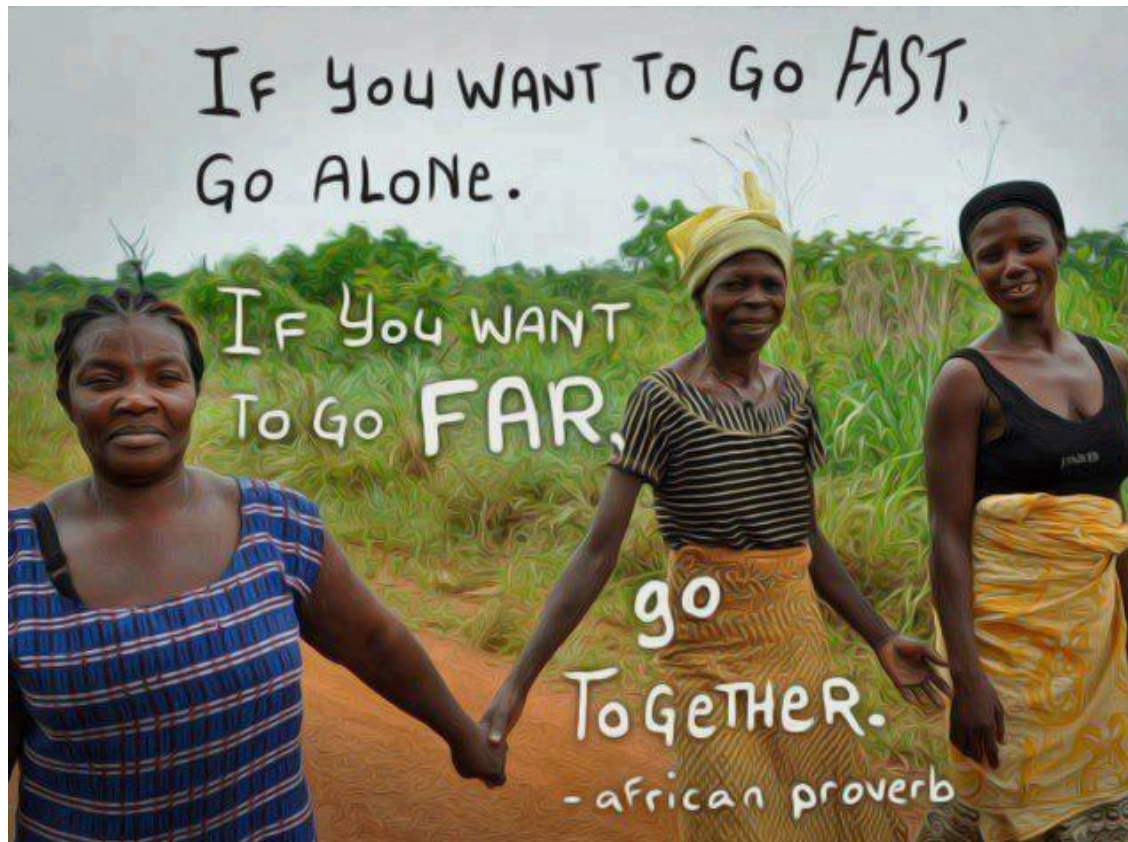
Members working together toward a common goal.

Helpful Tools:

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



4. Collaboration



4. Collaboration



- More Involvement
- Better Relationships
- Greater Commitment
- Better Communication

5. Evaluation

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

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

<http://www.ideapartnership.org/documents/NovUploads/Leading%20by%20Convening%20508.pdf>





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Section 4: Tools Groups Use



What are helpful tools groups use?

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

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/newTMC_00.htm

Policies and Procedures

<http://www.mycommittee.com/BestPractice/Committees/Policiesandprocedures/tabid/248/Default.aspx>





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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



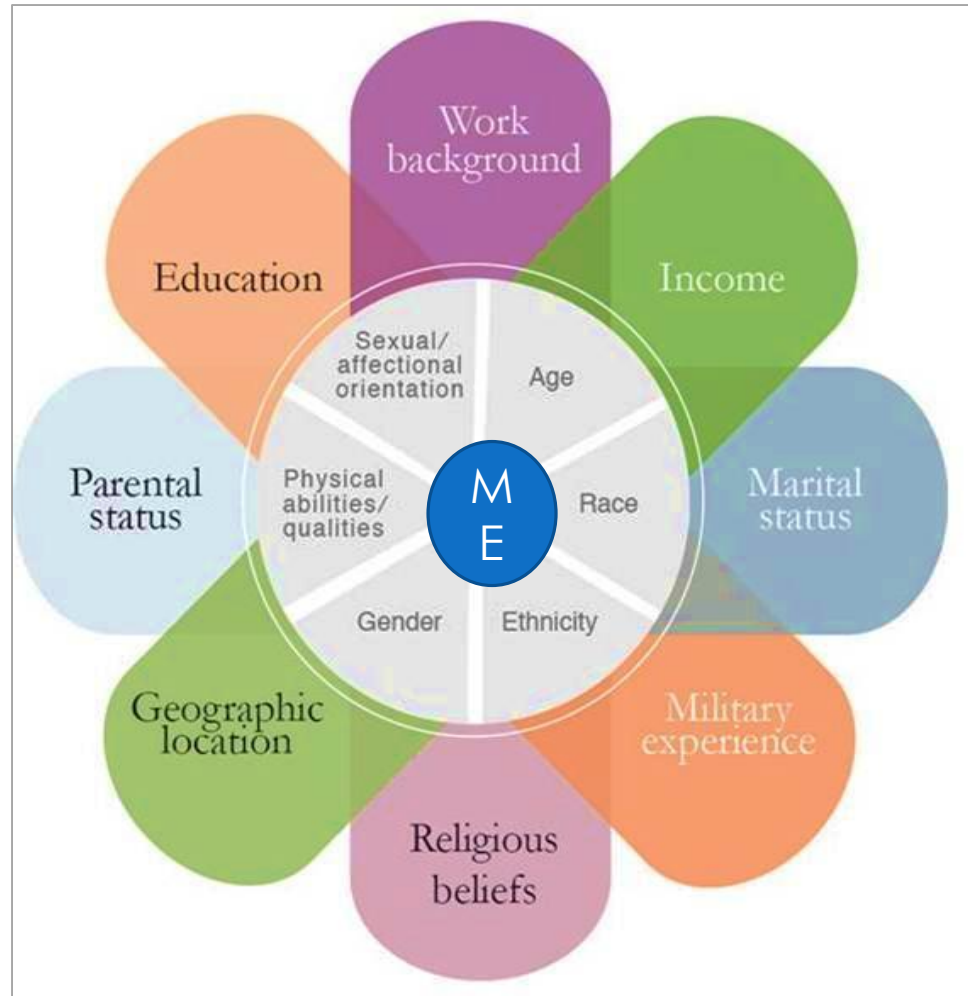
Internal group strategies can include:

- 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.

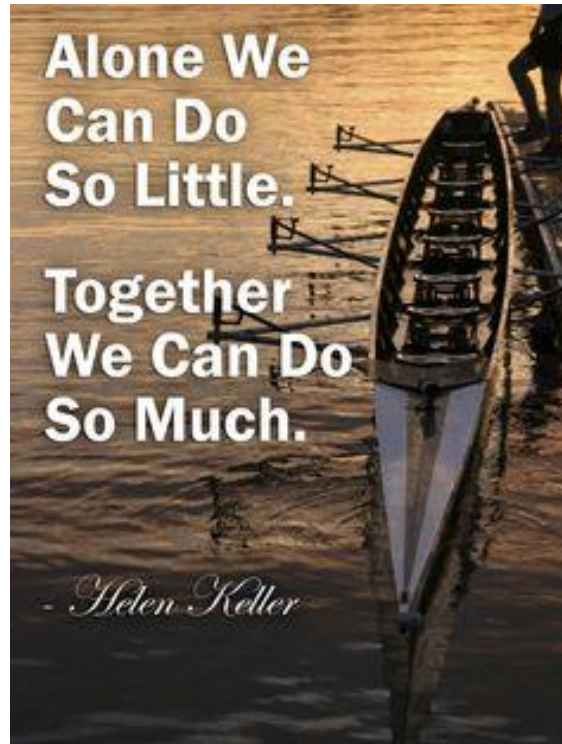


Understand Cultural Norms



- 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.effectivemeetings.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

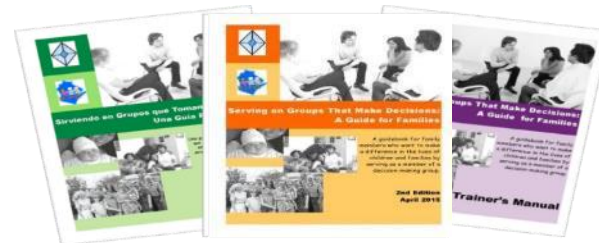
What is data?

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?



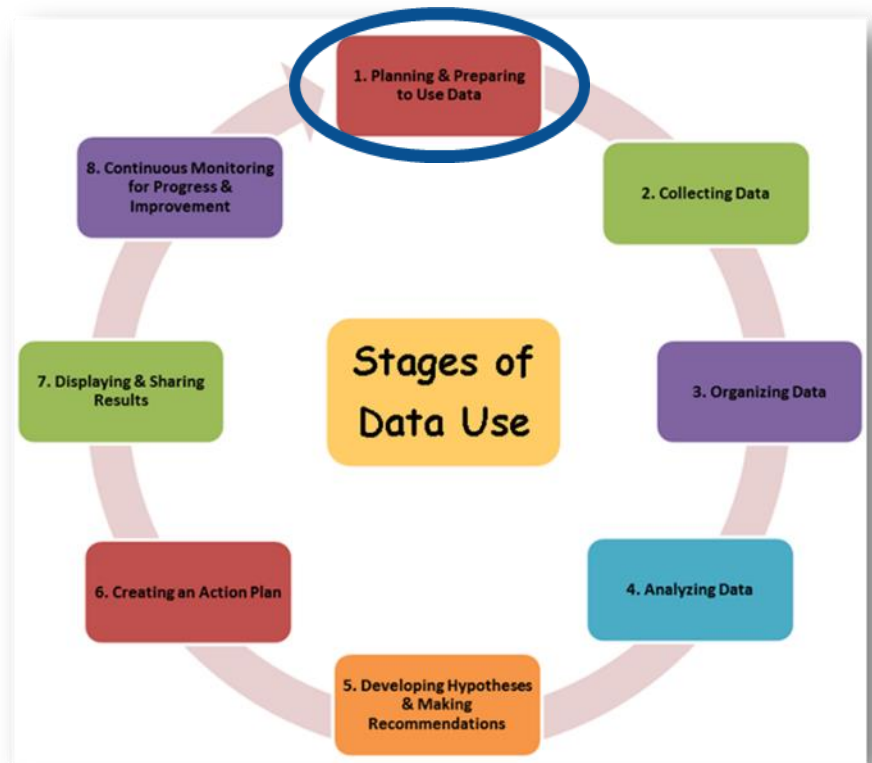
Stages of Data Use

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

What do we want to know?

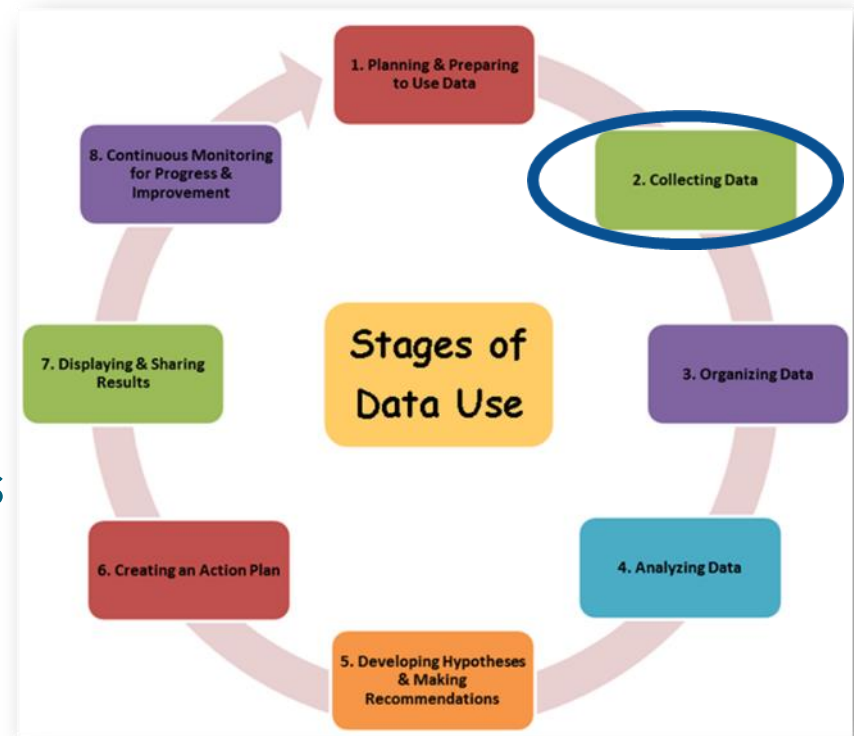
Tips

- 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
6. Creating an Action Plan
7. Displaying & Sharing Results
8. Continuous Monitoring for Progress & Improvement

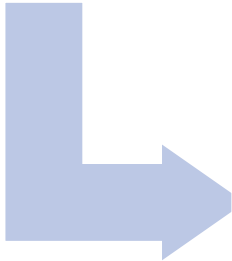


Stage 2: Collecting Data

Answer questions to make an informed decision and act.

Data
from
Providers

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



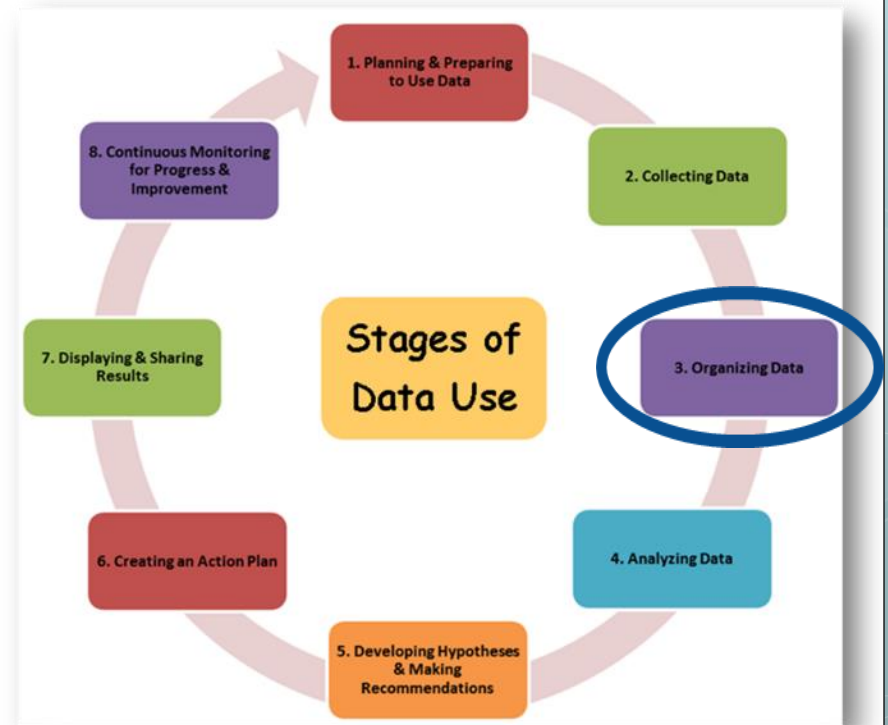
Families &
family
organizations
as Data
Sources

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



Stages of Data Use

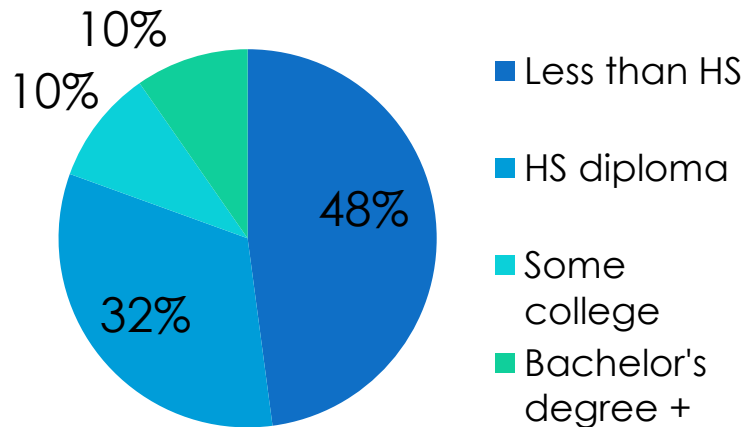
1. Planning & Preparing to Use Data
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Stage 3: Organizing Data

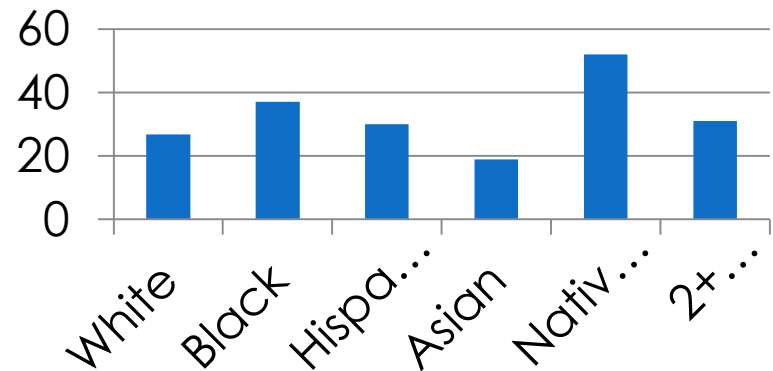
Aggregated Data:
a whole set of data
formed by combining
several parts

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



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

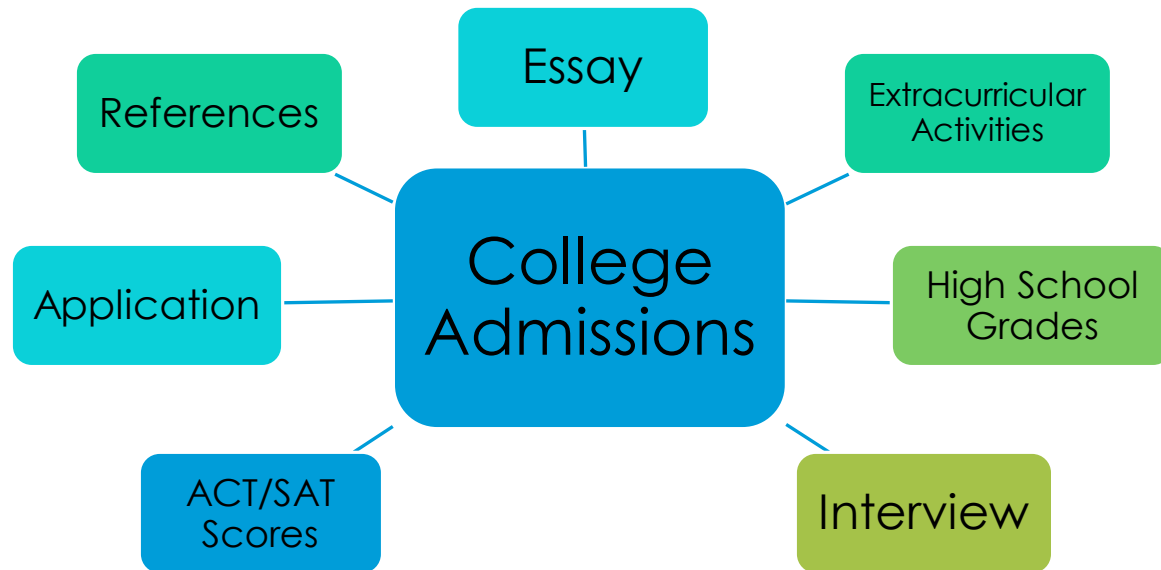
**Youth 20-24 Neither in School
Nor Working with HS Diploma
by Race/Ethnicity**



Stage 3: Organizing Data

Triangulated Data:

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

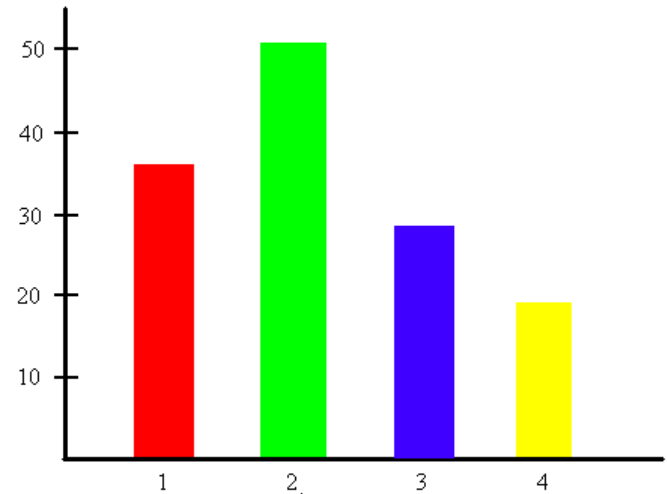


Stage 3: Organizing Data

Tips for Interpreting Graphs

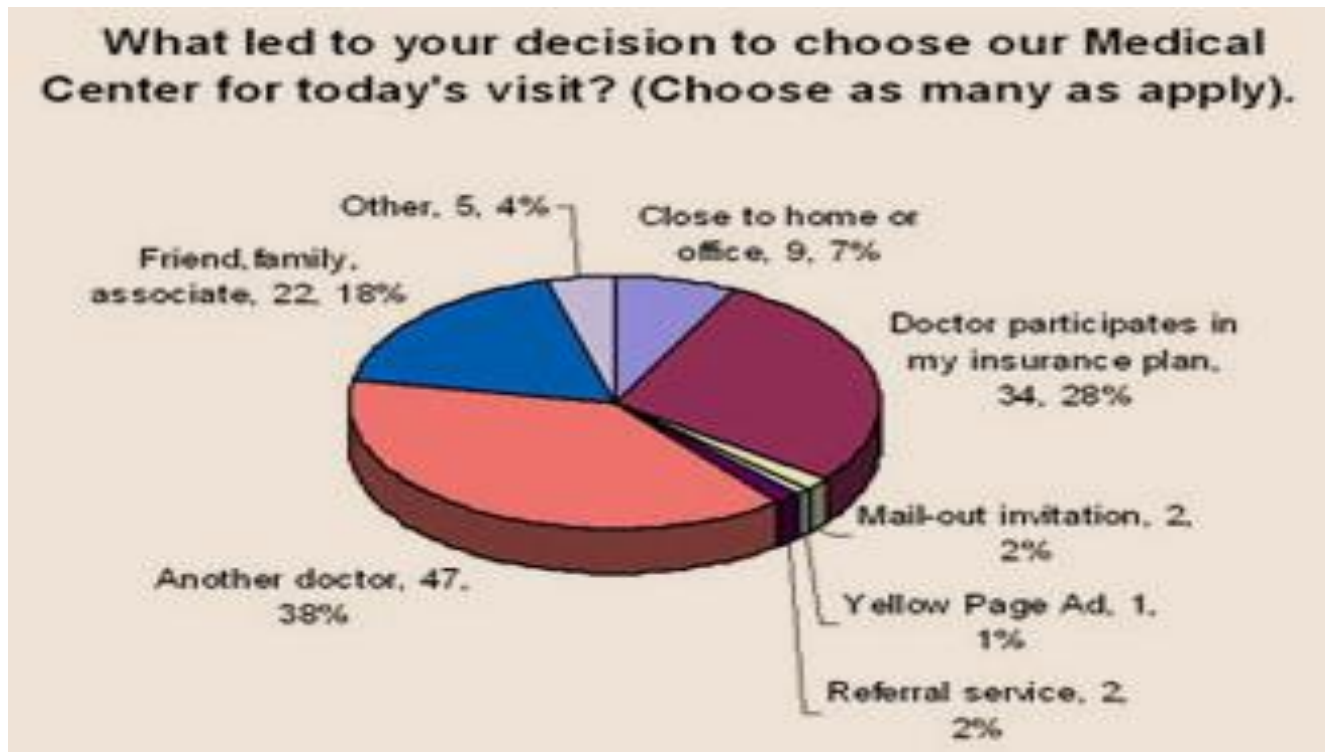
Read all labels.

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



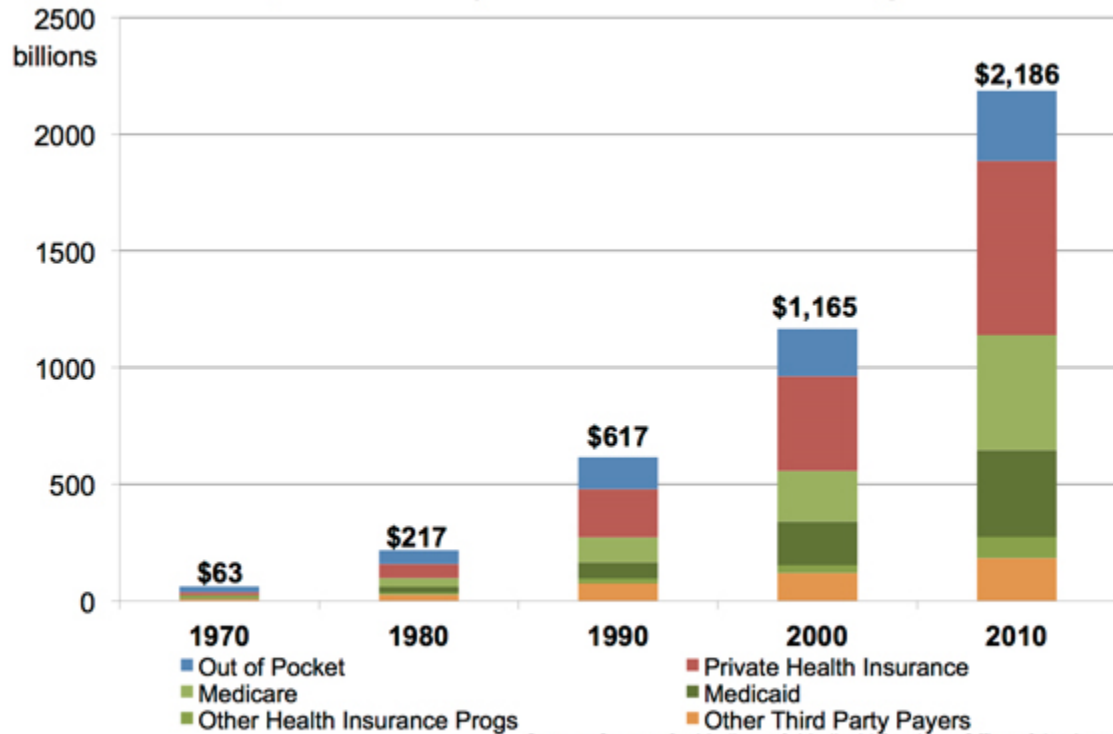
Stage 3: Organizing Data

A Snapshot in Time



Stages 3: Organizing Data

Health Care Expenditures by Source of Funds Through the Decades

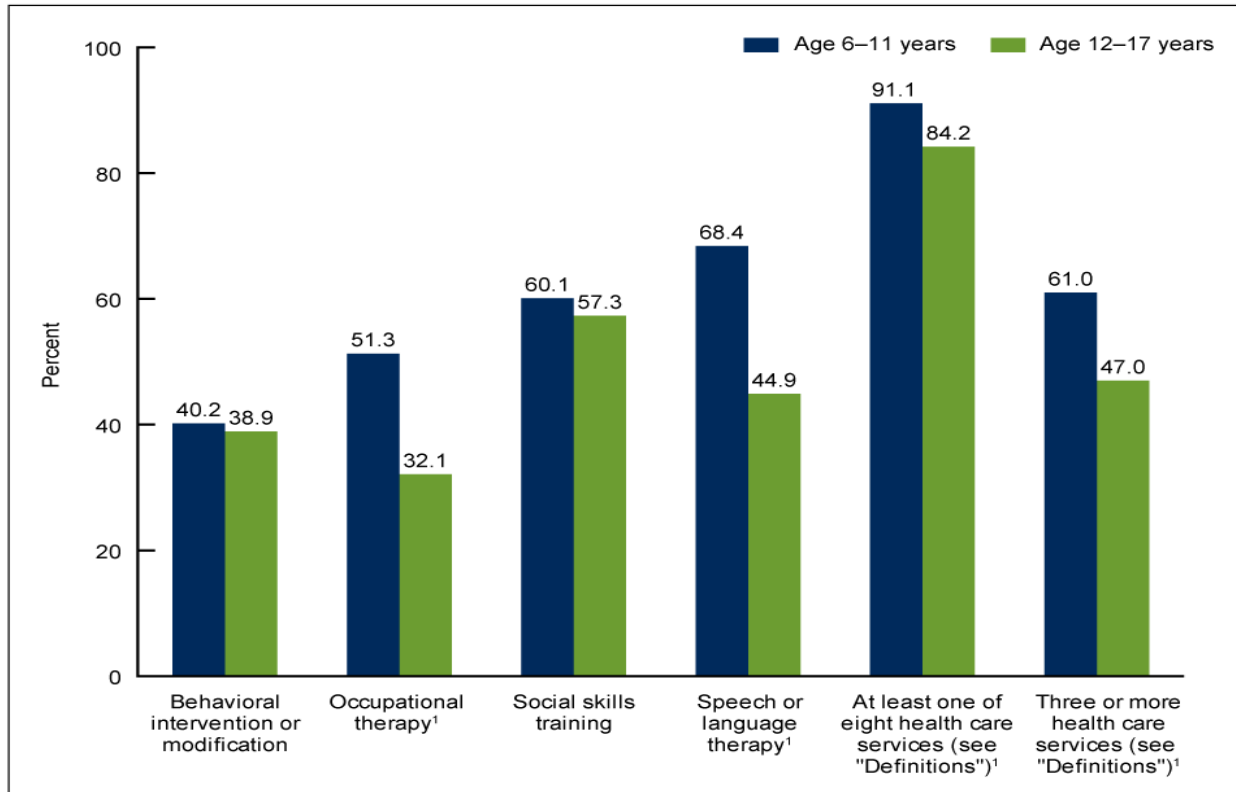


Source: Centers for Medicare & Medicaid Services, Office of the Actuary, National Health Statistics Group via cms.gov. Accessed 3/23/2012.
Produced by: Veronique de Rugy, Mercatus Center at George Mason University



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



¹Indicates a statistically significant difference ($p < .05$) between age groups.

NOTE: Access data table for Figure 3 at: http://www.cdc.gov/nchs/data/databriefs/db97_tables.pdf#3.

SOURCE: CDC/NCHS, Survey of Pathways to Diagnosis and Services, 2011.



Stage 3: Organizing Data

Tips to Validate the Findings

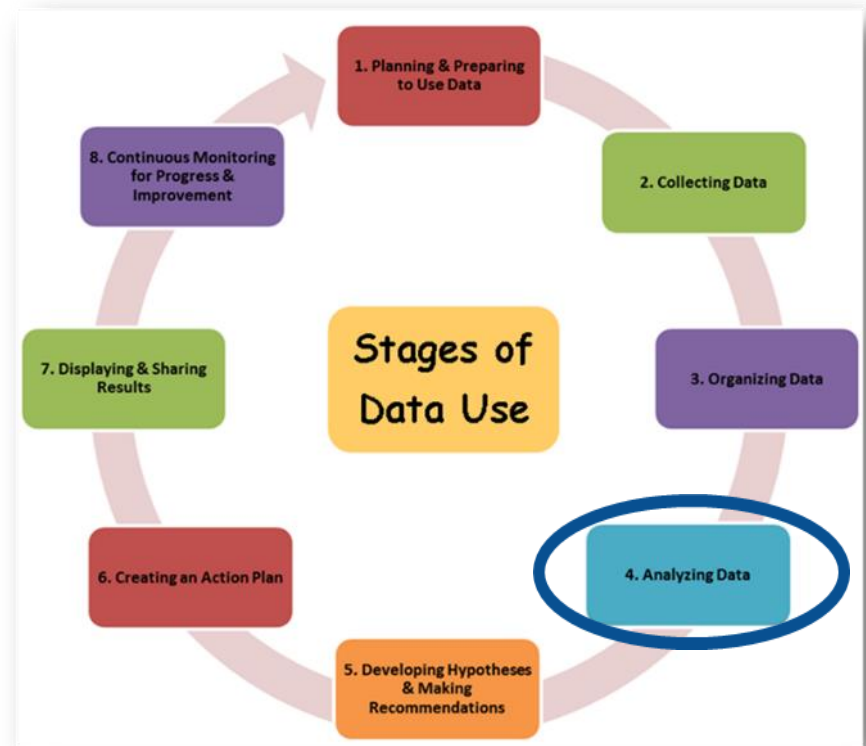
To make sure the data are sound:

- Use trusted sources
- Follow-up with questions
- Use different ways of gathering data
- Ensure everyone agrees and accepts the findings



Stages of Data Use

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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



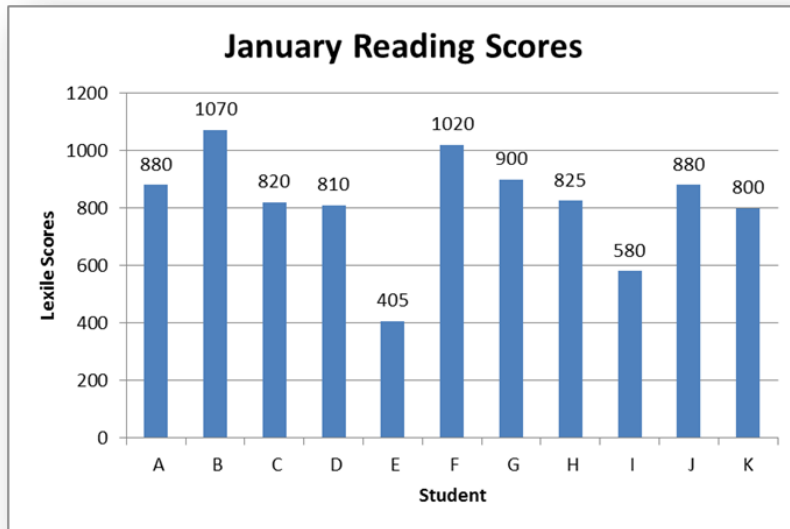
Terms when Working with Numbers

- 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

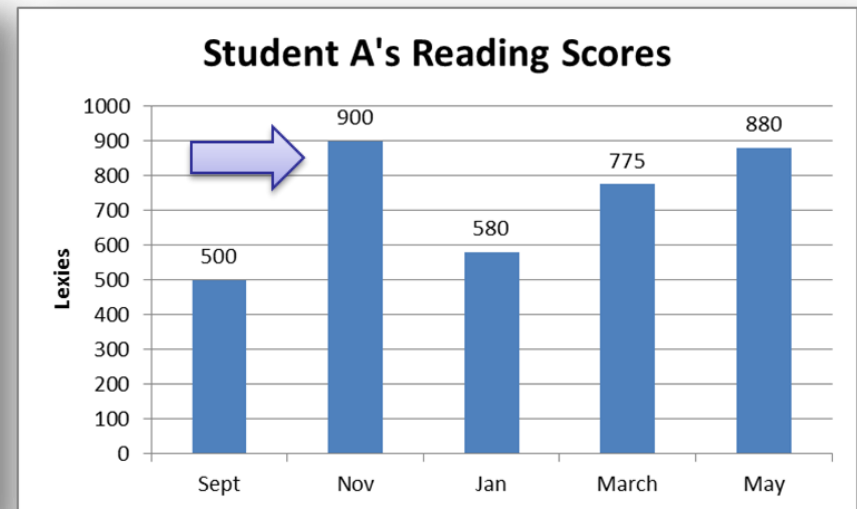


Stage 4: Analyzing Data

Examples of Working with Numbers



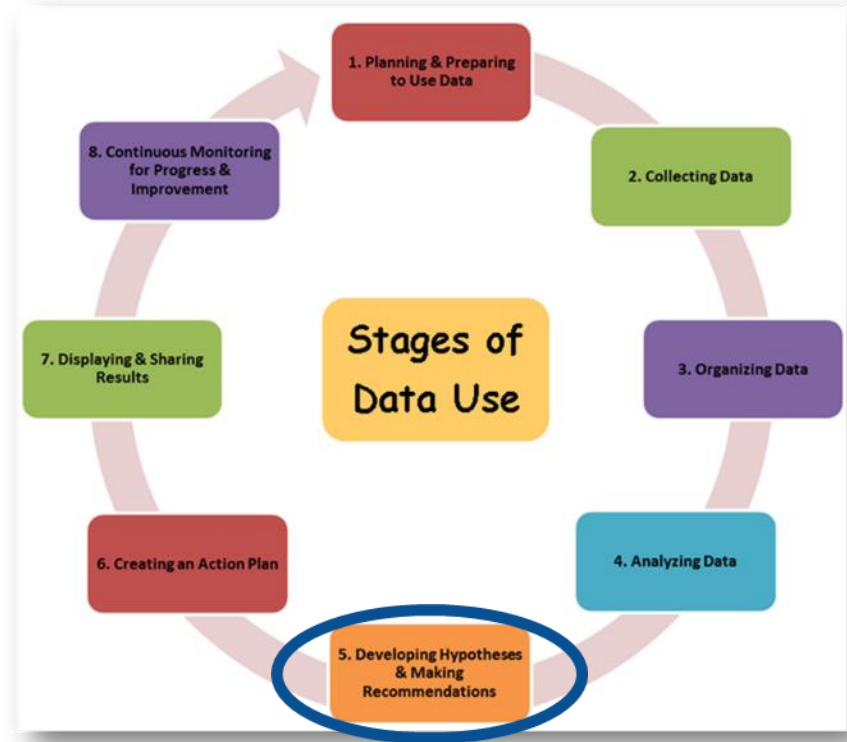
Mean = 817.3
Median = 825
Mode = 880
Range = 665



Outlier

Stages of Data Use

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Stage 5: Developing Hypotheses & Making Recommendations

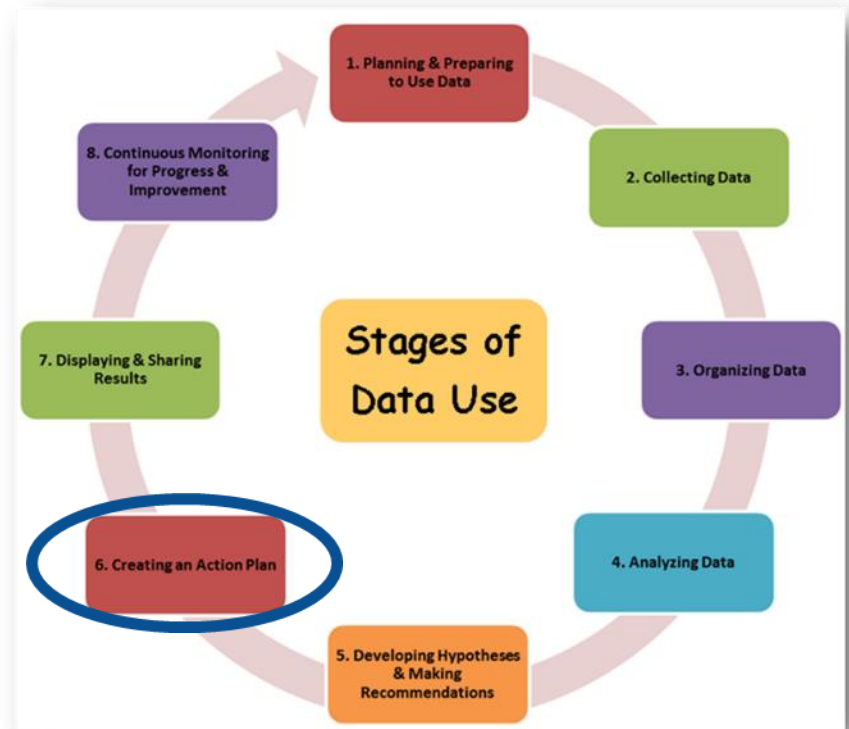
Hypotheses & Recommendations

- 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
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Stage 6: Creating an Action Plan



A hand-drawn diagram of an action plan table. The title 'ACTION PLAN' is written in blue at the top. Below it, the table has four columns labeled 'WHO', 'WHAT', 'WHEN', and 'HOW' in red. The table is drawn with green lines and has two red dots at the top corners, suggesting it's pinned to a board.

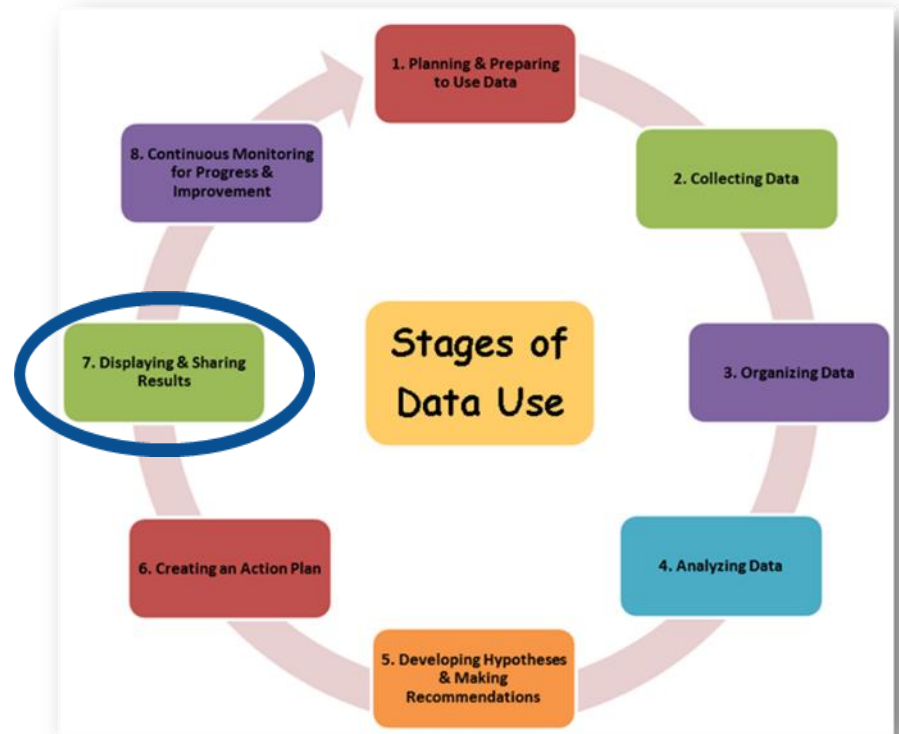
| WHO | WHAT | WHEN | HOW |
|-----|------|------|-----|
| | | | |

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
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5. Developing Hypotheses & Making Recommendations
6. Creating an Action Plan
7. **Displaying & Sharing Results**
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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?

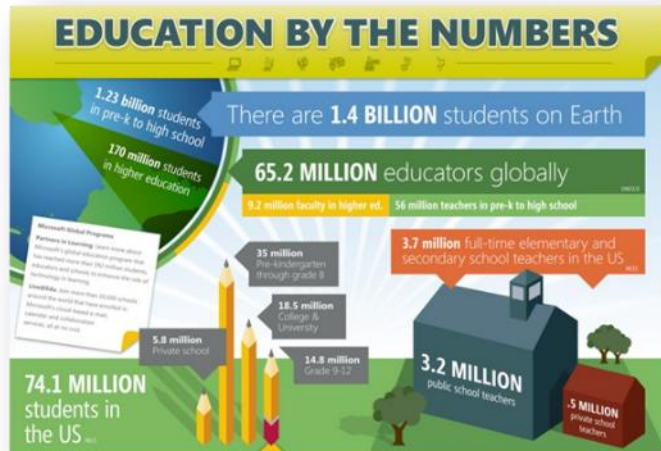


Stage 7: Displaying & Sharing Results

Make the Data Come Alive

Social Math

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



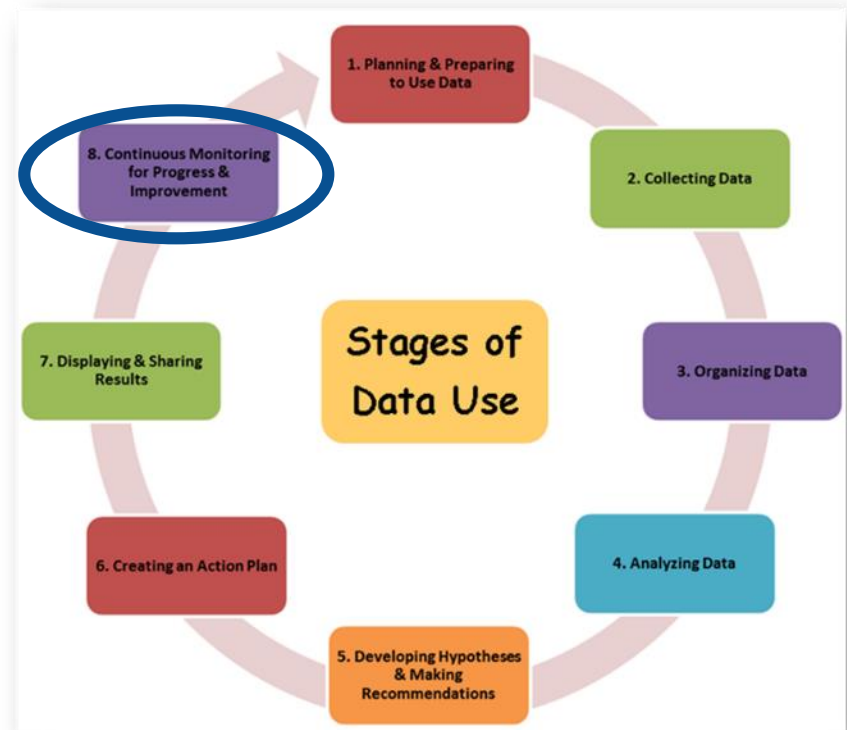
Data Stories

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



Stages of Data Use

1. Planning & Preparing to Use Data
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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

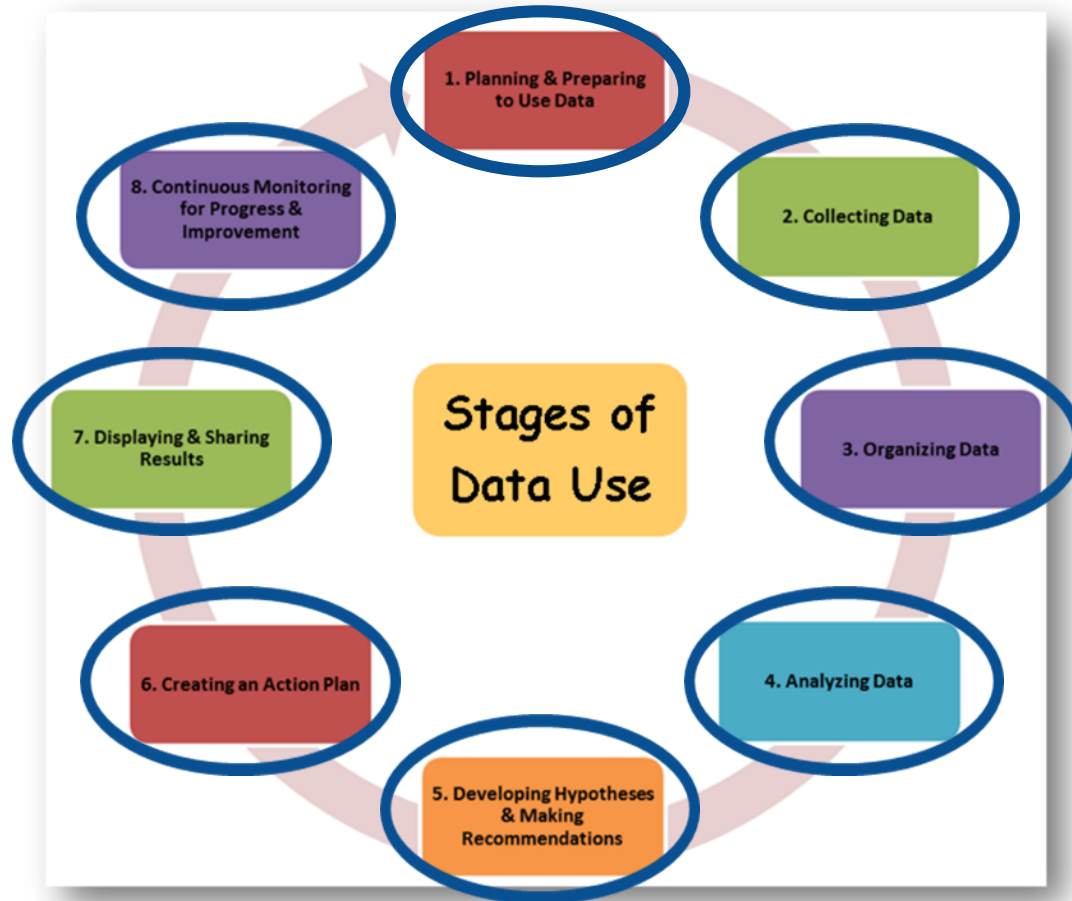
Process Begins Again

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



Tool for Using Data

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Understanding Data as Information

Tool for Using Data

Page 1

Directions: This tool can be used individually or as a decision-making group to help in using data effectively.

STAGE 1: PLANNING & PREPARING TO USE DATA (page 38)

What is the question you start out with?

STAGE 2: COLLECTING DATA (page 39)

| Describe the data you used. (Example: reading scores) | Where did you find the data? (Example: WISEdash) | Data as numbers (quantitative) X | Data as story or opinion (qualitative) X |
|--|---|--|--|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |

Do you have reliable and valid data? YES NO NOT SURE

Do you have all the data you need to answer your question? YES NO NOT SURE

What other types of data would be helpful? (Examples: grades, surveys, assessments)

STAGE 3: ORGANIZING DATA (pages 40-44)

How is the data organized?

Snapshot in Time _____ Trend _____ Comparison _____ Line Graph _____

Pie Chart _____ Bar Graph _____ Table _____

Aggregate _____ Disaggregate _____ Triangulated _____

Comments: _____

Are there patterns in the data? YES NO NOT SURE

What information is unclear or needs more clarification? _____

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55

Understanding Data

Tool for Using Data

Page 2

STAGE 5: DEVELOPING HYPOTHESES & MAKING RECOMMENDATIONS (page 48)

What conclusions are you making based on the data?

1) _____

2) _____

3) _____

4) _____

What other questions do you have now? _____

What will be included as recommendations for your action plan? _____

STAGE 6: CREATING AN ACTION PLAN (pages 49)

What are your goals? _____

How do you plan on achieving the goals? _____

STAGE 7: DISPLAYING & SHARING RESULTS (page 50-51)

What story does the data tell? _____

Are you sharing the data with? (Examples: school staff, students, community members)

What is your response to the data? _____

STAGE 8: CONTINUOUS MONITORING FOR PROGRESS & IMPROVEMENT (page 52)

How often do you check how you're doing? (Example: Annual Report to Stakeholders)

How do you monitor your progress and improvement? (Examples: monthly, quarterly, annually)

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Section 6 Data Resources

Fact Sheet on Your Community

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

Data about Children in Your State

<http://datacenter.kidscount.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

<http://www.fv-ncfpp.org/quality-health-care1/mchb-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





Serving on Groups That Make Decisions: A Guide for Families

Presented by:

Name

Organization/Agency

www.servingongroups.org

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

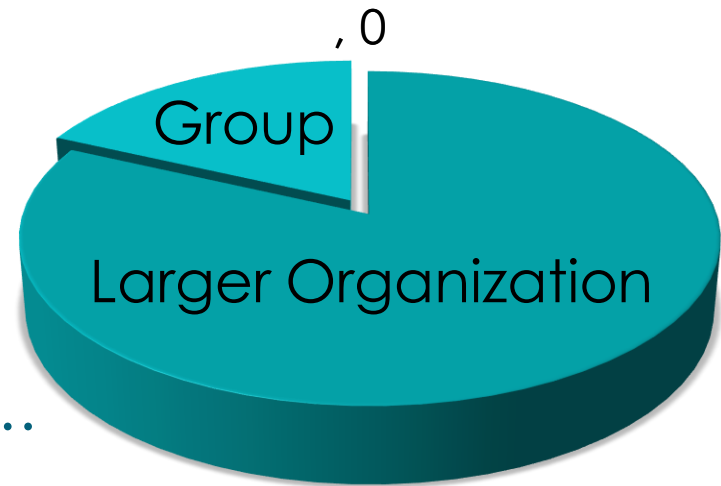


Reminder...

- 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

63

The Role of Families on Groups

What information do I need to know about the group?

My Reason for Joining the Group
The issues I care about: _____
My personal goal for making a difference: _____

Type of Group
Name of group _____ Contact person(s) _____
Phone/email _____ Website _____
Leadership (names/contact info): _____
Group's Purpose _____
Group's Vision _____
Group's Mission _____

Activities of the Group
Group's Function: governing advisory leadership planning evaluation practice group
Group's Authority: budgets services programs personnel policy advisory
 public awareness training and education legislation performance review other
How often does the group meet? _____ Time? _____

Membership and Roles
How are members selected? Volunteer Appointed Elected Mandated
Is there an application or nomination process? _____ Contact _____
Length of service? _____ Are additional committees required? _____
My role description and responsibilities: _____
Is there an orientation for new members? _____ Is there on-going training? _____
Is travel required? _____ Is mileage reimbursed? _____ Is a stipend provided? _____
Is a computer required? _____ Is liability coverage provided? _____

Adapted from:
"Guidelines for Exploring Interagency Opportunities," Action Sheet: P4P- c99, PACER Center, 2004. <http://www.pacer.org/Parent/4hp/P4P-c99.pdf>

63



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?

65

The Role of Families on Groups

Sharing Your Family Story

"Never underestimate the power of your story. A well-told story has the potential to touch hearts and change minds. While impersonally delivered facts can easily be forgotten or dismissed, a story lingers and mingles with the other stories that shape our shared human experience."

This template will help you record and organize important points about your own family story. Start by jotting down experiences you have had. Put them in order and write a brief story. You may wish to use this template below to help organize your thoughts. Putting your thoughts down on paper now will help you prepare for opportunities to share your story in the future.

The whole story...

(You may wish to continue on additional sheets of paper.)

Consider your audience

Now connect your experience to an issue...These points should consider the listener's common experiences, concerns, goals, and position on an issue.

Point 1: _____

Point 2: _____

Point 3: _____

Excerpt from: 'From Experience to Influence: The Power of a Parent's Story', ACTION Sheet: PHP-121, PACER Center, 2006
<http://www.pacer.org/parents/phi/phi-121.pdf>

65



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-ncfpp.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=Bl4rqX_F69c

Guidelines for Exploring Interagency Opportunities ACTION Sheet

<http://www.pacer.org/Parent/php/PHP-c99.pdf>

From Experience to Influence: The Power of a Parent's Story ACTION Sheet

<http://www.pacer.org/parent/php/php-c121.pdf>

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

<http://www.npc.ie/attachments/88f10722-40c1-4945-824f-59e8e22be306.pdf>

Local Interagency Team Parent Representative brochure – Vermont

<http://www.vffcmh.org/wp-content/themes/childrens-non-profit/images/prbrochureiast.pdf>





Serving on Groups That Make Decisions: A Guide for Families

Presented by:

Name

Organization/Agency

www.servingongroups.org

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



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

Section 8 Resources

Creating Agreement Collection

<http://www.ideapartnership.org/component/content/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

http://www.mindtools.com/pages/article/newLDR_81.htm

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=nFE8laolnQU>

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

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Serviendo en
Serving on
Serving on Groups That Make Decisions
A Guide for Families

SERVING ON GROUPS

THAT MAKE DECISIONS: A GUIDE FOR FAMILIES
A guidebook for individuals who want to make a difference in their community by serving as a member of a decision-making group. This resource was developed through a collaborative effort between statewide agencies, school representatives and family members.



For more information on NCFPP:

- www.familyvoices.org/ncfpp/



Thank you to reviewers!

- Family Voices
 - Jennifer Bolden-Pitre
 - Maria Isabel Frangenberg
 - Trish Thomas
- SPAN
 - Ayo Bajomo
 - Nicole Pratt
- National Diverse Leadership Development Advisory Team
 - Oanh Bui
 - Lori Moore
 - Yolanda Sandoval-Nez
 - Deepa Srinivasavaradan
 - Kristine Thai



Thank you!

Please remember to complete the evaluation!



Disclaimer Information

This publication was produced under a subcontract from the National Center for Systemic Improvement at WestEd, a technical assistance and dissemination center funded by the U.S. Department of Education, Office of Special Education Programs. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned on this website is intended or should be inferred.

The NCFPP is funded by the Health Resources and Services Administration, Maternal and Child Health Bureau, Division of Services for Children with Special Health Needs (DSCSHN), through cooperative agreement #U40MC00149



Transforming State Systems
to Improve Outcomes for
Children with Disabilities

